1994–95 University of Oregon Undergraduate and Graduate Bulletin

University of Oregon

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

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

Front cover photograph: This stained-glass window, depicting the Great Seal of the University of Oregon, is one of several panels in a skylight that once illuminated the foyer of Johnson Hall. Inscribed on the seal is the university's Latin motto, which means "mind moves the mass." In 1914 the Fuller Glass Company of San Francisco created and installed the skylight in the administration building's central atrium. It remained there until 1949 when, for safety reasons, it was removed and placed in storage. In 1974 this panel and two companion pieces were relocated to the lower level of the Erb Memorial Union, where they remain today.

Back cover photograph: Clarinet students take advantage of the acoustics north of the Music Building and the spring weather. The sloping lawn, concrete floor, and brick wall form an outdoor amphitheater.

Photographs by Jack Liu.

Statement of Purpose

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

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

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

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

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

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

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 (503) 346-3123, TDD (503) 346-1021.

Oregon State System of Higher Education

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

Executive Committee

Janice J. Wilson, Portland, 1995
president

Rob Miller, Salem, 1996
vice president

Leslie M. Swanson, Jr., Portland, 1997
vice president for planning

Robert L. R. Bailey, The Dalles, 1996

George E. Richardson, Jr., Portland, 1994

Members

Herbert Aschkenasy, Albany, 1997

Diane Christopher, Medford, 1995

Richard Donahue, Beaverton, 1996

Karen Madden Evans,* Monmouth, 1994

Bobby Lee,* Eugene, 1995

Jim Willis, Salem, 1997

Administrative Staff

Joseph W. Cox, interim chancellor, (503) 346-5700, Eugene

Weldon E. Ihrig, vice chancellor for finance and administration, (503) 346-5731, Eugene

Shirley M. Clark, vice chancellor for academic affairs, (503) 346-5721, Eugene

Larry D. Large, vice chancellor for public affairs, (503) 725-5700, Portland

John Owen, vice chancellor for the Oregon Center for Advanced Technology Education (OCATE), (503) 737-4525, Corvallis

Virginia L. Thompson, secretary to the board, (503) 346-5796, Eugene

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

Member Institutions

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

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

Oregon Institute of Technology, Klamath Falls
Lawrence J. Wolf, president

Oregon State University, Corvallis
John V. Byrne, president

Portland State University, Portland
Judith A. Ramaley, president

Southern Oregon State College, Ashland
Stephen J. Reno, interim president

University of Oregon, Eugene
Dave Frohnmayer, interim president

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

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 350,000 who came before them, have access to the most current knowledge in classes, laboratories, and seminars conducted by active researchers. In turn, by sharing their research through teaching, faculty members are better able to articulate their findings and to integrate their specialized studies with broader areas of knowledge. Their students learn that knowledge is a vital and changing commodity and that learning should be a lifelong activity.

UO students select their courses from departments and programs in the College of Arts and Sciences and from several professional schools and colleges. More than 750 full-time faculty members, nearly 360 part-time faculty members, and close to 1,100 graduate teaching and research assistants serve as mentors, colleagues, and friends to the 16,600 undergraduate and graduate students currently enrolled at the university.

Although most students are from Oregon, about 35 percent come 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 entire campus learning community. In the past year, faculty members and students engaged in active research programs have brought the university almost $46.5 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. The College of Arts and Sciences has, with the help of several major grants, increased its efforts to provide solid humanities education to more students.

THE CAMPUS

The university's 250-acre campus is an arboretum of more than 2,000 varieties of trees. Campus buildings date from 1876, when Deady Hall opened, to 1990, when a four-building science complex 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 1.9-million volume University of Oregon 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, McArthur Court, Leighton Pool, Esslinger Hall's gymnasiums and courts, the Harry Jerome Weight Center, Gerlinger Annex's gymnasiums and dance studios, Hayward Field's all-weather track, the Bowerman Family Building, and open-air and covered tennis courts.

Student-guided tours of the university are offered by ConDUCKtours, Monday through Friday. Tours may be arranged by calling (503) 346-3014. In addition, ConDUCKtours distributes campus maps and a variety of pamphlets describing university programs, sells the *University of Oregon Undergraduate and Graduate Bulletin*, answers questions about services and office locations, and offers general information about the university.

PUBLIC SERVICE

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

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

University programs that are designed specifically 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 Beethoven Satellite Network. In 1987 KWAX was one of the ten most listened to public radio stations in the country. KWAX programs are rebroadcast on translators in several coastal and central Oregon communities. The stations and translators reach more than 30,800 listeners weekly.

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, and the UO Portland Center.

In addition to attracting major research funding to Oregon, the UO is one of Lane County's largest employers, with an annual payroll of about $109 million to about 8,400 faculty, staff, and student employees.

ACCREDITATION

The University of Oregon was elected to membership in the Association of American Universities in 1969. The university has full accreditation from the Northwest Association of Schools and Colleges and the Western Interstate Commission for Higher Education. 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
Association of American Law Schools
Council for Accreditation of Counseling and Related Educational Programs
Council on Accreditation, National Recreation and Park Association/American Association for Leisure and Recreation
Foundation for Interior Design, Education, and Research
National Architectural Accrediting Board
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
National Athletic Trainers Association
Planning Accreditation Board
Teacher Standards and Practices Commission

Contents

Bulletin Expiration and Requirements Policies

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

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

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

Undergraduate Students

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

Candidates for all bachelor of arts and bachelor of science degrees conferred fall 1995 and thereafter must satisfy the general university requirements that went into effect fall 1993. See the Bachelor's Degree Requirements section of this bulletin for more information.

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

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

Exceptions to major or minor requirements may be made by a major or minor department.

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 undergraduate and graduate bulletin in effect when the student was first admitted and enrolled at the University of Oregon
2. A student who has not maintained continuous enrollment is subject to the requirements described in the department and **Graduate School** sections of the undergraduate and graduate bulletin in effect the first term the student was readmitted by the Graduate School and reenrolled at the University of Oregon

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

General Information

Welcome to the University of Oregon 1

Academic Majors and Minors 4

Reader's Guide to the Bulletin 7

1994–95 Academic Calendar 10

Honors and Awards 11

Entering the University 14
Admissions 14
Registration and Academic Policies 18
Tuition and Fees 26
Student Financial Aid 27
Student Employment 33
Student Housing 34
Academic and Career Planning 36

Graduate School 39
Advanced Degrees 39
General Information 40
General Requirements and Policies 41
Graduate Tuition, Fees, and Financial Aid 43
Master's Degrees 44
Doctoral Degrees 46

Liberal Arts and Sciences

College of Arts and Sciences 49
Anthropology 50
Asian Studies 54
Australian Studies 57
Biology 57
Canadian Studies 64
Chemistry 65
Classics 70
Greek, Latin
Comparative Literature 73
Computer and Information Science 75
Creative Writing 80
East Asian Languages and Literatures 81
Chinese, Japanese
Economics 84
English 87
Expository Writing
Environmental Studies 93
Ethnic Studies 95
Exercise and Movement Science 96
Folklore 99
General Science 100
Geography 102
Geological Sciences 105
Germanic Languages and Literatures 110
German, Scandinavian, Danish, Finnish, Norwegian, Swedish
History 114
Honors College 118
Independent Study
Humanities 120
International College 121
International Studies 122
Latin American Studies 126
Linguistics 127
Indonesian, Thai
Mathematics 131
Medieval Studies 136
Neuroscience 137
Pacific Islands Studies 137
Peace Studies 138
Philosophy 139
Physics 141
Political Science 145
Psychology 149
Religious Studies 153
Romance Languages 155
French, Italian, Spanish
Russian 162
Russian and East European Studies 164
Scandinavian Studies 166
Sociology 167
Southeast Asian Studies 171
Statistics 171
Theater Arts 172
Women's Studies 174

Preparatory Programs and Special Studies 177
Preparatory Programs 177
Engineering, Preparatory 177
Health Sciences, Preparatory 178
Law, Preparatory 182
Library Science, Preparatory 182
Master of Business Administration, Preparatory 182
Social Work, Preparatory 182
Teacher Education, Preparatory 183
Special Studies 183
Substance Abuse Prevention Program 183
Academic Learning Services 183
Air Force ROTC 184
Army ROTC 184
Labor Education and Research Center 184
Library 185
Military Science 185
Overseas Study 186
Physical Activity and Recreation Services 187

Professional Schools

School of Architecture and Allied Arts 191
Architecture 192
Art History 199
Arts and Administration 203
Fine and Applied Arts 205
Historic Preservation 210
Interior Architecture 211
Landscape Architecture 214
Leisure Studies and Services 218
Planning, Public Policy and Management 221

College of Business Administration 229
Undergraduate School of Business 230
Graduate School of Management 232
Accounting 238
Decision Sciences 239
Finance 240
Management 242
Marketing 244

College of Education 247
Educational Studies 249
Learning and Instructional Leadership 253
- Educational Policy and Management 254
- Foreign-Language Teaching License 256
- Special-Education Exceptional Learner 257

Special Education and Rehabilitation 261
- Communication Disorders and Sciences 262
- Counseling Psychology 264
- Early Intervention 265
- Interdisciplinary Special Education and Rehabilitation 266
- School Psychology 266
- Special-Education Developmental Disabilities 266

School of Journalism and Communication 271
Telecommunication and Film 278

School of Law 279

School of Music 285
Dance 285
Music 290

Resources and Student Services

Campus and Community Resources 307
Computing 307
Continuation Center 307
- Community Education 307
- Continuing Education 307
- Summer Session 308

International Education and Exchange 309
Library 310
Museums 312
- Condon Museum of Geology 312
- Museum of Art 312
- Museum of Natural History 313
- Oregon State Museum of Anthropology 313

Portland Center 313
Research Institutes and Centers 314
- Advanced Science and Technology Institute 314
- Center for Asian and Pacific Studies 314
- Center for Housing Innovation 315
- Center for the Study of Women in Society 315
- Center for the Study of Work, Economy, and Community 315
- Chemical Physics Institute 315
- Computational Intelligence Research Laboratory 316
- Humanities Center 316
- Institute of Cognitive and Decision Sciences 316
- Institute of Molecular Biology 317
- Institute of Neuroscience 317
- Institute of Theoretical Science 317
- Materials Science Institute 318
- Oregon Institute of Marine Biology 318
- Oregon Survey Research Laboratory 318
- Social Science Instructional Laboratory 319
- Solar Energy Center 319
- Other Research Facilities 319

Services for Students 321
Academic Advising and Student Services 321
Affirmative Action and Equal Opportunity 322
Associated Students of the University of Oregon 322
Bookstore 324
Career Planning and Placement Service 324
Child and Family Services 325
Counseling and Testing 325
Dean of Students 325
Erb Memorial Union 326
Health Services 327
Intercollegiate Athletics 328
Physical Activity and Recreation Services 328
Public Safety 328
Special Services 328
Student University Relations Council 330

References

Enrollment Statistics 332

Living in Eugene 333

Faculty Index 334

Subject Index 342

Campus Map 351

Sixth Series
University of Oregon Bulletin
Number 13
July 1994
(USPS 363-910)
Issued quarterly each year: July, August, September, and March.
Published by the Oregon State System of Higher Education at the University of Oregon, Eugene OR 97403. Second-class postage paid at Eugene OR 97403. Copies of this publication are available for $5.00. Make checks payable to University of Oregon. Send mail orders to:
Undergraduate and Graduate Bulletin
University Publications
1282 University of Oregon
Eugene OR 97403-1282
ZIP code must be included in the return address. Copies are available on campus at the University of Oregon Bookstore, the Erb Memorial Union, and ConDUCKtours on the first floor of Oregon Hall.
The *1995–96 UO Undergraduate and Graduate Bulletin* will be published in July 1995. The *1994–95 UO Graduate Admission Bulletin* will be published in August 1994. The third publication in the university's bulletin series, the *1994–95 UO School of Law Bulletin*, will be published in September 1994. Address requests to the School of Law, 1221 University of Oregon, Eugene OR 97403-1221. The *1995 UO Summer Session Bulletin*, fourth in the series, will be published in March 1995. Address requests to Summer Session, 1279 University of Oregon, Eugene OR 97403-1279. The latter two publications are available at no charge.
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Academic Majors and Minors

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

	Minor	Bachelor's	Master's	Doctorate
Accounting (BA)		●		●
Anthropology (A&S)	●	●	●	●
Architecture (AAA)	●	●	●	
Art History (AAA)	●	●	●	●
Arts Management (AAA)			●	
Asian Studies (A&S)		●	●	
Biology (A&S)	●	●	●	●
Business Administration (BA)	●			
Ceramics (AAA)		●	●	
Chemistry (A&S)	●	●	●	●
Chinese (A&S)	●	●		
Classical Civilization (A&S)		●		
Classics (A&S)	●	●	●	
Communication and Society (JOUR)				●
Communication Disorders and Sciences (ED)		●	●	●
Community Arts (AAA)	●			
Comparative Literature (A&S)		●	●	●
Computer and Information Science (A&S)	●	●	●	●
Counseling (ED)			●	
Counseling Psychology (ED)				●
Creative Writing (A&S)			●	
Dance (MUS)	●	●	●	
Decision Sciences (BA)		●	●	
Decision Sciences: Business Statistics (BA)			●	●
Decision Sciences: Production and Operations Mgmt (BA)			●	●
East Asian Languages and Literatures (A&S)			●	
Economics (A&S)	●	●	●	●
Educational Policy and Management (ED)			●	●

	Minor	Bachelor's	Master's	Doctorate
Educational Studies (ED)		●		
English (A&S)	◊	●	●	●
Environmental Studies (A&S)	●			
Ethnic Studies (A&S)	◊	Certificate		
Exercise and Movement Science (A&S)		●	●	●
Fibers (AAA)		●	●	
Finance (BA)		●	●	●
Fine and Applied Arts (AAA)	●	●	●	
Folklore (A&S)		Certificate		
French (A&S)	●	●	●	
General Science (A&S)		●		
Geography (A&S)	●	●	●	●
Geological Sciences (A&S)	●	●	●	●
German (A&S)	●	●	●	●
Greek (A&S)	●	●		
Historic Preservation (AAA)	●		●	
History (A&S)	●	●	●	●
Humanities (A&S)		●		
Independent Study (A&S)		●		
Industrial Relations (BA)			●	
Interdisciplinary Studies (GRAD)			●	
Interior Architecture (AAA)	●	●	●	
International Studies (A&S)		●	●	
Italian (A&S)	●	●	●	
Japanese (A&S)	●	●		
Journalism (JOUR)		●	●	
Journalism: Advertising (JOUR)		●	●	
Journalism: Communication Studies (JOUR)		●	◊	

The minor in classics will be discontinued at the end of summer session 1995.

◊Inactive programs, not admitting students during 1994–95.

Colleges and Schools

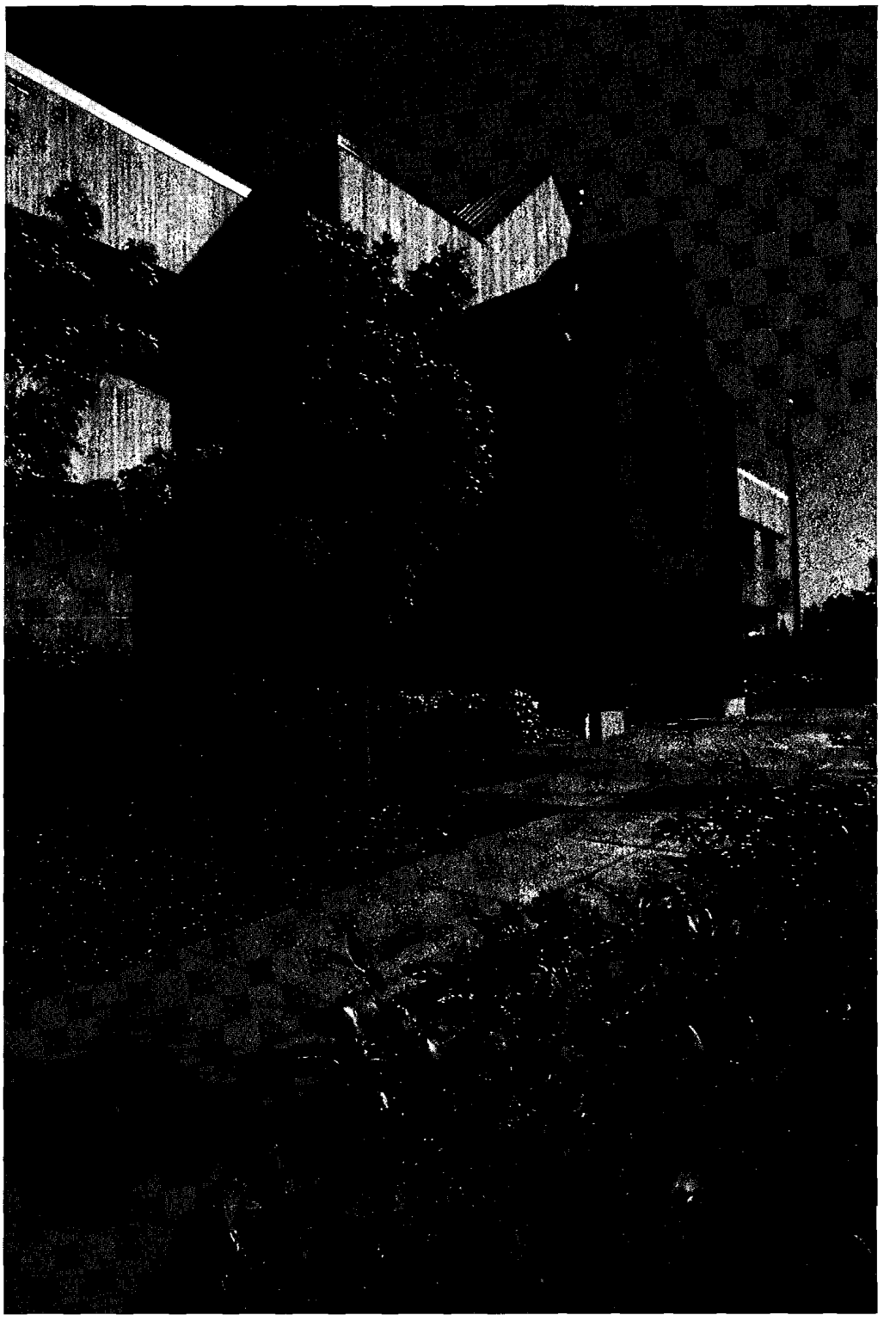
AAA: School of Architecture and Allied Arts
A&S: College of Arts and Sciences
BA: College of Business Administration
ED: College of Education
GRAD: Graduate School
JOUR: School of Journalism and Communication
LAW: School of Law
MUS: School of Music

	Minor	*Bachelor's*	*Master's*	*Doctorate*
Journalism: Electronic Media Production (JOUR)		●	●	
Journalism: Magazine (JOUR)		●	●	
Journalism: News-Editorial (JOUR)		●	●	
Journalism: Public Relations (JOUR)		●	●	
Landscape Architecture (AAA)		●	●	
Latin (A&S)	●	●		
Law (LAW)				●
Leisure Studies and Services (AAA)		◊	◊	◊
Linguistics (A&S)	●	●	●	●
Management (BA)		●	●	
Management: Corporate Strategy and Policy (BA)				●
Management: General Business (BA)			●	
Management: Human Resource Management (BA)				●
Management: Organizational Studies (BA)				●
Marketing (BA)		●	●	●
Mass Media Studies (JOUR)	●			
Mathematics (A&S)	●	●	●	●
Medieval Studies (A&S)	●			
Metalsmithing and Jewelry (AAA)		●	●	
Music (MUS)	●	●		
Music: Conducting (MUS)			●	
Music: Piano Pedagogy (MUS)			●	
Music Composition (MUS)		●	●	●
Music Education (MUS)		●	●	●
Music Education: Elementary Education (MUS)	●			
Music History (MUS)			●	●
Music Performance (MUS)		●	●	●
Music Theory (MUS)		●	●	●
Painting (AAA)		●	●	
Peace Studies (A&S)	●			
Philosophy (A&S)	●	●	●	●
Physics (A&S)	●	●	●	●
Planning, Public Policy and Management (AAA)	●	●		
Political Science (A&S)	●	●	●	●
Printmaking (AAA)		●	●	
Psychology (A&S)	●	●	●	●
Public Affairs (AAA)			●	
Religious Studies (A&S)	●	●		
Romance Languages (A&S)		●	●	●
Russian (A&S)	●	●	●	
Russian and East European Studies (A&S)		Certificates		
Scandinavian (A&S)	●			
School Psychology (ED)			●	●
Sculpture (AAA)		●	●	
Sociology (A&S)	◊	●	●	●
Spanish (A&S)	●	●	●	
Special Education (ED)	●		●	●
Special Education: Developmental Disabilities (ED)			●	●
Special Education: Early Intervention (ED)			●	●
Special Education: Exceptional Learner (ED)			●	●
Special Education: Rehabilitation (ED)				●
Telecommunication and Film (JOUR)			◊	◊
Theater Arts (A&S)	●	●	●	●
Urban and Regional Planning (AAA)			●	
Visual Design (AAA)		●	●	
Women's Studies (A&S)	●	Certificate		

Majors, Minors, Options, and Certificates

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

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



Reader's Guide to the Bulletin

ORGANIZATION

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

WHERE TO FIND IT

This bulletin has three sections. The first contains information about the academic calendar, honors and awards, admission, registration, tuition and fees, financial aid, 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 College of Arts and Sciences, its departments and programs arranged alphabetically. The six professional schools and colleges follow in alphabetical order. The last section covers academic and student services.

STILL CAN'T FIND IT?

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

DEFINITIONS

The academic terms defined below are used throughout this bulletin.

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 either graduate or professional

1 Credit. Represents approximately three hours of the student's time each week for one term. 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 the schedule of classes published each term

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

Generic Courses. Courses numbered 196–200, 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 the total points for all letter grades—A, B, C, D, F—by the total credits

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

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

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

Major. A primary undergraduate or graduate field of specialized study

Minor. A secondary undergraduate field of specialized study

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. The circumstances under which a course may be repeated for credit are usually restricted

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

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

1 Semester Credit. Indicates one semester credit, which equals one and one-half quarter 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 typically must be taken in a specified order

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

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

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

S: must be taken in sequence

Sample Course Listings

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

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

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

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

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

Subject Codes

The following subject codes are used at the University of Oregon and other Oregon State System of Higher Education schools. They appear in all University of Oregon bulletins and in the class schedules.

AAA	Architecture and Allied Arts
AAAP	Architecture and Allied Arts: Historic Preservation
AAD	Arts and Administration
ACTG	Accounting
ALS	Academic Learning Services
ANTH	Anthropology
ARCH	Architecture
ARH	Art History
ART	Fine and Applied Arts
ARTC	Art: Ceramics
ARTF	Art: Fibers
ARTM	Art: Metalsmithing and Jewelry
ARTP	Art: Painting
ARTR	Art: Printmaking
ARTS	Art: Sculpture
ARTV	Art: Visual Design
ASTR	Astronomy
BA	Business Administration
BE	Business Environment
BI	Biology
CDS	Communication Disorders and Sciences
CH	Chemistry
CHN	Chinese
CIS	Computer and Information Science
CLAS	Classics
COLT	Comparative Literature
CPSY	Counseling Psychology
CRWR	Creative Writing
DAN	Dance: Professional
DANC	Dance: Service
DANE	Danish
DSC	Decision Sciences
EALL	East Asian Languages and Literatures
EC	Economics
EDPM	Educational Policy and Management
EDUC	Education
EMS	Exercise and Movement Science
ENG	English
ENVS	Environmental Studies
ES	Ethnic 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
HUM	Humanities
IARC	Interior Architecture
ICOL	International College
INDO	Indonesian
INTL	International Studies
IST	Interdisciplinary Studies
ITAL	Italian
J	Journalism
JPN	Japanese
LA	Landscape Architecture
LAT	Latin
LAW	Law
LERC	Labor Education and Research Center
LIB	Library
LING	Linguistics
LSS	Leisure Studies and Services
MATH	Mathematics
MGMT	Management
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]
OAMU	Overseas Studies: Manila, Ateneo de Manila University [Phillipines]
OAVI	Overseas Studies: Avignon, NICSA Program [France]
OBEI	Overseas Studies: Beijing, Central Institute for Nationalities [China]
OBEL	Overseas Studies: Buenos Aires, Universidad de Belgrano [Argentina]
OBEN	Overseas Studies: Lome, Université du Benin [Togo]
OBER	Overseas Studies: Bergen, University of Bergen [Norway]
OBWU	Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]
OCHA	Overseas Studies: Prague, Charles University [Czech Republic]
OCHK	Overseas Studies: Hong Kong, Chinese University of Hong Kong
OCOL	Cologne, NICSA Program [Germany]
OCUE	Overseas Studies: Cuernavaca, Intensive Spanish Program [Mexico]
OCUR	Overseas Studies: Curtin University [Australia]
ODAR	Overseas Studies: Dar es Salaam, University of Dar es Salaam [Tanzania]
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]
OJAV	Overseas Studies: Bogota, Pontificia Universidad Javeriana [Colombia]
OJSB	Overseas Studies: Tokyo, CIEE Japan Summer Business and Society Program
OKEI	Overseas Studies: Tokyo, Keio University [Japan]
OKEN	Overseas Studies: Nairobi, Kenyatta University [Kenya]
OKKU	Overseas Studies: Khon Kaen, Khon Kaen University [Thailand]
OLAT	Overseas Studies: La Trobe University [Australia]
OLNK	Overseas Studies: Linköping, University of Linköping [Sweden]
OLON	Overseas Studies: London, NICSA Program [England]
OLYO	Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France]
OMAC	Overseas Studies: Glasgow, University of Glasgow Charles Rennie Mackintosh School of Architecture [Scotland]
OMAI	Overseas Studies: Le Mans, Université du Maine [France]
OMAL	Overseas Studies: Malang, Institut Keguran Dan Ilmu Pendidikan [Indonesia]
OMEI	Overseas Studies: Tokyo, Meiji University [Japan]
ONIJ	Overseas Studies: Breukelen, Netherlands School of Business (Nijenrode)
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]
OTHA	Overseas Studies: Bangkok, Thammasat University [Thailand]
OUAB	Overseas Studies: Aberdeen, University of Aberdeen [Scotland]
OUEA	Overseas Studies: Norwich, University of East Anglia [England]
OUPP	Overseas Studies: Uppsala, University of Uppsala [Sweden]

OURU	Overseas Studies: Montevideo, Universidad Catolica del Uruguay [Uruguay]
OUSP	Overseas Studies: Suva, University of the South Pacific [Fiji]
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
PEG	Physical Education Gymnastics
PEHA	Physical Education Human Action Studies
PEI	Physical Education Individual Activities
PEIA	Physical Education Intercollegiate Athletics
PEMA	Physical Education Martial Arts
PEMS	Physical Education Multi-Sport Activities
PEOL	Physical Education Outdoor Pursuits—Land
PEOW	Physical Education Outdoor Pursuits—Water
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
SPED	Special Education: Exceptional Learner
SPER	Special Education and Rehabilitation
SPSY	School Psychology
SWED	Swedish
TA	Theater Arts
TCF	Telecommunication and Film
THAI	Thai
WR	Expository Writing
WST	Women's Studies

Course Numbering System

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

1–99
Remedial, terminal, semiprofessional, or 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. Credit is assigned according to the work load in a particular course. Credit ranges indicate minimum and maximum credits available in a single course. Departments determine credit ranges unless specified below. Except in the School of Law, courses numbered 503, 601, and 603 are offered pass/no pass only.

196	Field Studies: [Topic] (1–2R)
198	Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic] (1–2R)
199	Special Studies: [Topic] (1–5R)
200	Innovative Education: [Topic] (1–5R)
399	Special Studies: [Topic] (1–5R)
400	Innovative Education: [Topic] (1–5R)
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	Internship: [Topic]
605	Reading and Conference: [Topic]
606	Field Studies: [Topic] or Special Problems: [Topic]
607	Seminar: [Topic]
608	Workshop: [Topic] or Special Topics: [Topic] or Colloquium: [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 Special Topics: [Topic] or Colloquium: [Topic]
709	Practicum: [Topic] or Supervised Tutoring or Terminal Project
710	Experimental Course: [Topic]

1994–95 Academic Calendar

Fall Term 1994

Reenrollment applications due
Friday, April 29

New Student Orientation
Tuesday to Sunday, September 20–25

Advance Registration
May 16–27, 1994
July 1–29, 1994

Registration by telephone
August 1 to October 5, 1994

Classes begin
Monday, September 26

Last day to pay fees without penalty
Wednesday, September 28

Last day to add courses
Wednesday, October 5

Last day to drop courses without recorded "W"
Monday, October 3

Thanksgiving vacation
Thursday to Sunday, November 24–27

Fall-term final examinations
Monday to Friday, December 5–9

Winter vacation
December 10 to January 2

Winter Term 1995

Reenrollment applications due
Friday, October 28, 1994

Registration by telephone
November 14, 1994 to January 11, 1995

Classes begin
Tuesday, January 3

Last day to pay fees without penalty
Thursday, January 5

Last day to add courses
Thursday, January 12

Martin Luther King, Jr., Day holiday
Monday, January 16

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

Winter-term final examinations
Monday to Friday, March 13–17

Spring vacation
March 18–26

Spring Term 1995

Reenrollment applications due
Friday, February 3

Registration by telephone
February 20 to April 5

Classes begin
Monday, March 27

Last day to pay fees without penalty
Wednesday, March 29

Last day to add courses
Wednesday, April 5

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

Memorial Day holiday
Monday, May 29

Spring-term final examinations
Monday to Friday, June 5–9

Alumni Day
Saturday, June 10

Commencement Day
Sunday, June 11

Summer Session 1995

Registration by telephone
April 24 to September 1

Classes begin
Monday, June 19

Last day to pay fees without penalty
Wednesday, June 21

Independence Day holiday
Tuesday, July 4

Eight-week session ends
Friday, August 11

Summer-session graduation convocation
Saturday, August 12

Eleven-week session ends
Friday, September 1

Labor Day holiday
Monday, September 4

Fall Term 1995

Advance registration
May 15 to June 30

Registration by telephone
August 1 to October 3

Reenrollment applications due
Friday, April 28

New Student Orientation
Tuesday to Friday, September 19–22

Classes begin
Tuesday, September 26

Last day to pay fees without penalty
Thursday, September 28

Last day to add courses
Thursday, October 5

Last day to drop courses without recorded "W"
Tuesday, October 3

Thanksgiving vacation
Thursday to Sunday, November 23–26

Fall-term final examinations
Monday to Friday, December 4–8

Winter vacation
December 9 to January 7

1994

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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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

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20	21	22	23	24	25	26
27	28	29	30			

December

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1995

January

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

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19	20	21	22	23	24	25
26	27	28				

March

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26	**27**	28	29	30	31	

April

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30						

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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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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

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September

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17	18	19	20	21	22	23
24	25	**26**	27	28	29	30

October

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29	30	31				

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
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December

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1996

January

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

February

S	M	T	W	T	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

Honors and Awards

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

HONORARY SOCIETIES

One means of recognizing outstanding students at the University of Oregon is through election to membership in a chapter of a local, national, or international honorary society. Criteria for membership and the scope of activities vary 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

Roger Morris, Adviser
(503) 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
(503) 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 3.50 GPA and a minimum of 45 credits at the university to be invited to membership. A membership reception is held in the fall, and two scholarships are awarded annually to outstanding junior and senior initiates. Initiation fee: $40

Phi Beta Kappa Society

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

Founded in 1776, the Phi Beta Kappa Society is the oldest and most prestigious honorary society in the nation. The Alpha of Oregon chapter has a younger sibling at Reed College; these are the only two chapters in the state. The society honors students whose undergraduate academic records fulfill the objectives of a liberal-arts education. Besides electing new members each spring, the chapter brings to campus national scholars to give free public lectures and converse with students. A cash prize is awarded each spring to the undergraduate winner of the Stanley B. Greenfield Phi Beta Kappa Essay Prize contest; the 1994 prize was $300. The content and style of the essay must be exemplary.

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

Below is a summary of the minimum requirements for election to the Phi Beta Kappa Society in May 1994:

1. At least 168 credits completed by the beginning of the spring term of the election
2. At least 80 credits and five terms on the Eugene campus, the last three terms in residence
3. 3.70 cumulative grade point average at the University of Oregon *or* a 3.50 cumulative UO GPA and a cumulative GPA of at least 3.80 for the last five terms. Only terms in which a student earned letter grades for 6 or more credits are considered in computing the five-term GPA
4. At least 60 percent of UO credits are in courses considered liberal in character, of which 24 credits must be upper division and no more than 6 of these 24 are elective pass/no pass
5. Distribution of the 24 upper-division credits among the three general-education groups (arts and letters, social science, science) in the College of Arts and Sciences. The 24 credits must be distributed in one of the following ways:
   a. 6 credits in each of two groups ***or***
   b. 6 credits in one group and 3 credits in each of the other two groups ***or***
   c. 6 credits in each of two departments and 3 credits in a third department in the same group
6. Evidence of good conduct and character

These requirements are likely to change before the 1995 election. Fulfillment of the minimum requirements does not guarantee election to the Phi Beta Kappa Society.

Phi Eta Sigma

Roger Morris, Adviser
(503) 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

Tracy Lampman, Adviser
(503) 346-3201

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
(503) 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 from within the active membership. New members are selected each spring.

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

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
Richard P. Gale, Adviser
(503) 346-3984

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

Asklepiads
Marliss G. Strange, Adviser
(503) 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
Craig E. Lefanowicz, Adviser
(503) 346-5091

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

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

Beta Gamma Sigma, a national scholastic honorary 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, 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
Susan C. Anderson, Adviser
(503) 346-4051

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
(503) 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
Micheal N. Dyer, Adviser
(503) 346-5621

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
Sarah E. Maxwell, Adviser
(503) 346-3761

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, Adviser
(503) 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
Glenn A. May, Adviser
(503) 346-4320

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

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

Pi Alpha Alpha
Bryan T. Downes, Adviser
(503) 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

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

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

Psi Chi
Robert Mauro, Adviser
(503) 346-4917

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

Sigma Xi
Charlotte Schellman, Adviser
(503) 346-5229

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

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

SERVICE ORGANIZATIONS

Alpha Phi Omega

Mary Hudzikiewicz, Adviser
(503) 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
(503) 343-3216

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

UNDERGRADUATE ACADEMIC HONORS

Clark Honors College

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

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. Students who are on the Dean's List all three terms of an academic year are named Dean's Scholars.

Departmental Honors

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

Junior Scholars

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

Latin Honors

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

AWARDS AND PRIZES

Individual and Organization Awards

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

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

Bess Templeton Cristman Award
(junior woman)

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

Centurian Awards
(undergraduate students)

Dean's Award for Service
(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

Ola Love Fellowship, American Association of University Women
(graduate student)

Outstanding International Student Awards
(any student)

Ray Hawk Award
(senior)

Theresa Kelly Janes Award
(any student)

Vernon Barkhurst Award
(sophomore)

Wilson Cup
(senior)

Fellowships and Scholarships

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

Thomas Condon Fellowship in Paleontology
(graduate student of paleontology)

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

Eric Englund Scholarship
(senior or first-year graduate student in English or history)

Fulbright Grants for Overseas Study
(graduate students)

Fulbright-Hays Dissertation Research Abroad Program
(doctoral candidates)

German Academic Exchange Service Study Grant

Walter Kidd Writing Prizes
(undergraduate students)

Marshall Scholarship

Outstanding Graduate Teaching Fellow Award
(graduate teaching fellow in geological sciences)

Rhodes Scholarship

Rotary International Scholarship

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 Phi Beta Kappa Society offers $300 to the undergraduate winner of the Stanley B. Greenfield Essay Prize. Last year the Women's Studies Program awarded $100 for the best undergraduate essay in lesbian and gay studies.

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

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

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.

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

Entering the University

ADMISSIONS

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

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

APPLICATION DEADLINES

Student Classification	*Application Deadline for Winter 1995 Enrollment*
All classifications except international undergraduates	October 15, 1994
Reenrollment or reregistration	October 29, 1994
	for Spring 1995 Enrollment
All classifications except international undergraduates	January 20, 1995
Reenrollment or reregistration	February 3, 1995
	for Summer 1995 Enrollment
Freshman	March 1, 1995
Transfer	April 14, 1995
Postbaccalaureate nongraduate or graduate	April 14, 1995
Reenrollment or reregistration	April 28, 1995
Graduate	April 14, 1995
	for Fall 1995 Enrollment
Freshman	March 1, 1995
International undergraduate	April 14, 1995
Transfer	May 15, 1995
Postbaccalaureate nongraduate or graduate	May 15, 1995
Graduate	July 7, 1995
Reenrollment or reregistration	April 28, 1995

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

Several professional schools, departments, and special programs have additional admission requirements. Students who plan to enter the university as majors in architecture, exercise and movement science, 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. Some deadlines are given below. Details are in the departmental sections of this bulletin.

Fall Term 1995	*Application Deadline*
Architecture	December 15, 1994
Fine and Applied Arts (transfer students)	March 1, 1995
Interior Architecture	December 15, 1994
Landscape Architecture	February 1, 1995

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

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

FRESHMAN ADMISSION

Freshman Application Procedures

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

1. A completed application for admission and a nonrefundable $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

Students may apply any time after October 15 of their senior year in high school. University of Oregon application forms are available from the Office of Admissions.

Freshman Admission Prerequisites

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

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

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

Mathematics—three years. 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).

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

Effective fall 1997, students will be expected to have completed two years of study in one foreign 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. Students must also meet one of the following requirements:
   a. A 3.00 high school grade point average (GPA) or better in all high school subjects taken toward graduation *or*
   b. A predicted first-term GPA of 2.00 or better, based on a combination of high school GPA and SAT I or ACT scores

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

Computing Admission Grade Point Averages

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

Admission Exceptions

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

TRANSFER ADMISSION

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

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

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

Transfer of Credit

The amount of credit transferred depends upon the nature of the applicant's previous work, which is evaluated according to the academic requirements of the University 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. However, such credit may be transferred or validated for transfer by examination or by petition. Credit is allowed only for courses substantially equivalent to University of Oregon coutses.

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

Transfer Application Procedures

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

1. A completed application for admission and a nonrefundable $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 of these departments then screens enrolled premajor students who have completed some university study and decides if they will be advanced to major status. Professional schools and departments with premajor admission requirements are the College of Business Administration; School of Journalism and Communication; exercise and movement science; international studies; and planning, public policy and management departments.

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

INTERNATIONAL ADMISSION

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

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. Proficiency in the English language is vital to the academic success of international students. All students whose native language is not English are required to supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. A score of at least 500 is required to be considered for undergraduate or graduate admission. The TOEFL is given worldwide. For more information write to TOEFL, PO Box 899, Princeton NJ 08540, USA.

For undergraduates, a GPA of 2.50 is required to transfer from an American university or college. To obtain graduate application forms, applicants should write directly to the departments or schools in which they plan to study. Each school or department determines its specific requirements and application deadlines for graduate admission.

International Application Procedure

International applicants are required to 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

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

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

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

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

GRADUATE ADMISSION

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

POSTBACCALAUREATE ADMISSION

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

NOTICE TO NONRESIDENTS OF THE STATE OF OREGON

Residence Classification Policy and Procedures

On November 20, 1992, the Oregon Board of Higher Education adopted amendments to its administrative rules regarding residency, effective November 1, 1993. The rules, as amended, appear below.

Residence Policy

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. Currently, nonresident students are assessed instruction fees that approximate the full cost of instruction.

The current rules and amendments effective November 1, 1993, 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 rules the Board of Higher Education adopted to be effective November 1, 1993.

Residence Classification

Definitions 580-10-029 *For the purpose of rules 580-10-030 through 580-10-045, 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.

(4) The effective date of this rule is November 1, 1993.

Determination of Residence

580-10-030 *(1) For purposes of admission and instruction fee assessment, OSSHE institutions shall classify a student as 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 seven hours per semester or quarter shall be presumed to be in Oregon for primarily 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.

(6) The effective date of this rule in November 1, 1993.

Residency Consideration Factors

580-10-031 *(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, for example, birth and marriage records, Oregon driver's license;

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

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

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

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

(4) The resident classification of a dependent person shall be that of his or her parents of 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.

(5) The effective date of this rule is November 1, 1993.

Evidence of Financial Dependency

580-10-033 *(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;

(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 re-

quired 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.

(3) The effective date of this rule in November 1, 1993.

Residence Classification of Armed Forces Personnel

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

(2) Notwithstanding OAR 580-10-030, members of the armed services and their spouses and dependent children who reside in this state while assigned to duty at any base, station, shore establishment, or other facility in this state, or while serving as members of the crew of a ship 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 23 years of age, unmarried, enrolled in a full-time course of study in an institution of higher learning, and dependent on the member for over one-half of his/her support.

Residence Classification of Aliens

580-10-040 (1) An alien holding an immigrant visa or an A, E, G, I, or K visa, or granted refugee or political asylum status, 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 580-10-030 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 580-10-030 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

580-10-041 (1) If an Oregon resident student enrolls in an institution outside of Oregon and later seeks to re-enroll in an OSSHE 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 580-10-030 during a term when the dependent is enrolled at an OSSHE institution, may register as a resident at the beginning of the next term.

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

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

(5) No OSSHE 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

580-10-045 (1) An interinstitutional residency committee (IRC) is established consisting of the officers determining student residence classification at Department 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 office 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 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 of 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

580-10-047 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 580-10-045(4).

Residence 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.

Residency Classification Appeals

Any person may appeal an institutional residency classification decision within 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 of Academic Affairs in writing within ten 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, Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217; telephone (503) 346-3201. In Oregon call toll free 1 (800) 232-3825.

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

REGISTRATION AND ACADEMIC POLICIES

220 Oregon Hall
Telephone (503) 346-3243
Herbert R. Chereck, Registrar

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 special bulletin and announcements are issued for that session.

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

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

This publication, the *1994–95 University of Oregon Undergraduate and Graduate Bulletin*, is a statement of university rules, regulations, and calendars that go into effect at the opening of fall term 1994. A student who is admitted and enrolls at the university during any academic year may graduate under the general requirement provisions of the bulletin in effect that year, provided the bulletin has not expired. A student may choose to graduate under the general requirements of a subsequent bulletin, provided he or she completes all of those requirements. Major requirements are determined by the academic departments and programs; requirements are subject to change for students who are not continuously enrolled. See Bulletin Expiration and Requirements Policies, in the **Contents** section of this bulletin, for more information.

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

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

GRADING SYSTEMS

The university has two grading systems. When regulations permit, a student may elect to be evaluated for an individual class either for a letter grade or pass/no pass (P/N). 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 bulletin and the schedule of classes designate courses that are available only pass/no pass. Passing credits are also awarded for advanced placement and CLEP work and for work taken at another collegiate institution if the director of admissions cannot equate the quality of the work to the 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. Graduate students should refer to the **Graduate School** section of this bulletin for time limits on the removal of incompletes. Applicants for graduation should see special limitations under Application for a Degree.

W (withdrawal). A student-initiated mark. Students may withdraw from a course by using telephone registration. See the schedule of classes for deadlines.

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

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

Grade Point Average

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

The plus sign increases the points assigned the letter grade by 0.30 per credit, and the minus sign decreases the points assigned the letter grade by 0.30 per credit. Marks of 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 all bachelor's degrees conferred fall 1995 and thereafter must satisfy the general university requirements that went into effect fall 1993 or subsequently.

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.

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.

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

Academic Minor
Unless specified by a particular department, a minor is not required for a bachelor's degree. Students choosing to complete a minor must earn a minimum of 24 credits, including 15 in upper-division work. Minor requirements, including residency, are listed under department headings. A minor may be awarded only at the time a bachelor's degree is conferred.

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

Residency
After completing 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 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 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.

Basic Courses
The following basic courses are required for all undergraduate degrees:

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

Requirements for Bachelor of Arts and Bachelor of Science

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

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

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

Bachelor of Science (B.S.) Requirements
Students admitted to the university fall 1990 and thereafter must demonstrate 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 mathematics experience. 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 171, 172, and either HC 173 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, 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. Students planning to transfer to a fifth-year elementary-education program at another school may complete the following:
   MATH 111 or 112; 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 bulletins.

Group Requirements: Fall 1994
Fall 1994 requirements apply to all new students who have been formally admitted and enrolled at the university.

BACHELOR OF ARTS, FINE ARTS, OR SCIENCE

Students must complete 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 (a) at least two courses with the same subject code and (b) at least one course with a different subject code. No more than three courses with the same subject code may be taken to fulfill the total 48-credit 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 taken to fulfill the total 36-credit requirement.

Group 1: Arts and Letters

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
351 19th-Century Art
352 20th-Century Art
359 History of Photography

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
313 Ancient Society and Culture
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)
201, 202, 203 Comparative Literature: Epic, Drama, Fiction
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)
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)
106 Accelerated Japanese
201, 202, 203 Second-Year Japanese
301, 302, 303 Third-Year Japanese
305, 306, 307 Introduction to Japanese Literature
English (ENG)
103 Introduction to Literature: Drama and Poetry
104 Introduction to Literature: Fiction
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
Fine and Applied Arts (AAA)
180, 181 Introduction to Visual Inquiry I,II
Germanic Languages and Literatures: German (GER)
201, 202, 203 Second-Year German
204, 205 Intensive Second-Year German
311, 312, 313 Intermediate Language Training
340, 341 Introduction to German Culture and Society
350 Genres in German Literature
351 Periods in German Literature
352 Authors in German Literature
354 German Gender Studies
360, 361, 362 Introduction to German Literature
366, 367, 368 Selected Works of German Literature
Germanic Languages and Literatures: Scandinavian (SCAN)
350 Introduction to Scandinavian Culture and Society
351 Periods in Scandinavian Literature
352 Topics in Scandinavian Literature
353 Scandinavian Women Writers
354 Genres in Scandinavian Literature
Germanic Languages and Literatures: Danish (DANE)
201, 202, 203 Second-Year Danish
Germanic Languages and Literatures: Norwegian (NORW)
201, 202, 203 Second-Year Norwegian
301, 302, 303 Third-Year Norwegian
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
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
Music (MUS)
125 Basic Music
207, 208 Introduction to Music and Its Literature
258 Music in World Cultures
259 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
211 Existentialism
213 Eastern Philosophy
301, 302, 303 History of Philosophy: Ancient to Renaissance
304, 305, 306 History of Modern Philosophy
322 Philosophy of the Arts
360 Philosophy in the 20th Century
Religious Studies (REL)
111 Introduction to the Study of the Bible
Romance Languages: French (FR)
201, 202, 203 Second-Year French
301 Reading French
303 Writing French
317, 318, 319 Survey of French Literature
330 French Poetry
331 French Theater
333 French Narrative
Romance Languages: Italian (ITAL)
201, 202, 203 Second-Year Italian
301 Reading Italian
303 Writing Italian
317, 318, 319 Survey of Italian Literature
341, 342 Italian Literature in Translation
Romance Languages: Spanish (SPAN)
201, 202, 203 Second-Year Spanish
301 Reading Spanish
303 Writing Spanish
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 (RUSS)
201, 202, 203 Second-Year Russian
204, 205, 206 Introduction to Russian Literature
301, 302, 303 Readings in Russian Literature
316, 317, 318 Third-Year Russian
Theater Arts (TA)
271, 272 Introduction to Theater Arts I,II
367, 368, 369 History of the Theater I,II,III

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
301 Ethnology of Hunters and Gatherers
302 Ethnology of Tribal Societies
303 Ethnology of Peasant Societies
314 Women and Culture I: Politics, Production, and Power
315 Women and Culture II: Creativity and Symbols
320 Native North Americans
323 Pacific Basin: Polynesia and Micronesia
324 Pacific Basin: Melanesia and Australia
341 Asian Archaeology
342 Northeast Asia Prehistory
343 Pacific Islands Archaeology
Economics (EC)
201 Introduction to Economic Analysis: Microeconomics
202 Introduction to Economic Analysis: Macroeconomics
330 Urban and Regional Economic Problems
340 Issues in Public Economics
350 Labor Market Issues
360 Issues in Industrial Organization
370 Money and Banking
380 International Economic Issues
390 Problems and Issues in the Developing Economies
Educational Studies (EDUC)
111 Educational Issues and Problems
211 Historical Foundations of Education
212 Foundations of Learning and Intervention

Ethnic Studies (ES)
101 Introduction to Ethnicity
102 Ethnic Groups in Contemporary America
103 Ethnic America: Cultural Voices
Geography (GEOG)
103 Cultural Geography
104 Geography and Environment
201 World Regional Geography
202 Geography of European-American Regions
203 Geography of Non-European-American Regions
History (HIST)
101, 102 Western Civilization
120, 121 World History to 1700
122, 123 World History since 1700
220, 221 United States
240 War and the Modern World
245 U.S.A.-USSR Shared History
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 Europe since 1789
310 Perceptions and Roles of Women from the Greeks through the 17th Century
311 Women and Social Movements in Europe from 1750 to the Present
325, 326 Africa
331, 332, 333 England
353, 354 American Foreign Relations since 1933
359 Religious Life in the United States
380, 381, 382 Latin America
International Studies (INTL)
250 Value Systems in Cross-Cultural Perspective
251 Cooperation, Conflict, and Global Resources
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)
290 Introduction to Linguistics
295 Language, Culture, and Society
296 Language and Cognition
311 Languages of the World
Philosophy (PHIL)
215 Philosophy and Feminism
307, 308 Social and Political Philosophy
339 Introduction to Philosophy of Science
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 International Relations
207 Introduction to Contemporary Political Theory
208 Introduction to the Tradition of Political Theory
225 Political Ideologies
230 Introduction to Urban Politics
235 Crisis in Central America
240 Introduction to Public Policy and Administration
280 Introduction to Political Psychology
301 Art and the State
321 Introduction to Political Economy
326 United States Foreign Policy I
344 Public Policy and Citizen Action
347 Political Power, Influence, and Control
349 Mass Media and American Politics
Psychology (PSY)
202 Mind and Society
330 Thinking
375 Development
Religious Studies (REL)
201, 202, 203 Great Religions of the World
301 Religions of India
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
333, 334 History of Women in the United States I,II

Group III: Science

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
367 Human Adaptation
Biology (BI)
101 General Biology I: Cells
102 General Biology II: Organisms
103 General Biology III: Populations
105 Explorations in General Biology I: Cells
106 Explorations in General Biology II: Organisms
107 Explorations in General Biology III: Populations
120 Reproduction and Development
121 Introduction to Human Physiology
122 Human Genetics
123 Biology of Cancer
124 Global Ecology
130 Introduction to Ecology
131 Introduction to Evolution
132 Animal Behavior
156 Natural History of Birds
220 Genetics and Evolution
307 Forest Biology
308 Freshwater Biology
309 Marine Biology
Chemistry (CH)
101, 102 Science and Society
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
234 Advanced Numerical Computation
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
304 The Fossil Record
306 Volcanoes and Earthquakes
307 Oceanography
308 Geology of Oregon and the Pacific Northwest
310 Earth Resources and the Environment
Mathematics (MATH)
105, 106, 107 University Mathematics I,II,III
130 Introduction to Probability
131 Graph Theory

132 Mathematical Symmetry
133 Chaos
134 Elementary Number Theory
211, 212, 213 Fundamentals of Elementary Mathematics I,II,III
231, 232, 233 Elements of Discrete Mathematics I,II,III
241, 242 Calculus for Business and Social Science I,II
243 Introduction to Methods of Probability and Statistics
251, 252, 253 Calculus I,II,III
271, 272, 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 Energy
163 Electric Power Generation
201, 202, 203 General Physics
211, 212, 213 General Physics with Calculus
301, 302, 303 Physicists' View of Nature

Physics: Astronomy (ASTR)
121, 122, 123 Elementary Astronomy
207, 208, 209 Introduction to Astronomy and Astrophysics

Psychology (PSY)
201 Mind and Brain
304 Biopsychology

Race, Gender, Non-European-American Requirement

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

Anthropology (ANTH)
110 Introduction to Cultural Anthropology
173 Evolution of Human Sexuality
213 Oregon Native Americans
220 Introduction to Japanese Society and Culture
301 Ethnology of Hunters and Gatherers
302 Ethnology of Tribal Societies
303 Ethnology of Peasant Societies
314 Women and Culture I: Politics, Production, and Power
315 Women and Culture II: Creativity and Symbols
320 Native North Americans
321 Peoples of India
322 Euro-American Images of Native North America
323 Pacific Basin: Polynesia and Micronesia
324 Pacific Basin: Melanesia and Australia
341 Asian Archaeology
342 Northeast Asian Prehistory
343 Pacific Islands Archaeology
362 Human Biological Variation
368 Scientific Racism: An Anthropological History
418 Anthropology of Religion
421 Anthropology of Gender
425 Topics in Pacific Ethnology
426 Peoples of South Africa
427 Peoples of Central and East Africa
428 Peoples of West Africa and the Sahara
431 Peoples of East Asia
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
439 Feminism and Ethnography
443 North American Prehistory
444 Middle American Prehistory
445 South American Prehistory
468 Race, Culture, and Sociobiology
493 Racial and Ethnic Dimensions in Health

Art History (ARH)
207 History of Indian Art
208 History of Chinese Art
209 History of Japanese Art
381 Nomadic Art of Eurasia
384, 385, 386 Chinese Art I,II,III
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]

Arts and Administration (AAD)
252 Art and Gender
452 Women and Their Art

Classics (CLAS)
314 Gender and Sexuality in Antiquity

Dance (DAN)
301 Dance and Folk Culture
302 Dance in Asia

East Asian Languages and Literatures (EALL)
210 China: A Cultural Odyssey
211 Japan: A Cultural Odyssey

East Asian Languages and Literatures: Chinese (CHN)
305, 306, 307 Introduction to Chinese Literature
350 Women, Gender, and Chinese Literature

East Asian Languages and Literatures: Japanese (JPN)
305, 306, 307 Introduction to Japanese Literature
434, 435, 436 Advanced Readings in Japanese Literature
471 The Japanese Cinema
472 Japanese Film and Literature

English (ENG)
151 Introduction to African-American Literature
240 Introduction to Native American Literature
310 African-American Prose
311 African-American Poetry
312 African-American Drama
315 Women Writers' Cultures: [Topic]
316 Women Writers' Forms: [Topic]
486 African-American Folklore
488 Race and Representation in Film
489 Tribal American Literatures: [Topic]
496 Feminist Film Criticism: [Topic]
497 Feminist Literary Theory
498 Studies in Women and Literature: [Topic]

Ethnic Studies (ES)
101 Introduction to Ethnicity
102 Ethnic Groups in Contemporary America
103 Ethnic America: Cultural Voices
310 Black Political Ideology
315 Introduction to the Asian-American Experience
320 Problems and Issues in the Native American Community
330 Minority Women: Issues and Concerns
415 Issues in Bilingual and Multicultural Education
416 History of Chicano Education
417 Mass Media and Minorities
418 Interracial Relations
419 Native American Contemporary Voices

Geography (GEOG)
201 World Regional Geography
203 Geography of Non-European-American Regions
446 Geography of Religion
475 Advanced Geography of Non-European-American Regions: [Topic]

Germanic Languages and Literatures: German (GER)
354 German Gender Studies

Germanic Languages and Literatures: Scandinavian (SCAN)
353 Scandinavian Women Writers

History (HIST)
120, 121 World History to 1700
122, 123 World History since 1700
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
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, 326 Africa
380, 381, 382 Latin America
385, 386 India
388 Vietnam and the United States
469 American Indian History
480 Mexico
481 The Caribbean and Central America
482 Latin America's Indian Peoples
484 Philippines
485, 486 Thought and Society in East Asia
487, 488, 489 China
490, 491, 492 Japan

493 The Chinese Revolution
495 Modern Southeast Asian History
498 Topics in Asian History: [Topic]

Honors College (HC)
315 (H) Women Writers: [Topic]
412 (H) Topics in Gender Studies: [Topic]
415 (H) World Perspectives: [Topic]

Humanities (HUM)
350 Multicultural Studies in the Humanities: [Topic]

International Studies (INTL)
250 Value Systems in Cross-Cultural Perspective
251 Cooperation, Conflict, and Global Resources
421 Gender and International Development
423 Development and the Muslim World
430 World Value Systems
431 Cross-Cultural Communication
440 The Pacific Challenge
441 Southeast Asian Political Novels and Films: Changing Images
442 South Asia: Development and Social Change

Journalism (J)
320 Women, Minorities, and Media
455 Third World Development Communication

Music (MUS)
258 Music in World Cultures
259 Music of the Americas
450 History of Gospel Music
454 Music of India
460 Music and Gender

Music Education (MUE)
430 Music Classroom Ecology and Management

Music: Jazz Studies (MUJ)
350 History of Jazz

Philosophy (PHIL)
213 Eastern Philosophy
215 Philosophy and Feminism

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

Religious Studies (REL)
201, 202 Great Religions of the World
301 Religions of India
302 Chinese Religions
303 Japanese Religions
330, 331 Buddhism and Asian Culture

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

Romance Languages: Spanish (SPAN)
318, 319 Survey of Spanish-American Literature
328 Hispanic Literature in the United States
497, 498 Spanish Women Writers

Sociology (SOC)
207 Social Inequality
303 World Population and Social Structure
305 America's Peoples
330 Sociology of the Family
345 Race, Class, and Ethnic Groups
355 Sociology of Women
445 Sociology of Race Relations
450 Sociology of Developing Areas
455 Issues in Sociology of Gender: [Topic]
456 Feminist Theory
457 Sex and Society

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

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

GENERAL LIMITATIONS

1. A maximum of 108 credits may be transferred from an accredited junior or community college
2. A maximum of 60 credits may be earned in correspondence study
3. A maximum of 48 credits in law, medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree
4. A maximum of 24 credits may be earned in 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
8. Undergraduate credits earned by credit by examination (course challenge), advanced placement (Advanced Placement Program), and the College-Level Examination Program (CLEP) are counted toward the satisfaction of 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 the Curriculum; therefore credit for duplicate courses is deducted prior to the granting of the degree
10. No courses are available for credit to students whose competence in that area exceeds the scope of a particular course. Exceptions to this policy require written approval from an academic adviser and a petition approved by the Academic Requirements Committee
11. Students may not 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 foreign 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 DEGREES WITH HONORS

Departmental Honors. Departments in the College of Arts and Sciences that offer a bachelor's degree with honors include anthropology, Chinese, comparative literature, computer and information science, economics, English, Germanic languages and

literatures, history, international studies, Japanese, mathematics, philosophy, physics, political science, psychology, Romance languages (French, Italian, Spanish), Russian, sociology, and theater arts. All departments in the professional schools and colleges award bachelor's degrees with honors. For specific requirements, see the departmental sections.

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

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

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

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

ACADEMIC STANDING

When there is evidence of lack of satisfactory progress toward meeting graduation requirements, the Scholastic Review Committee may place students on academic probation or disqualify them from attendance at the university. For information and assistance, students should inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall.

After grades are processed at the end of each term, term and cumulative UO GPAs are calculated for each undergraduate student, admitted or nonadmitted. A student's academic standing is based on the 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 request 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. When the term GPA is lower than 2.00 but the cumulative UO GPA is 2.00 or higher, the notation "Academic Warning" is recorded on a student's grade report. This notation is not recorded on the student's academic transcript.

Academic warning is given as a courtesy to advise a student of potential academic difficulty. Subsequent action does not depend on the student receiving a warning notice, nor does the warning become part of the permanent academic record.

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

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

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

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

Academic Disqualification

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

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

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

Students may apply for reinstatement after disqualification by contacting the Office of Academic Advising and Student Services. Petitions are reviewed to determine the probability 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 one of these committees, inquire at the Office of the Registrar, 220 Oregon Hall; telephone (503) 346-2931
2. For information about removal from academic probation and academic reinstatement options, inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (503) 346-3211

SCHEDULE OF CLASSES

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

The schedule also offers other information useful for students attending the university, including 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.

REGISTERING FOR CLASSES

Registration

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

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 regarding this preregistration program. Space is limited, and the sign-up deadline is in June.

Reenrollment

Students planning to register in a term of the fall-through-spring academic year 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 28, 1994	winter 1995
February 3, 1995	spring 1995
April 28, 1995	summer session 1995
April 28, 1995	fall 1995

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

Summer Session

Students planning to register in a summer session should file, well in advance, a Registration Eligibility form, which is provided in the summer session bulletin. It is also available from the Continuation Center and the Office of Admissions. Students who were enrolled the preceding spring term do not need to 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 all required records can result in the cancellation of admission, registration, and credits.

Concurrent Enrollment

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

ALTERNATE WAYS TO EARN CREDIT

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

Advanced Placement

Students who receive satisfactory grades in advanced placement examinations administered by the College Entrance Examination 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 9 credits toward graduation and may fulfill a portion of the group requirements for the bachelor's degree.

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

Community Education Program

Individuals who want to enroll for 7 credits or fewer in university courses without formally applying for admission may do so through the Community Education Program. A wide variety of courses is available for part-time students of all ages who are not formally admitted to the university. More information about regulations governing enrollment and credit is available at the Continuation Center, 333 Oregon Hall; telephone (503) 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 individual faculty member administering the test and of the appropriate dean or department head
2. Arrangements for the examination must be completed at least one month before the examination date
3. The student must pay, in advance, a special examination fee of $40 per course
4. The student is allowed only one opportunity to qualify for credit by examination in any given course
5. The student may request that the credit be recorded as a pass (P) 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 schedule of classes
7. Credit by examination may be earned only in courses whose content is identified by title in the University of Oregon bulletin; credit by examination may not be earned for Field Studies (196), Workshop, Laboratory Projects, or Colloquium (198), Special Studies (199); courses numbered 50–99, 200, or 399–410; or for first-year foreign languages
8. A student may not receive credit by examination in courses that
   a. substantially duplicate credit already received or
   b. are more elementary than courses in which previous credit has been received or status has been established
9. A student must be formally admitted and registered for classes during the term in which the examination is administered

International Baccalaureate

Students receiving 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, foreign 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 State System of Higher Education 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

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

TUITION

Tuition is a basic charge paid by all students enrolled at the University of Oregon. It includes instruction costs, health service fees, incidental fees, and building fees. Except in the School of Law, for a full-time student in 1993–94, the health service fee was $66, the incidental fee was $111.50, the building fee was $18.50. Each law student paid a $99 health service fee, a $167 incidental fee, and a $27 building fee. The fees are subject to change for 1994–95.

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

The tuition figures listed below are for 1993–94. Increases proposed for 1994–95 had not been confirmed at publication.

Tuition Schedule

Undergraduate Tuition	Resident	Nonresident
Full-time registration (one term):		
12–18 credits	$972	$3,095
Part-time registration:		
1 credit	206	383
2 credits	276	630
3 credits	346	877
4 credits	416	1,124
5 credits	486	1,371
6 credits	556	1,618
7 credits	626	1,865
8 credits	696	2,112
9 credits	766	2,359
10 credits	836	2,606
11 credits	906	2,853
Each additional credit beyond 18	65	242

Graduate Tuition	Resident	Nonresident
Full-time registration (one term):		
9–16 credits	$1,404	$2,560
Part-time registration:		
1 credit	290	419
2 credits	429	687
3 credits	568	955
4 credits	707	1,223
5 credits	846	1,491
6 credits	985	1,759
7 credits	1,124	2,027
8 credits	1,263	2,295
Each additional credit beyond 16	134	263
Graduate assistant (9–16 credits)	196	196

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

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

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

The State Board of Higher Education reserves the right to make changes in the tuition schedule.

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

SPECIAL FEES

Special fees, fines, penalties, service charges, and other additional charges for specific classes, services, or supplies not covered in the tuition fee 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.

Application for Graduation Fee: $25

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.

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

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

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

Late Registration: $50. A $50 late registration fee is assessed from the fourth through the eighth day of classes. A $100 fee is charged thereafter.

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 $60 for automobiles and $45 for motorcycles. Student permits are $20 for summer session only. All parking fees are subject to change.

Parking permits may be purchased from the Office of Public Safety, Straub Hall. Parking regulations are enforced at all times.

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

Reenrollment Fee: $15. Assessed for each Reenrollment Application (undergraduate) or Permission to Reregister (graduate).

Replacement of Photo I.D. Sticker: $10

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 are authorized to attend classes if space is available. Charges may be made for any special materials. Incidental fee services are not provided.

Staff: $15 per credit. University employees are permitted to enroll in university classes with the approval of their department head. Employees may enroll for a maximum of 10 credits.

Testing: $3–50

Transcripts: $5. The first official copy of a student's university academic record is $5. Each additional copy furnished at the same time is $1. The university reserves the right to withhold transcripts of students who have unpaid financial obligations to the institution. Debtors who are contesting their accounts should contact the collections department for counseling and written appeal instruction. The collections department is located in the Office of Business Affairs on the first floor of Oregon Hall. The mailing address is Collections Department, Office of Business Affairs, PO Box 3237, 0237 University of Oregon, Eugene OR 97403-0237; telephone (503) 346-3215.

TUITION AND FEE REFUNDS

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

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

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

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

Attendance Costs

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

Budgets established for financial aid purposes are based on average 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, some of the science departments, and the School of Music 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 1993–94 ranged from $3,550 to $5,737. 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-month period may be purchased through the Associated Students of the University of Oregon (ASUO). Coverage for dependents of students is also available.

Personal expenses are governed by individual preference but may include such items as travel; theater, movie, and athletic-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 1993–94. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education. See the **Tuition and Fees** section of this bulletin.

Student Classification	*One Term*	*Three Terms*
Undergraduate resident	$972	$2,916
Undergraduate nonresident	3,095	9,285
Graduate resident	1,404	4,212
Graduate nonresident	2,560	7,680
Graduate assistant	196	588

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

The expenses in the following tables are used by the Office of Student Financial Aid to estimate a student's educational costs for the 1994–95 academic year.

Meals and Housing	*One Term*	*Three Terms*
Student commuter living with parents	$600	$1,800
Student living in university residence hall	1,220	3,660
Student living off campus	1,515	4,545

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

Books and Supplies	*One Term*	*Three Terms*
Graduates and undergraduates	$190	$570
Law (semester)	310	620
Miscellaneous Personal Expenses		
Graduates and undergraduates	$510	$1,530

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

APPLYING FOR FINANCIAL AID

Undergraduate Students

1. Complete the Free Application for Federal Student Aid or the Renewal Application and mail it to the processor
2. List the University of Oregon, code number 003223, as a school to receive the application information
3. Provide financial aid transcripts from all other postsecondary schools attended. The appropriate forms, available at any financial aid office, must be completed by the student and sent to each postsecondary institution previously attended. The transcript is completed in that school's financial aid office and returned to the University of Oregon
4. Apply for admission to the UO

Graduate and Law Students

The procedure is identical to that for undergraduate students.

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 an approved 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 Free Application for Federal Student Aid or the Renewal Application to the appropriate processor in early February.

ELIGIBILITY

Financial aid eligibility for any student is the difference between the cost of education at the University of Oregon and the anticipated financial contribution of the student's family (a contribution from the student and parents if the student is a dependent; a contribution

from student and spouse if the student is married). Students (and their families, if appropriate) are expected to bear the primary responsibility for meeting educational costs. However, when a student's resources are less than the cost of education, every effort is made by the university to meet the difference with financial aid. The contribution from the student (and either parents or spouse when appropriate) is considered a part of resources in the computation of eligibility for aid.

Assessing Financial Aid Eligibility

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

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

Student Contribution. The student's anticipated contribution for living and educational expenses for the academic year is based on (a) income from the previous calendar year and (b) a percentage of any assets, if applicable. Assets of a dependent student are not considered if the parents' adjusted gross income is less than $50,000 and neither the parents nor the student will file or will be required to file a 1040 federal income tax form. Assets of an independent student are not considered if the student's (and spouse's if the student is married) adjusted gross income is less than $50,000 and the student (and spouse) will not file or will not be required to file a 1040 federal income tax form. This contribution includes the following:

1. For dependent students the expected contribution is a percentage of income minus taxes and an income protection allowance
2. For independent students with no dependents (this includes married couples with no children) the expected contribution is a percentage of income minus taxes, an income protection allowance, and an employment expense allowance if the spouse works
3. For independent students with dependents, the expected contribution is determined after subtracting taxes, an income protection allowance, and an employment allowance for a single working parent or working student and spouse. The contribution is adjusted for the number of family members who are enrolled in college at least half time and working toward a degree or certificate

Parents' Contribution. Parental contributions for the academic year are based on parents' income for the previous calendar year and assets, if applicable. Assets are not considered if the parents' adjusted gross income is less than $50,000 and neither the parents nor the student will file or will be required to file a 1040 federal income tax form. Taxes, an income protection allowance, and an employment expense allowance for a single working parent or two working parents are subtracted from income to calculate the contribution. The contribution is adjusted for the number of family members who are enrolled in college at least half time and working toward a degree or certificate.

FINANCIAL AID PACKAGES

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

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 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 Loan, Supplemental Loan for Students, or Parent Loan for Undergraduate Students programs for attendance at any institution
2. The student has not borrowed in excess of federal education (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

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.

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

Undergraduates

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

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

The Office of Student Financial Aid determines the student's eligibility for and the amount of assistance the student may receive from the Federal Perkins Loan, the Federal Direct Stafford Loan, the Federal Supplemental Educational Opportunity Grant, the Federal Work-Study programs, and the Oregon State System of Higher Education Supplemental Fee Waiver.

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

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 Loan, the Federal Work-Study programs, and the Oregon State System of Higher Education Supplemental Fee Waiver. Offers are made in accordance with federal regulations and certain university policies.

NOTIFICATION OF FINANCIAL AID

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

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

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

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

An explanation of revision and appeal policies and procedures is included with the 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 at (503) 346-3221.

FINANCIAL AID PROGRAMS

To be eligible for certain financial aid programs that are dependent upon federal or state funding, the student must be a citizen of the United States or in the United States for other than a temporary purpose and with the intention of becoming a permanent resident. Under certain circumstances, students who are citizens of the Marshall Islands, the Feder-

ated States of Micronesia, or Palau may continue receiving 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 Loan, the Federal Direct Parent Loan for Undergraduate Students, and the State Need Grant, all of which are described below.

Federal Pell Grant

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

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 on the basis of the student's and parents' income and assets or the student's and spouse's, if applicable. The university disburses the money.

To receive the grant, eligible students must send all pages of the Student Aid Report and any other required documents to the Office of Student Financial Aid.

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 a financial aid counselor.

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

Federal Work-Study Program (FWSP)

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 a financial aid counselor. Students earn an hourly wage based on the kind of work and their skills and experience. Students may work a maximum of twenty hours a week while school is in session.

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

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 a financial aid counselor.

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 (503) 346-3071.

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.

Federal Direct Student Loan Program (FDSLP)

The United States Department of Education has selected the University of Oregon as one of the initial institutions to participate in direct lending. The first Federal Direct Student Loans will be made fall 1994. Under the new direct loan program, capital for student loans will be provided by the federal government through colleges rather than by banks. The Free Application for Federal Student Aid or Renewal Application is the direct loan application form.

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

Federal Direct Stafford Loan

Students must demonstrate need to qualify for a Federal Direct Stafford 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; $3,500 for the second academic year; 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; $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 capping at 8.25 percent. The rate is adjusted annually. All Federal Direct Stafford Loan borrowers will be eligible for this new rate on loans beginning fall 1994. The federal government pays the interest until repayment begins.

Federal Direct Unsubsidized Stafford Loan

This program provides unsubsidized federal direct loans to students who do not qualify, in whole or in part, for subsidized Federal Direct Stafford Loans. Interest rates are the same as for the Federal Direct Stafford Loan; however, the federal government does not pay interest on behalf of the student. The student pays 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 Loan.

Additional Federal Direct Unsubsidized Stafford Loan

Effective July 1, 1994, the existing Federal Supplemental Loan for Students (SLS) program merges with the Federal Direct Unsubsidized Loan program described above. Under the latter program, loan limits for independent students and for dependent students whose parents are unable to borrow under the Federal Direct Parent Loan for Undergraduate Students (Federal Direct PLUS) program will be the same as those for the current Federal SLS program. Students in their first and second undergraduate years may borrow a maximum of $4,000 a year in additional Federal Direct Unsubsidized Stafford Loan funds above the maximum Federal Direct Stafford Loan limits. Students in their third, fourth, or fifth undergraduate years may borrow a maximum of $5,000 additional a year; graduate students, $10,000 a year in addition to the Federal Direct Stafford Loan. Not all applicants qualify for the maximums. The Federal Direct Unsubsidized Stafford 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, capping at 9 percent. Borrowers are charged a 3 percent origination fee and an insurance premium of 1 percent.

Applications are available in the Office of Student Financial Aid. The university is responsible for forwarding a completed application and promissory note to the servicer. If a parent does not have an adverse credit history, the school completes the origination of the loan.

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

- a standard repayment plan with a fixed payment amount (generally $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 time longer than ten years
- 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 adjusted gross 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 a postsecondary institution
- 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 Student Loan borrower does not need to make payments of principal, and the interest does not accrue. For the Federal Direct Unsubsidized Stafford 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 servicer.

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 Perkins Loan program, and direct lending. The interest rate is the weighted average of the interest rates on the consolidated loans. If the amount of the Federal Direct Consolidation Loan is less than $7,500, the repayment schedule may not exceed ten years. Consolidation loans over this amount may extend for longer repayment periods. The result of a longer repayment term, however, will be an increase in the total cost. The specific terms and conditions of the Federal Direct Consolidation Loan program are still being formulated, and published regulations are pending.

Entrance and Exit Counseling

First-time Federal Direct Stafford Loan (subsidized and unsubsidized) borrowers at the University of Oregon must receive preloan counseling. First-time borrowers enrolled in their first year of undergraduate study receive their first loan funds thirty days after beginning their courses of study.

Shortly before being graduated 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, name and address of next of kin, expected employment, and driver's license number. This information is forwarded to the servicer of the student's federal direct loan.

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.

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 less other financial aid. Interest rates and repayment terms vary, but are generally not as favorable as 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 established under different wills and with certain provisions. Amounts, interest rates, and repayment terms vary. Contact the trustee for application forms.

Oregon State System Supplemental Fee Waiver

Supplemental fee waivers were provided by the Oregon State Board of Higher Education to help offset tuition for 1993–94. Limited funds may be available in 1994–95 for Oregon residents who demonstrate the greatest financial need. Students whose tuition is paid or waived by other sources are not eligible to receive the waiver.

State of Oregon Need Grants

Need Grants are awarded to eligible undergraduate Oregon residents who have also applied for Pell Grants. Grants for the 1993–94 academic year were $966.

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.

To apply for a Need Grant:

1. Complete a financial aid application
2. Mark the box indicating that information is to be sent to the financial aid agency in the applicant's state

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.

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

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

Scholarships Awarded through the Office of Student Financial Aid

This group of university-wide scholarships, not attached to a particular department or school, includes Presidential, Laurel, and general university scholarships. All of these scholarships require academic achievement (merit), and some require financial need. Scholarships administered by the Office of Student Financial Aid are governed by the University Scholarship Committee, whose members are from the faculty and from the student body. This committee reviews and formulates policies and evaluates the applicant's academic qualifications.

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. 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.

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 $2,400 scholarships for each of their four years at the university. Selection is based on academic achievement and leadership. To retain the scholarships for four years, recipients are expected to maintain a high level of academic performance at the university.

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

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 Scholarship

In 1990 the UO Graduate School created the Target of Opportunity Scholarship to assist students of color in completing their undergraduate work and continuing on to graduate school. Covering instructional fees (tuition) 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 for the Graduate School's Target of Opportunity Scholarship is January 14. For complete eligibility and selection information, call the Graduate School at (503) 346-5129 or the Office of Multicultural Affairs at (503) 346-3479.

Underrepresented Minorities Achievement Scholarship (UMAS)

The Underrepresented Minorities Achievement Scholarship (UMAS) was created by the Oregon State System of Higher Education (OSSHE) in 1987 to increase the enrollment of African-American, Chicano or Latino, and Native American college students. These scholarships are reserved for Oregon-resident, first-time freshmen who enroll in one of OSSHE's eight four-year colleges and universities. Recipients must apply for admission and meet the regular freshman admission requirements of the college or university in which they plan to enroll. Awarded on a competitive basis, the five-year renewable scholarships waive tuition and fees.

The application postmark deadline for the UMAS is March 1. For complete eligibility and selection information, call the Office of Admissions at (503) 346-3201 or the Office of Multicultural Affairs at (503) 346-3479.

Underrepresented Minorities Achievement Scholarship for Juniors (UMASJ)

Similar to the UMAS program, the Underrepresented Minorities Achievement Scholarship for Juniors (UMASJ) is reserved for current, Oregon-resident college students with at least junior standing (90 credits or more). Eligible students must also be in one of three ethnic or racial groups: African American, Alaskan Native-American Indian, or Chicano or Latino. Awarded on a competitive basis, the scholarships cover instructional fees for up to three years or nine terms.

Graduate and law students are also eligible for the UMASJ. Master's degree students are eligible for a maximum of two years or six terms; doctoral students are eligible for up to three years or six semesters.

The application postmark deadline for the UMASJ is May 1. For complete eligibility and selection information, call the Office of Admissions (503) 346-3201 or the Office of Multicultural Affairs at (503) 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 on available funds and questions about applications should be directed to the Office of Student Financial Aid. Loans are not disbursed between terms.

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

Short-Term Loans

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

Borrowers must meet the following eligibility requirements:

1. Enrolled
2. No other outstanding short-term loan
3. 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 maximum amount borrowed may not exceed $1,200.

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

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

Available Loans

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

Unrestricted Funds

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

Alice Wrisley and Adelaide Church
A. P. McKinley Student Loan Fund
Associated Women Students
Benjamin Reed Estate
Bruce and Emma Brundage Short-Term Loan
Carson IV 1967–68
Catherine C. Fleming Fund
Charles A. Howard
Charles C. Rikhoff, Jr., Student Loan Fund
Class of 1911
Class of 1931
Class of 1932
Class of 1933
Class of 1934
Class of 1940 Endowment
Class of 1941 Endowment Fund
Class of 1942 Endowment Fund
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 interest annually after leaving the university.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 are to 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 6 percent.

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

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

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

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

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

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

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

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

STUDENT EMPLOYMENT

244 Hendricks Hall
Telephone (503) 346-3214
Coordinator

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

The Student Employment office uses a skill bank to help university students find part-time work. Students who want employment should visit this office upon arrival at the university and after determining class schedules. Openings in the community are usually available in the areas of child care, general labor, and office work. Some jobs are continuing; others are limited to specific projects. University students enjoy a well-deserved reputation with Eugene-Springfield employers as reliable, dependable, hard working, and intelligent employees.

The Federal Work-Study Program is limited to students who have applied for financial aid and been awarded work-study certification. Available work-study jobs are posted in Room 244, Hendricks Hall.

Summer Employment. Student Employment runs a Summer Employment Program with a computerized referral system. Registrants are notified of career-related opportunities and campus interviews. Orientation sessions for the summer program are held regularly from mid-October to mid-March.

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

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

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

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

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

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

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

RESIDENCE HALLS

The university maintains seven residence hall complexes, which house approximately 3,000 students. The five main-campus complexes are Bean, Carson, Earl, Hamilton, and Walton. The University Inn and Riley Hall are five blocks west of the campus. Most halls house freshmen and upper-division students together. Multiple-occupancy rooms are available in all halls. A limited number of single rooms is available. Some living areas in the University Inn are segregated by sex. Most halls are coeducational and have floors reserved alternately for men and women. Some halls are reserved for one sex only. Special-interest halls house students interested in academic pursuit, creative arts, outdoor pursuits, international studies, music, cross-cultural programs, and health and fitness. One of the health and fitness halls prohibits possession of alcohol. Riley Hall houses the residential International College.

Residence Hall Facilities and Services

Residence halls provide nineteen meals a week except during vacations. Common areas contain color television, table tennis, vending machines, and computer terminals. For recreation there are basketball courts, a sand volleyball court, and tennis courts. There are coin-operated washers, free dryers, and ironing boards in each hall. A limited amount of locked storage space for luggage is available. Rooms are furnished with telephone service, carpeting, draperies, desk lamps, study chairs, wastebaskets, and in single rooms, swivel chairs upon request. A limited number of bunk beds and refrigerators are available for an extra charge. Reduced-rate evening and weekend long-distance telephone service is available from residence hall rooms through the university telephone system.

Residence Hall Costs

These charges are payable either in full at the beginning of the term or in three monthly installments. Payments become delinquent after ten calendar days. A late fine of $5 and 9.5 percent interest is assessed for delinquent payments. If fees are not paid within fifteen days of the due date, university eviction and collection procedures may be initiated.

Residence hall rates* for 1994–95 are listed below.

	Multiple Room and Board	*Single Room and Board*
Fall	$1,675	$2,095
Winter	1,119	1,398
Spring	933	1,161
Total	$3,727	$4,654

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

	Multiple	*Economy Single*	*Large Single*
Fall	$2,095	$2,614	$2,707
Winter	1,398	1,749	1,806
Spring	1,161	1,452	1,500
Total	$4,654	$5,815	$6,013

*Includes an annual $17 social fee for programs to be determined by the residents in each unit.

Reservations and Contracts

Students receive the Housing Preview booklet and application after they have applied for admission to the university. The order in which room assignments are made is determined by the dates applications are received.

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 that contains information about roommate, 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.

The residence hall application form must be accompanied by a $30 nonrefundable application fee. Address inquiries to University Housing, 1220 University of Oregon, Eugene OR 97403-1220.

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.) However, while remaining in the university, a student may be released from a contract by providing a satisfactory replacement or by the payment of $1 a day for the remaining days in the school year. Students who withdraw from the university are released from their contracts; no additional fees are charged.

Refund Policy. Charges for room and meals are made for a full term. For students who withdraw from the residence hall and the university up to ten days before the end of the term, any unearned room and meal payments are refunded according to an established schedule available at the Office of University Housing. Meal charges during an absence from Eugene of ten or more consecutive full days are refunded at the rate of $5 a day.

Vacations. There is no food service during vacation breaks. Students may remain in their rooms during Thanksgiving vacation at no charge. Students who stay on during winter and spring vacations may be moved to one central unit and are charged an additional fee (winter, $115; spring, $40).

Summer Session. Summer session students may choose seven- or five-day 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, 1220 University of Oregon, Eugene OR 97403-1220.

FAMILY HOUSING AND APARTMENTS

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 21 years of age or older without children.

Westmoreland, three miles from campus, consists of 404 one- and two-bedroom furnished apartments. Rent is $185 and $215 a month (subject to change) and includes water and garbage-hauling service. The apartments have electric heat and appliances. The grounds are landscaped and maintained. University students may ride free on city buses. An elementary school and shopping areas are nearby.

Amazon, an older complex within walking distance of campus, has 244 unfurnished two-bedroom apartments. Rent is $185 a month (subject to change) and includes water and garbage-hauling service. Appliances are furnished. Schools and parks are nearby.

A short distance from campus, Agate is a new twenty-unit complex of one-, two-, and three-bedroom apartments. Rent, starting at $390 a month (subject to change), includes water, garbage and recycling service. Units include stove and refrigerator but are otherwise unfurnished. Parking at Agate, Amazon, and Westmoreland is limited to one vehicle per household.

Applications for family housing must be accompanied by a $10 nonrefundable

application fee. A $75 security deposit and the first month's rent are required for Agate, Amazon, and Westmoreland housing at the time of assignment.

On-site day care is available at Amazon and Westmoreland.

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 the children. No more than two adults may reside in a unit.

East Campus Housing

The university also owns more than 100 houses in a four-block area east of the campus. A lottery is conducted about six weeks before the beginning of each term in which student families are assigned to available units from a limited waiting list maintained by Office of University Housing. Pets are permitted. Rental rates are specific to each unit. A $75 security deposit is required.

Moon Court, a small one- and two-story housing community, consists of six two-bedroom, energy-efficient units. Rent starts at $580 a month and includes water, garbage and recycling service. A $75 security deposit is required.

All rental rates are subject to change by the Oregon State Board of Higher Education; the board reserves the right to increase charges during the fiscal year if actual expenses of housing operations exceed budgeted expenses. Address inquiries to University Housing, 1220 University of Oregon, Eugene OR 97403-1220.

AFFILIATED HOUSING

Fraternities and Sororities

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

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

The small-group atmosphere encourages cooperation among members, providing living and learning opportunities for the individual. The Greek-letter houses also have functions such as formal get-togethers, dances, philanthropic projects, parents' weekends, Greek Week, and activities with other fraternities and sororities.

The individually owned and operated houses provide a comfortable 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 $3,850. In addition, there are some one-time fees the first year. Members may pay monthly or quarterly.

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

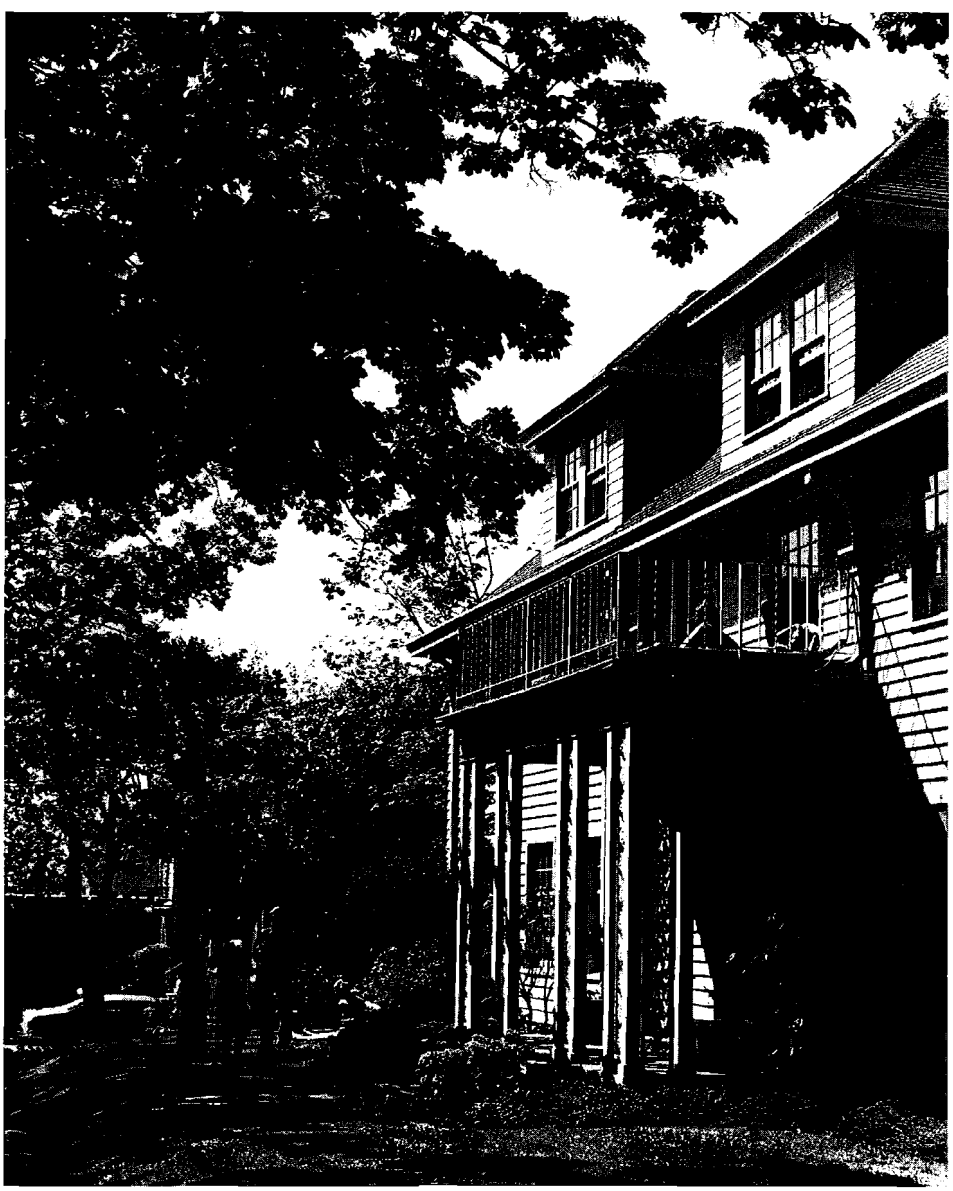
Sororities at the university are Alpha Chi Omega, Alpha Phi, Chi Omega, Delta Delta Delta, Delta Gamma, Gamma Phi Beta, Kappa Alpha Theta, Kappa Delta, Kappa Kappa Gamma, Pi Beta Phi, and Sigma Kappa.

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.

All sororities at the UO have resident house directors. Beta Theta Pi fraternity has an adult in residence. Phi Delta Theta has a nonresident adult consultant.

Nonuniversity Housing

The Rental Information Office provides a free service to help students who are interested in renting 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, copies of the *Renter's Handbook*, 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 $200 to $700, depending on the number of bedrooms and proximity to campus.

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

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

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

When to Begin Looking. The best time to find housing for fall term is at the end of spring term, especially if 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.

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

Inquire at the Rental Information Office for more advice about deposits, written leases, inventory and condition reports, or any problem that may arise between student tenant and landlord. For more information call the office at (503) 346-3731, stop by Suite 5 on the ground floor of the Erb Memorial Union, or write to Rental Information Office, 1220 University of Oregon, Eugene OR 97403-1220.

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. Personal Access Codes needed for registration are issued by the student's major adviser.

The importance of program planning cannot be overemphasized. A sound academic program usually shows 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 the 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 of students who have not declared majors (classified as arts and sciences premajors) and of those interested in law, health professions, and fifth-year education programs.

The Career Planning and Placement Service plays an important role in the planning process. Career planning is also discussed in the **Student Services** section of this bulletin.

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

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

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

ESTABLISHING GOALS

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

Calendar of Academic and Career Planning

Year in School	Academic Planning	Career Planning
Freshman and Sophomore Years Freshman: 0–44 credits Sophomore: 45–89 credits	Complete writing and at least half of group requirements. Decide on a major by the middle of the sophomore year; seek assistance as needed from Office of Academic Advising and Student Services. Note that some majors require more than two and one-half years of planned study. Consider taking some upper-division (300- and 400-1evel) course work during sophomore year. Pick up a transcript and progress report, prepared by the Office of the Registrar, in major department (fall term, sophomores).	Obtain information about careers through career planning seminars, workshops, career alternatives class, and employer presentations. Discuss career options with major adviser and other faculty members. Examine career information related to the major by using career information resources at the Career Planning and Placement Service. Talk to family and friends about their professions and how they entered them. Make use of the Career Assessment Program. Apply for summer work related to career goals (begin in December). Join curricular clubs.
Junior Year 90–134 credits	Pick up a transcript and progress report, prepared by the registrar's office, in major department (fall term). Consult with department adviser on progress in the major (fall term). Plan to take admission tests if expecting to apply to professional or graduate programs (spring term). Attend workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms). Consider other postgraduate options such as Fulbright grants and Rotary scholarships. Consider completion of an academic minor or a double major.	Attend group presentations by companies to learn of entry-level positions. Attend Career Planning and Placement Service workshops or register for Special Studies: College to Career (CPSY 199). Arrange an internship or practicum through major department, the Career Planning and Placement Service, or a professional organization. Interview individuals with jobs in anticipated careers and talk with instructors. Learn job search, résumé writing, and interview skills. Apply for summer work related to career goals. Begin establishing a file of letters of recommendation to support application for teaching employment or graduate school or both (begin in December). Visit the annual Career Fair.
Senior Year 135+ ctedits	Pick up a transcript and progress report, prepared by the registrar's office, in major department (fall term). Consult with department adviser on progress in the major (fall term). File for graduation during the second week of classes in the term preceding the term of anticipated graduation. Attend workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms).	Prepare résumé. Register for Special Studies: College to Career (CPSY 199) (fall or winter term). Check with the Career Planning and Placement Service for current job listings and the campus interview schedule (fall term). Arrange interviews with organizations scheduled for Career Planning and Placement Service visits. Design and begin job search. Visit the annual Career Fair.

Identifying a Career

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

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

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

Success Skills (CSPY 408/508), a Workshop course, helps students clarify and communicate their strengths and abilities.

Gathering Career Information

Career information resources include the following:

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

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

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

Testing Career Decisions

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

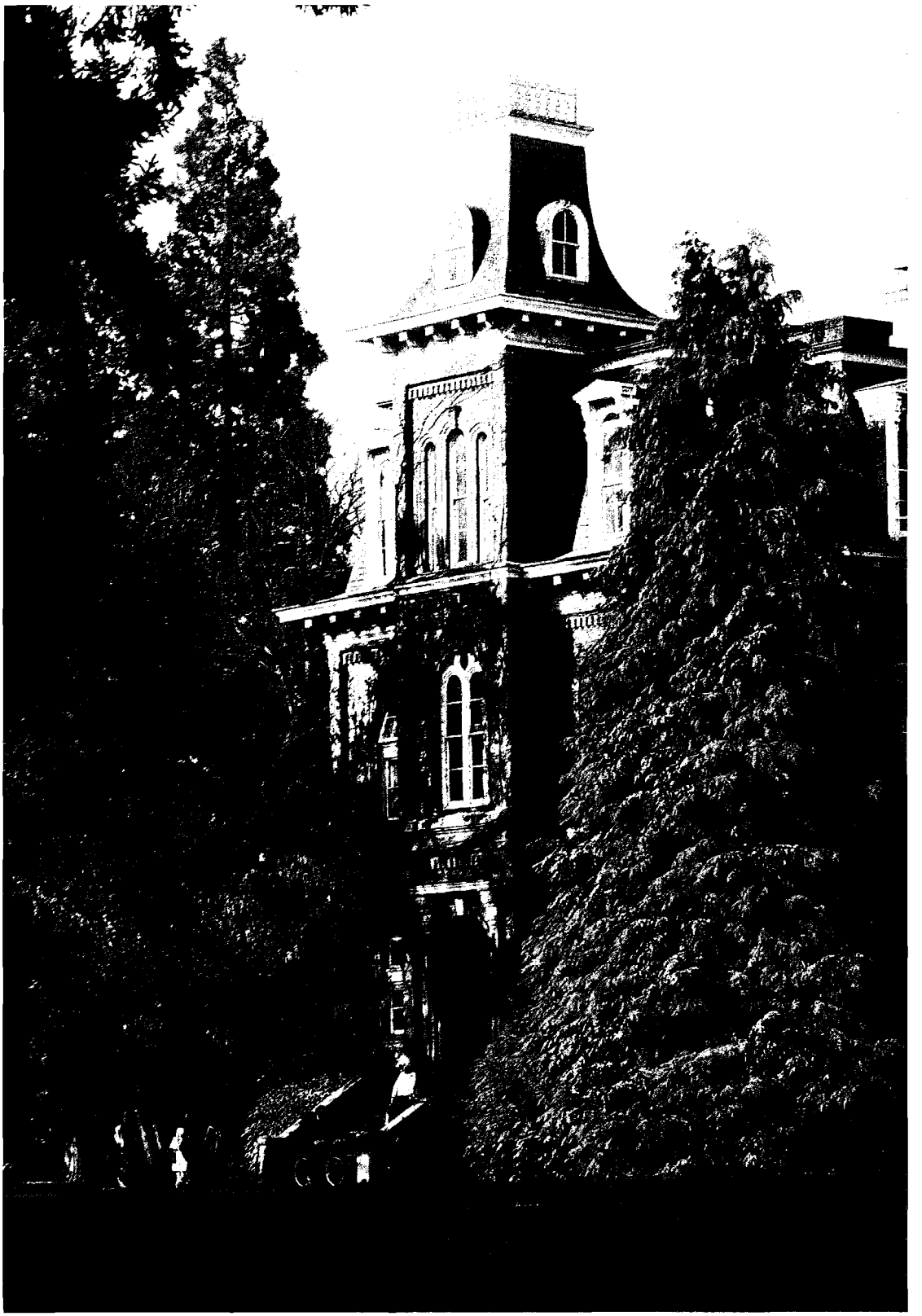
Internships and practica are field-based experiences required of some majors and may be open to nonmajors as electives. Opportunities should be discussed with an academic adviser, with counselors at the Career Planning and Placement Service, 244 Hendricks Hall.

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

Part-time or summer work or volunteer experiences, which provide information about possible careers, are another way of testing career decisions. Information about summer and part-time employment is available from the Student Employment Office, 244 Hendricks Hall.

Placement Services

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



Graduate School

125 Chapman Hall
Telephone (503) 346-5129
Steadman Upham, Vice Provost and Dean

Graduate Council Faculty

Peter Bergquist, music
Scott DeLancey, linguistics
Marian Friestad, marketing
Judith K. Grosenick, learning and instructional leadership
Roger Haydock, physics
James B. Lemert, journalism and communication
Glenn A. May, history
Robert M. O'Brien, sociology
Charles R. O'Kelley, Jr., law (*ex officio*)
Louis R. Osternig, exercise and movement science
Richard A. Sundt, art history
Steadman Upham, Graduate School (*ex officio*)
Virpi Zuck, Germanic languages and literatures

ADVANCED DEGREES

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

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

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

College of Arts and Sciences

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

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

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

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

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

Creative Writing: M.F.A.

East Asian Languages and Literatures: M.A.
- Japanese literature and pedagogy

Economics: M.A., M.S., Ph.D.
- Advanced macroeconomics
- Applied econometrics
- 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

Exercise and movement science: M.S., Ph.D.
- Biomechanics
- Motor control
- Physiology of exercise
- Social psychology of sport and exercise
- Sports medicine

Geography: M.A., M.S., Ph.D.
- Biogeography
- Climatology
- Cultural geography
- Environmental studies
- Europe
- Former Soviet Union
- Geomorphology and soils
- Global change
- North America
- Political geography
- Quaternary environments
- Urban geography

Geological sciences: M.A., M.S., Ph.D.
- Mineral deposits
- Mineralogy-petrology-geochemistry
- Stratigraphy-sedimentary petrology-paleontology
- Structural geology-geophysics, tectonics, volcanology

Germanic languages and literatures: 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

Linguistics: M.A., Ph.D.
- Applied linguistics
- General linguistics

Mathematics: M.A., M.S., Ph.D.
- Algebra
- Analysis
- Combinatorics
- Differential and algebraic geometry
- Geometry
- Mathematical physics
- Numerical analysis
- Probability
- Statistics
- Topology

Philosophy: M.A., Ph.D.

Physics: M.A., M.S., Ph.D.
- Astronomy, astrophysics, cosmology
- Atomic, molecular, and optical physics

Biophysics
Condensed-matter physics
Elementary-particle physics
Fluid and superfluid mechanics
Nuclear physics
Political science: M.A., M.S., Ph.D.
American government
Classical and contemporary political theory
Comparative politics
International relations
Research methodology
Psychology: M.A., M.S., Ph.D.
Clinical
Cognitive
Developmental
Physiological-neuroscience
Social and personality
Romance languages: M.A., Ph.D.
French language and literature: M.A.
Italian language and literature: M.A.
Spanish language and literature: M.A.
Russian: M.A.
Sociology: M.A., M.S., Ph.D.
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.

Interdisciplinary Programs
Asian studies: M.A., M.S.
China
Japan
Southeast Asia
Comparative literature: M.A., Ph.D.
Individualized program: M.A., M.S.
e.g., applied information management, environmental studies, folklore
Industrial relations: M.A., M.S.
International studies: M.A.
Teaching: M.A.
French
German
Latin
Russian
Spanish

Professional Schools and Colleges

School of Architecture and Allied Arts
Architecture: M.Arch.
Interior architecture: M.I.Arch.
Art history: M.A., Ph.D.
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.
Leisure studies and services: M.A., M.S., D.Ed., Ph.D. (no admission 1994–95)
Planning, public policy and management
Public affairs: M.A., M.S.
Urban and regional planning: M.U.P.

College of Business Administration
Accounting: Ph.D.
Decision sciences: M.A., M.S.
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.
Management: M.A., M.S.
Management: corporate strategy and policy: Ph.D.
Management: general business: M.B.A.
Management: human resource management: Ph.D.
Management: organizational studies: Ph.D.
Marketing: M.A., M.S., Ph.D.

College of Education
Counseling psychology: D.Ed., Ph.D.
Counseling: M.A., M.S., M.Ed.
Community and other agency settings
Employment and vocational
Individual and family
Educational policy and management: M.S., D.Ed., Ph.D.
Special education: M.A., M.S., M.Ed., D.Ed., Ph.D.
Communication disorders and sciences: M.A., M.S., M.Ed., D.Ed., Ph.D.
School psychology: M.A., M.S., M.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.

School of Journalism and Communication
Journalism: M.A., M.S.
Creative nonfiction
Journalism: advertising: M.A., M.S.
Journalism: electronic media production: M.A., M.S.
Journalism: magazine: M.A., M.S.
Journalism: news-editorial: M.A., M.S.
Journalism: public relations: M.A., M.S.
Communication and Society: Ph.D.
Telecommunication and Film: M.A., M.S., Ph.D. (no admission 1994–95)

School of Music
Dance: M.A., M.S.
Music
Music: conducting: M.Mus.
Music composition: M.Mus., D.M.A., Ph.D.
Music history: M.A., M.Mus., Ph.D.
Music performance: M.Mus., D.M.A.
Music: piano pedagogy: M.Mus.
Music theory: M.A., M.Mus., Ph.D.
Music education: M.Mus., D.M.A., Ph.D.

GENERAL INFORMATION

Students wanting to earn a second bachelor's degree should not apply to the Graduate School. They should request an application for Postbaccalaureate Nongraduate Student status from the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217; telephone (503) 346-3201.

Students wanting to earn a graduate degree at the university are admitted to the Graduate School in accordance with the procedures described below.

Graduate Admission

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

Graduate Classification

Students seeking advanced degrees or certificates are classified as follows:

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

A student from an unaccredited institution, or one that offers the equivalent of bachelor's degree instruction but not the degree itself, may be 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.

All 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 Graduate Admission Application and an official transcript from the college or university from which the applicant received a bachelor's degree must be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217.

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

At the option of the school or department, the applicant may also be requested to furnish additional materials such as transcripts of test scores (e.g., Graduate Record Examinations, Miller Analogies Test), evidence of foreign-language proficiency, and letters of reference. The applicant should ascertain from the school or department what additional materials, if any, are expected. These additional materials are to be sent directly to the department.

Admission for Graduate Postbaccalaureate Study. An applicant with a bachelor's degree or the equivalent from an accredited institution who wants to take additional graduate work, but not in pursuit of a specific graduate degree, must submit the official application form and an official transcript from the college or university from which he or she received either the bachelor's degree or a subsequent advanced degree to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217. (University of Oregon graduates do not need to send an official transcript to the Office of Admissions.) Graduate postbaccalaureate status is a nondegree classification. A satisfactory record is a major 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, typically scores of 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 is required to enroll in special English classes. For more information about the Supplementary English Language Training program and its cost, write to the SELT Adviser, Office of International 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 United States university 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 are required to 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 (503) 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

503, 507, 508, 510, 601–610

Graduate and professional courses that may be repeated for credit under the same number. Credit ranges indicate minimum and maximum credit available in a single course during a single term, and credit is assigned according to the work load 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 (1–16R) P/N only

507 Seminar: [Topic] (1–5R)

508 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic] (1–21R)

510 Experimental Course: [Topic] (1–5R)

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 Field Studies: [Topic] or Special Problems: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R)

608 Workshop: [Topic] or Colloquium: [Topic] or Special Topics: [Topic] (1–16R)

609 Practicum: [Topic] or Supervised Tutoring or Terminal Project (1–16R)

610 Experimental Course: [Topic] (1–5R)

704 Internship: [Topic] (1–16R)

705 Reading and Conference: [Topic] (1–16R)

706 Field Studies: [Topic] or Special Problems: [Topic] (1–16R)

707 Seminar: [Topic] (1–5R)

708 Workshop: [Topic] or Colloquium: [Topic] or Special Topics: [Topic] (1–16R)

709 Practicum: [Topic] or Supervised Tutoring or Terminal Project (1–16R)

710 Experimental Course: [Topic] (1–5R)

700–799

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

GENERAL REQUIREMENTS AND POLICIES

Course Registration Requirements and Limits

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

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

In the term in which a student receives the degree, he or she must be registered for at least 3 graduate credits. If the student is completing a master's degree thesis in this final term, registration must include 1–3 credits of Thesis (503). If a doctoral dissertation is being completed, registration must include no fewer than 3 credits of Dissertation (603).

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

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

Course Enrollment for Faculty and Staff Members

Faculty and staff members wanting to take graduate courses should refer to the university's *Faculty Handbook* or *Staff Handbook* for information 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 State System of Higher Education. A student registers for these courses with the University of Oregon registrar, who records each grade on the academic record under Joint-Campus Course (JC 610). The student must be a matriculated UO graduate student in an advanced degree program and registered for UO courses the same term the JC 610 course is taken. A maximum of 15 credits may be applied toward a graduate degree program. Forms are available in the Office of the Registrar.

WICHE Regional Graduate Programs

The Western Interstate Commission for Higher Education (WICHE) coordinates a regional graduate exchange program to enable students from Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, 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 Art, 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 Undergraduate and Graduate Bulletin*. Credit earned in this manner does not count toward satisfaction of the residence requirement for the master's degree. Procedures for credit by examination for graduate students are as follows:

1. The graduate adviser and the dean or department head of the 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), Workshop (508, 608), Practicum (609), and Experimental Course (510, 610)
6. Students may not receive graduate credit by examination for (a) courses they have previously failed at the university or elsewhere or (b) courses that would substantially duplicate credit already received and 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:

premaster's

postmaster's

postdoctoral

postbaccalaureate

nonadmitted Community Education Program

nonadmitted summer session

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

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

I and Y Marks

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

Students may request added time for the removal of the incomplete by submitting a petition, stating the course requirements that were not initially completed and signed by the instructor, to the dean of the Graduate School for approval. 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 should be converted by the instructor submitting a supplementary grade report to the Office of the Registrar. Incompletes remaining on the academic record subsequent to completion of a degree may not be removed.

Graduate students are not permitted to convert a mark of Y (no basis for a grade) unless the Y was the result of an administrative error.

Continuous Enrollment

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

On-Leave Status

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

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

A master's degree student who attends the university only during summer sessions must obtain on-leave status for each ensuing school year. These summer students must still complete all 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 and pay a fee of $15. 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 stopping out.

Waiver of Regulations

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

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

Student Records Policy

Copies of the policy may be obtained at the Office of the Dean of Students and the Office of the Dean of the School of Law. The following is a summary of that policy.

Students enrolled in the university generally have the right to inspect records maintained by the university that directly affect them. The university maintains only student records relevant to the educational or related purposes of the university and does not release those records to anyone other than the student except to university personnel who have legitimate interests, at the direction of a court, or in emergency situations. Upon request the university releases directory information about the student, but the student may ask that such information not be released. The student may request the correction of errors in university records and is also entitled to a hearing, if necessary. Students may review letters of recommendation received after December 31, 1974, unless they have waived that right with the appropriate university department.

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. Applicants pay a nonrefundable fee of $25. 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 State Board of Higher Education. The tuition schedule for graduate students each term of the 1994–95 academic year is as follows:

Credits	*Resident*	*Nonresident*
3	$568	$955
4	707	1,223
5	846	1,491
6	985	1,759
7	1,124	2,027
8	1,263	2,295
9–16	1,404	2,560
Each credit over 16	134	263

A graduate student pays a nonrefundable $50 application fee and sends it with the application materials to the Office of Admissions.

All authors of doctoral dissertations and master's theses are assessed a microfilming fee to cover reproduction costs. Every doctoral student must submit the dissertation to University Microfilms International in Ann Arbor, Michigan. Copyrighting is optional. Consult the *University of Oregon Style and Policy Manual for Theses and Dissertations*, for sale at the Graduate School, for more information.

Fellowships and Financial Aid

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

Teaching Fellowships. Nearly all schools and departments award GTFs. In 1993–94 minimum-level stipends at 0.49 full-time equivalent (FTE) ranged from $7,481 to $8,932 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 hours do not count. Tuition is paid by the university for up to 16 credits a term. Failure to complete the minimum of 9 credits a term may nullify an appointment.

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 230 on either of these tests are required to attend language support classes (at no additional charge to the student) and may be limited to 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 sometimes 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 at the university 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 bulletin 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 bulletin for such requirements.

To earn a master's degree, students must complete an integrated program of study through either a departmental discipline or a program of interdisciplinary studies totaling no fewer than 45 credits in courses approved for graduate credit.

As noted above, some departments require more than 45 credits. The credits must be taken after admission to the master's degree program (conditional or unconditional) or approved by petition. Of the total, 24 must be in University of Oregon graded courses passed with a GPA of 3.00 or better.

A minimum of 30 credits in the major are ordinarily required for a master's degree with a departmental major. In addition, 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 on a pass/no pass basis.

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 Undergraduate and Graduate Bulletin*. 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.

Residence and Enrollment Requirements

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

In addition, students enrolled in an advanced degree program must attend the university continuously, except for summers, until all program requirements have been completed, unless on-leave status (maximum time of three academic terms) has been approved. In the term the degree is received, the graduate student must register for at least 3 graduate credits. For more information see Course Registration Requirements and Limits, Continuous Enrollment, 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. The total transferred credit may not exceed 15 credits in a 45-credit master's degree program
2. The courses must be relevant to the degree program as a whole
3. The student's home department and the Graduate School must approve the transfer
4. The grades earned must be A+, A, A–, B+, B, or P
5. The courses have not been used to satisfy the requirements for another degree

Transferred credit of this kind may not be used to meet the requirement of 24 credits in University of Oregon graded graduate courses.

Graduate credit is not allowed for correspondence courses.

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 Baccalaureate 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, are eligible to be considered. If approved, these courses can count toward meeting all relevant university master's degree requirements. A Transfer of Baccalaureate Credit form (available at the Graduate School) must be filed within two terms of acceptance into a master's degree program and within two years of earning the bachelor's degree.

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

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

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

Examinations and Thesis

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

In some fields, all master's degree candidates are required to submit a thesis; in others the thesis is optional. A student writing a thesis must complete the following procedures:

1. Request information from the major school or department about the various steps involved and the standards expected
2. Purchase from the Graduate School or the UO Boookstore a current copy of the *University of Oregon Style and Policy Manual for Theses and Dissertations* (only theses

meeting the standards of style and form discussed in that manual are accepted)
3. Find out at the Graduate School the exact number of copies of the thesis to submit
4. Submit three copies of an abstract (150-word maximum) to the Graduate School

Upon submission of the thesis and the abstract, the Graduate School assesses a fee for the mandatory microfilming of the thesis.

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. Protocol forms and a detailed explanation of procedures may be obtained from the Office of Research Compliance, 209 and 216 Johnson Hall.

Summary of Graduate School Master's Degree Requirements

The following outline of Graduate School requirements for master's degrees lists minimum requirements. Specific departmental requirements must also be met before the student is awarded an advanced degree. 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 9 credits of Thesis (503).

Interdisciplinary Master's Degree Programs

In addition to specialized graduate work in the traditional fields of learning, the university provides opportunities for integrated interdisciplinary studies leading to the M.A. or the M.S. degree. These programs are planned according to the individual student's interests and the established programs of study organized and administered through interdepartmental faculty committees.

Graduate students pursuing a program of interdisciplinary studies may supplement graduate courses offered by the various departments and schools with individualized studies by enrolling under the following course numbers.

Interdisciplinary Studies Courses (IST)

503 Thesis (1–16R) P/N only
601 Research: [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, Asian studies, environmental studies, folklore, individualized program, industrial relations, and teaching. 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 foreign language either by examination (Graduate Student Foreign Language Test minimum score of 440) or by adequate undergraduate course work (satisfactory completion of the second-year college sequence). As with all work for the master's degree, demonstration of language competence must be within the overall seven-year time limit.

Interdisciplinary Studies: Individualized Program

The individualized program is the university's most flexible interdisciplinary program leading to M.A. and M.S. degrees. The program is intended to meet the needs of students with specific, well-articulated goals that cannot be reached through established departmental programs. Although 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 taking 9 credits distributed across at least two areas. Credit for this project is obtained by registering for Terminal Project (IST 609); credit for the thesis is obtained by registering for Thesis (IST 503)
3. At least 39 of the 54 minimum credits for the degree must be taken after the candidate is admitted to the IS:IP program

Admission is selective. Acceptance into the program is based on background qualifications, the statement of purpose, and the appropriateness and availability of courses and advisers within the university. An applicant who previously has been denied admission to a departmental graduate program at the university must have departmental permission in order to use that department as a program area.

Consent must be obtained in writing from each of the three advisers, indicating their willingness to serve and their approval of the final listing of courses in each of the three areas. One of the three advisers must be designated as chair. Later changes in the program must be approved by both the adviser in the area involved and the IS:IP director. Address inquiries about the individualized program to Steadman Upham, Director, Interdisciplinary Studies: Individualized Program, Graduate School, 1219 University of Oregon, Eugene OR 97403-1219.

Individualized Program: Applied Information Management. The interdisciplinary master's degree focusing on applied information management is designed as a professional master's degree serving the needs of Portland-area residents. Coordinated by the Continuation Center, the program combines course work in information management, business management, information design, and research methods. For individuals unable to pursue the degree program, nondegree certificates of completion are offered in each of the four content areas. The applied information management program is described in the **Campus and Community Resources** section of this bulletin under Continuation Center. Address inquiries to Diana Lauterbach, Associate Director, Applied Information Management Program, UO Portland Center, 722 SW 2nd Avenue, Portland OR 97204-3102.

Individualized Program: Environmental Studies. This special program of courses leads to an interdisciplinary master's degree focusing on environmental studies. The program is described in the **Environmental Studies** section of this bulletin. Address inquiries to Richard P. Gale, Director, Environmental Studies Program, 5223 University of Oregon, Eugene OR 97403-5223.

Individualized Program: Folklore. Available through the Interdisciplinary Studies: Individualized Program, this special program of courses leads to an interdisciplinary master's degree focusing on folklore studies. The program is described in the **Folklore** section of this bulletin. Address inquiries to Sharon R. Sherman, Director, Folklore Program, 1287 University of Oregon, Eugene OR 97403-1287.

Interdisciplinary Studies: Industrial Relations

The industrial relations program provides a professional education for individuals who want to pursue a career in human resource management, labor relations, and related areas. The program is described in the **College of Business Administration** section of this bulletin. Address inquiries to Gregory S.

Hundley, Director, Institute of Industrial Relations, 1208 University of Oregon, Eugene OR 97403-1208.

Interdisciplinary Studies: Teaching

This program is designed specifically for students who want to earn a master's degree following completion of the basic teaching license program in foreign-language teacher education. A student must first be admitted to the basic teaching license program before applying to the master's degree program. The languages available for study are French, German, Latin, Russian, and Spanish. For more information contact Meredith "Mark" Gall, Coordinator, Interdisciplinary Master's Degree in Teaching, College of Education, 1215 University of Oregon, Eugene OR 97403-1215; telephone (503) 346-1474.

DOCTORAL DEGREES

Doctor of Philosophy

The degree of doctor of philosophy (Ph.D.) requires distinguished achievement in both scholarship and original research. The degree is granted chiefly in recognition of the candidate's high attainment and ability in a special field of an academic discipline, as shown by work on required examinations and by the preparation of a dissertation. Minimum university and school or department requirements of residence and study must be satisfied. The requirements for all Ph.D. degrees established by the Graduate School are given below. Individual programs have additional specific requirements, which are presented in the departmental sections of this bulletin. It is recommended that a student not take all undergraduate and all graduate work at the University of Oregon.

Residence and Credit Requirements

For the Ph.D. degree the student must complete at least three years of full-time graduate-level academic work beyond the bachelor's degree, of which at least one academic year must be spent in residence on the Eugene campus after the student has been classified as a conditionally or an unconditionally admitted student in a doctoral program. One academic year consists of three consecutive terms of full-time study, with a minimum of 9 completed graduate credits a term. Research (601) 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 total of 18 credits in Dissertation (603). Credit for Dissertation is recorded P/N (pass/no pass); it can not be earned until the student is advanced to candidacy.

Language Requirement

Individual schools or departments may require knowledge of a foreign language or of other specialized disciplines, such as computer science or statistics, as part of a Ph.D. program. For information on such requirements, consult the school or department directly.

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 foreign 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 after the student has passed 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 for sale at the Graduate School office and the UO Bookstore. The preparation of the dissertation usually requires the greater part of one academic year.

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. Protocol forms and a detailed explanation of procedures may be obtained from the Office of Research Compliance, 209 and 216 Johnson 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 to be spent on the Eugene campus, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within a seven-year period. If this period is exceeded, either a second year of residency or a new set of comprehensive examinations or both are required. In addition, some departments may require that the disser-

tation 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* for a reduced fee, 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

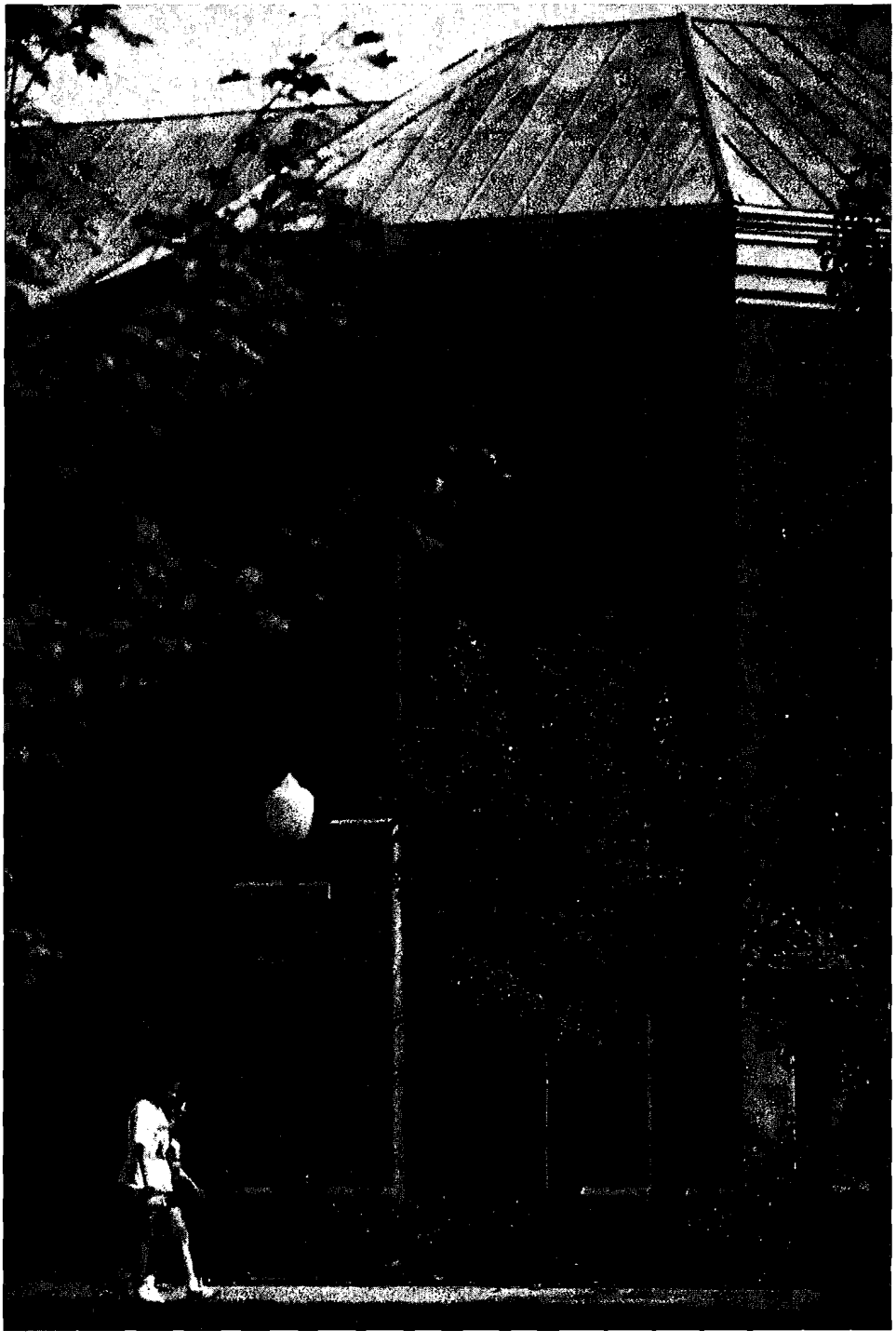
Advancement to candidacy for the D.Ed. degree in the College of Education is based on the recommendation of a doctoral advisory committee and demonstrated proficiency in comprehensive examinations. The student may take these examinations only after (1) being admitted to the degree program, (2) substantially completing all of the planned course work, and (3) receiving the adviser's permission to take the examinations.

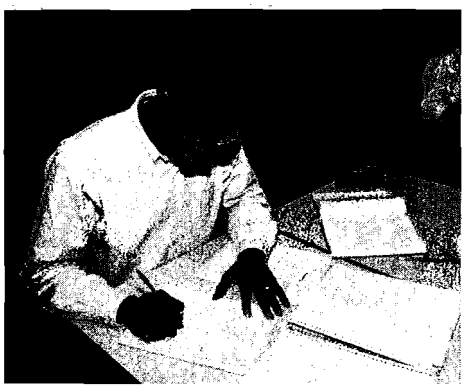
Doctor of Musical Arts

Requirements for the doctor of musical arts (D.M.A.) degree include formal admission, proficiency and comprehensive examinations, foreign languages, a program of study including area of emphasis, and a dissertation. Requirements for residence, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree. See the **School of Music** section of this bulletin for details.

Chronological Summary of Procedures Leading to Doctoral Degrees

1. Admission
2. Continuous enrollment. Students 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. Foreign languages or other specialized knowledge. Regulations are set by the department, school, or college
5. Comprehensive examination, covering the major discipline, advances the student to candidacy for the degree. The examination is taken after the majority of required course work has been completed and after most of the requirements for the degree, except completion and defense of the dissertation, have been satisfied
6. Appointment of dissertation committee, registration for Dissertation (603), and completion of dissertation. The committee is appointed following advancement to candidacy and at least six months before completion of the dissertation. Typically, the committee consists of at least three members of the graduate faculty of the candidate's home department, school, or college as well as a Graduate School representative who is a graduate faculty member from outside the candidate's department, school, or college. A minimum of 18 credits of Dissertation (603) are required after advancement
7. *In absentia*. Postadvancement doctoral students are allowed only a single academic year of 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. Microfilming fee is required
11. Granting of degree at end of term in which all degree requirements are satisfied
12. Diploma, with commencement date, issued by registrar





College of Arts and Sciences

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

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

Liberal Education

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

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

Departments and Programs

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

The college supports many interdisciplinary and special programs: Asian studies, Australian studies, Canadian studies, comparative literature, environmental studies, ethnic studies, folklore, humanities, international studies, general science, medieval studies, neuroscience, Pacific Islands studies, peace studies, Russian and East European studies, Scandinavian studies, Southeast Asian studies, statistics, and women's studies.

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

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

Journals

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

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

Arts and Sciences Premajors

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

Sample Programs

Many undergraduate courses at the University of Oregon have increased from 3 to 4 credits each. This and other recent changes in the curriculum affect the number and types of courses students must take to fulfill major, minor, and degree requirements. The **Registration and Academic Policies** section of this bulletin describes current general-education and degree requirements. Sample programs are being developed during 1994–95 to demonstrate how arts and letters premajors in selected professional schools might fulfill these requirements.

ANTHROPOLOGY

308 Condon Hall
Telephone (503) 346-5102
C. Melvin Aikens, Department Head

Faculty

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

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

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

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

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

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

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

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)

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

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

Geraldine Moreno-Black, 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, assistant professor (New World archaeology, Northwest coast, zooarchaeology). B.A., 1976, William and Mary; M.A., 1982, Ph.D., 1989, California, Santa Barbara. (1990)

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

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

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

Clarence Spigner, assistant professor (public health). A.B., 1979, M.P.H., 1982, Dr.P.H., 1987, California, Berkeley. (1988)

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

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

Adjunct and Courtesy

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

Thomas L. Johnston, courtesy research associate (dental anthropology, paleoanthropology). B.S., 1978, M.S., 1984, Oregon. (1992)

Sandra L. Morgen, courtesy associate professor (women and health care, women and work, social movements). See **Sociology**

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

Emeriti

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

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

Harry F. Wolcott, professor emeritus (education and anthropology). B.S., 1951, California, Berkeley; M.A., 1959, San Francisco State; Ph.D., 1964, Stanford. (1964)

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

UNDERGRADUATE STUDIES

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

Preparation. High school students planning to major in anthropology should take two years of high school mathematics, preferably algebra, and some work in a modern foreign language. 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 foreign language are helpful.

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

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

Students seeking work as professional anthropologists should plan for advanced degrees in anthropology as well. Graduates with master's 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 the bachelor of arts (B.A.) and the bachelor of science (B.S.). Major requirements are the same for both. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science in the **Registration and Academic Policies** section of this bulletin.

Major Requirements

The major in anthropology requires 44 credits distributed as follows:

1. 8 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 prehistory at the 300–499 level
5. 32 upper-division credits of which 16 must be at the 400 level

Majors must meet with an anthropology adviser once a year.

Of the 44 credits required in anthropology, 36 must be graded. No more than 8 credits with the grade of D may be counted. To ensure a liberal education, the department strongly recommends that students limit their undergraduate work in anthropology to a maximum of 52 credits. Students planning to do graduate work are advised to complete two years of one or more foreign languages. Preparation in statistics and computer science is also desirable.

Sample Program

Major requirements may be met by the following schedule:

Freshman Year: Two courses in introductory anthropology, chosen from ANTH 110, 150, 170–173, 180, 211, 213, 220 (in any combination or order)

Sophomore Year: Begin upper-division anthropology course work

Junior and Senior Years: 8 credits in cultural anthropology, ANTH 301, 302, 303, or ANTH 310–324, 411–438; 8 credits in physical anthropology, chosen from ANTH 360–366, 461–469; 8 credits in prehistory, chosen from ANTH 341–343, 440–445 (in any combination or order); 12 credits in any field of anthropology at the 300–499 level

Honors

Application for graduation with honors must be made through the student's departmental adviser no later than winter term of the senior year.

Approval for graduation with honors is granted to a student who

1. Maintains at least a 4.00 grade point average (GPA) in anthropology and at least a 3.50 overall GPA *or*
2. Maintains at least a 3.75 GPA in anthropology and at least a 3.50 overall GPA and submits an acceptable honors thesis written under the guidance of a departmental faculty member serving as thesis adviser

Minor Requirements

The minor in anthropology is intended to complement the student's major 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 be distributed as follows:

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

Of the 24 credits required in anthropology, 18 must be graded; no more than 4 credits with the grade of D may be counted.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in anthropology provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

Three advanced degrees are offered in anthropology: the master of arts (M.A.), the master of science (M.S.), and the doctor of philosophy (Ph.D.). These degrees entail work in the following subfields: archaeology, cultural anthropology, anthropological linguistics, and physical anthropology. Graduate students must demonstrate competence in each of these subfields, ordinarily in work at the master's level. Consequently, the first year, and in some instances the first two years, of graduate study are devoted to achieving a broad foundation in anthropology. All graduate students in anthropology must take Comparative Research Methods (ANTH 684) or its equivalent during the first year of graduate study.

Master's Degree Requirements

Each master's degree requires a minimum of 44 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 each of the four subfields of anthropology mentioned above. A master's degree paper is required, but a thesis is not.

To receive the M.A., the candidate must also demonstrate competence in one foreign language. There is no language requirement for the M.S., but the candidate for that degree must demonstrate proficiency in one special skill, such as statistics or computer science, approved by the department faculty.

There are no absolute requirements for admission to the master's degree program. A bachelor's degree in anthropology is helpful but by no means required. Admission is limited, however, and preference is given to applicants with good overall academic records and high Graduate Record Examinations (GRE) scores who have had at least a solid beginning in anthropology, who have had some foreign language training, and who can demonstrate evidence of a sincere interest in the field. It typically takes two years to complete the program.

Ph.D. Degree Requirements

Admission to the doctoral program is contingent on the possession of a valid master's degree in anthropology from a recognized institution or the completion of the master's core courses. Those who enter with a master's degree in another discipline, therefore, take the master's core courses early in the program.

Formal requirements of time and credit are secondary, but no candidate is recommended for the degree until the minimum Graduate School requirements for credits, residence, and study have been satisfied.

The department also requires competence in two modern foreign languages or in one language and one special skill approved by the department faculty. The student's progress is measured by performance in the core courses, course work, and research papers; a comprehensive examination covering three special fields of concentration within anthropology; and, finally, the doctoral dissertation. The dissertation should be based upon original research, which ordinarily involves 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 bulletin. More information about programs in anthropology may be obtained from the department.

ANTHROPOLOGY COURSES (ANTH)

Not all courses listed are offered each year. For specific and current information, consult the most recent UO Schedule of Classes, *available at the Erb Memorial Union main desk store 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.

180 Introduction to Language and Culture (4) Language and culture relationships and methodology.

196 Field Studies: [Topic] (1–2R)

198 Laboratory Projects: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

211 Selected Topics in Ethnology: [Topic] (4R) Content varies from term to term; emphasizes the comparison of cultures and the anthropological understanding of contemporary peoples. **R** with different subtitles.

213 Oregon Native Americans (4) Survey of native cultures of Oregon based on archaeological, ethnohistorical, and ethnological evidence. Begins with arrival of people in the New World; concludes with contemporary Native American issues.

220 Introduction to Japanese Society and Culture (4) Social relationships between the sexes, among generations, and toward minorities in everyday Japanese life at the work place, at home, and in education.

301 Ethnology of Hunters and Gatherers (4) Hunting-gathering cultures from different parts of the world. Emphasis on comparative social organization and adaptive strategies. Prereq: 3 credits in cultural anthropology or instructor's consent.

302 Ethnology of Tribal Societies (4) Emphasis on comparative social organization and the two major forms of tribal adaptation—subsistence agriculture and pastoral nomadism. The fate of tribal peoples in the modern world. Prereq: 3 credits in cultural anthropology or instructor's consent.

303 Ethnology of Peasant Societies (4) Emphasis on comparative social organization of peasants from various parts of the world and the impact of modernization. Prereq: 3 credits in cultural anthropology or instructor's consent.

310 Exploring Other Cultures: [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.

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.

317 Marriage, Family, and Kinship (4) An empirical and theoretical examination of the interrelationship of kinship and the structure of society.

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.

321 Peoples of India (4) The emergence of traditional Indian culture and its subsequent transformation under Islamic and Western influences. Prereq: 8 credits in social science or instructor's consent.

322 Euro-American Images of Native North America (4) Anthropological perspective on the nature and development of the ideas and beliefs of the European settlers of North America about the American Indians.

323 Pacific Basin: Polynesia and Micronesia (4) General introduction to the indigenous populations of Australia with special attention to ritual, social structure, and male-

female relationships. Introductory text, ethnographies, films.

324 Pacific Basin: Melanesia and Australia (4) General introduction to the peoples of Papua New Guinea: social structure, exchange systems, ritual, male-female relationships, and processes of change with outside contact.

341 Asian Archaeology (4) Asian archaeology and prehistory emphasizing developments in East and Southeast Asian culture. Evidence is considered from the beginnings of human culture to the early historic civilizations. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

342 Northeast Asia Prehistory (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.

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.

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.

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.

362 Human Biological Variation (4S) 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. S with ANTH 368.

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 populational); cultural determinants and populational differences; world food policy; and applied nutritional anthropology.

366 Human Osteology Laboratory (4) Optional laboratory for students enrolled in ANTH 360, 361, or 362. Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy.

367 Human Adaptation (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.

368 Scientific Racism: An Anthropological History (4S) Discussion of the origin and evolution of the concept of race. Scientific perspectives on race from 1800 to the present from an anthropological viewpoint. S with ANTH 362.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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 the social sciences.

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 the social sciences.

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.

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.

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) A nontheoretical study of the beginnings and specialized developments within 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. Emphasizes investigator's ethical responsibilities. Primarily for students who plan fieldwork but also provides theoretical perspectives. Prereq: 8 credits of upper-division cultural anthropology or instructor's consent.

418/518 Anthropology of Religion (4) Religious and magic systems of non-Western peoples as reflections of their thought processes; supernatural systems in the life of humans. Prereq: 3 credits in cultural anthropology or instructor's consent.

419/519 Anthropology and Folklore (4) Exploration of the theoretical convergences and divergences between the two disciplines, mutual topical foci, and historical connections. Emphasizes the period 1965 to present. Prereq: 3 credits in cultural anthropology or instructor's consent.

421/521 Anthropology of Gender (4) Overview of the anthropology of gender as an emerging focus within anthropology: strengths, weaknesses, promises, possibilities. Prereq: sophomore standing; 8 credits in social sciences, humanities, and/or women's studies.

422/522 Anthropology and History (4) Introduction to points of convergence between anthropology and history. Special attention paid to the frameworks already shared and issues arising from this kind of interdisciplinarity.

425/525 Topics in Pacific Ethnology: [Topic] (4R) General introduction to the lifestyle of the Polynesians and Micronesians and to historical and current theoretical issues. Issue-oriented articles, monographs. Prereq: upper-division or graduate standing; 8 credits in social science. 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.

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 social science or instructor's consent.

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.

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, sex roles, and immigrant folklore in the United States.

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.

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.

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.

435/535 Approaches to the Symbolic (4) Survey of frameworks used within 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.

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.

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.

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.

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.

440/540 Topics in Old World Prehistory: [Topic] (4R) Archaeology of prehistoric cultures in selected regions of Africa, the Middle East, or Southeast Asia, from first evidences of human culture to the historic periods. Prereq: 3 credits in archaeology or prehistory or instructor's consent. R twice when topic changes for maximum of 12 credits.

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.

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.

445/545 South American Prehistory (4) Survey of interdisciplinary research related to prehistoric culture in South America. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

446/546 Laboratory in Archaeological Analysis (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.

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.

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.

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.

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.

466/566 Advanced Laboratory in Physical Anthropology (4) Techniques for the assessment and analysis of genetic, physiological, and anthropometric variability in living human populations. Pre- or coreq: ANTH 362.

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.

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.

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.

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.

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.

493/593 Racial and Ethnic Dimensions in Health (4) Designed to explore, analyze, and critically discuss the biological, social, economic, political, and historical factors that put people of color at risk for poor health.

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 the major subfields in 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.

GEOL 681 Archaeological Geology (3) See **Geological Sciences.**

682 Sociocultural Guidance (5) Basic sociocultural anthropology for master's degree candidates. Survey of theoretical foundations and approaches, social organization, economic and political anthropology, religion, arts, and sociocultural change. Emphasis on current issues. Prereq: background in cultural anthropology.

683 Anthropological Linguistics (5) Primarily for master's degree candidates in anthropology. Prereq: LING 421/521 or equivalent, instructor's consent.

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.

686 Sociocultural Theory (5) Cross-cultural types, culture area types, modes of thought, cultural dynamics, reality of social structure, metaanthropology.

689 Contemporary Indians of the United States (4) Problems of land, economics, politics, and law; Indian health, education, and welfare; social legislation, and court decisions. Anthropologists and Indians—current studies, theoretical and applied. Prereq: graduate standing or instructor's consent.

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.

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.

694 The Beginnings of Civilization (4) The transition from food-gathering to food-producing economies and from egalitarian to state-level societies. Prereq: graduate standing in the social sciences.

695 Cultural Ecology (4) Comparative analysis of cultural responses to environmental conditions; implications for cultural evolution. Prereq: graduate standing in anthropology or instructor's consent.

696 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 360 or 361 or instructor's consent.

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.

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.

ASIAN STUDIES

110 Gerlinger Hall
Telephone (503) 346-5087
William S. Ayres, Program Chair

Program Committee Faculty

C. Melvin Aikens, anthropology
William S. Ayres, anthropology
Cynthea Bogel, art history
Cynthia J. Brokaw, history
Kathie L. Carpenter, linguistics
Samuel K. Coleman, anthropology
Scott DeLancey, linguistics
Stephen W. Durrant, East Asian languages and literatures (Chinese)
Robert H. Felsing, library
Michael B. Fishlen, East Asian languages and literatures (Chinese)
Lawrence W. Fong, Museum of Art
Gerald W. Fry, international studies
Noriko Fujii, East Asian languages and literatures (Japanese)
Andrew E. Goble, history
Bryna Goodman, history
Jeffrey E. Hanes, history
Esther Jacobson, art history
Hiroko C. Kataoka, East Asian languages and literatures (Japanese)
Shinobu Kitayama, psychology
Stephen W. Kohl, East Asian languages and literatures (Japanese)
Richard Kraus, political science
Charles H. Lachman, art history
Wendy Larson, East Asian languages and literatures (Chinese)
Nancy M. Lutz, anthropology
Glenn A. May, history
Richard P. Suttmeier, political science
Diana Tenckhoff, Museum of Art
Kyoko Tokuno, religious studies
Anita Weiss, international studies
Alan S. Wolfe, East Asian languages and literatures (Japanese)

UNDERGRADUATE STUDIES

The university offers an interdisciplinary Asian Studies Program leading to the bachelor of arts (B.A.) degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, dance, economics, geography, history, Indonesian and Thai languages, international studies, Japanese language and literature, political science, religious studies, and sociology. The program is administered by the Asian studies committee, composed of faculty members with Asian specializations and a student representative.

Preparation. Students planning a major in Asian studies should include in their high school curriculum courses on world history and culture, and they should take a foreign language—both to use in later studies and to acquire language study skills for learning an Asian language.

Transfer students planning to major in Asian studies should also try to develop backgrounds in social science and language. In particular, they should have completed as many courses as possible that are applicable to the University of Oregon's general-education requirements for the B.A. degree.

Careers. Students who major in Asian studies often complement their course work with a year or more of residence in Asia. Many students double major to combine a profession with their area of expertise. Job possibilities are increasing in such fields as business, journalism, government, and education. Many students go on to do graduate studies.

Declaring a Major

Acceptance in the Asian studies major program requires the following:

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

Major Requirements

Students majoring in Asian studies must complete three years (39 credits) of an Asian language: Chinese and Japanese are taught through the fifth year at the University of Oregon. The first three years of Indonesian and Thai are offered through the Department of Linguistics. Languages must be taken for letter grades, and no more than one D grade may be counted. Under special circumstances, students may demonstrate an equivalent competence by examination or by work in advanced language courses. In addition, students must complete 36 credits of course work distributed as set forth below.

Each student's course distribution must significantly cover more than one Asian civilization. Thus, a student focusing on Japan must take at least 8 credits of course work about China or about Southeast Asia. Students intending to pursue graduate work in Asian studies are advised to complete requirements for a B.A. in one of the disciplines represented in the Asian studies curriculum and to fulfill the major requirements for Asian studies.

Course Requirements

The 36 credits of Asian studies work should be chosen as indicated below. (The order does not reflect the sequence in which courses need to be taken.) Nine of these credits may be taken pass/no pass (P/N). One D grade is considered serious warning.

Students should consult their advisers in planning their courses of study.

East Asian Studies Concentration

1. 12 credits from one of the major history sequences: East Asia in Modern Times (HIST 390, 391, 392), China (HIST 487, 488, 489), Japan (HIST 490, 491, 492)
2. 16 credits from among the following:

   Anthropology. Introduction to Japanese Society and Culture (ANTH 220), Asian Archaeology (ANTH 341), Northeast Asia Prehistory (ANTH 342), Peoples of East Asia (ANTH 431), Topics in Old World

Prehistory: Chinese Archaeology (ANTH 440)

Art History. History of Indian Art (ARH 207), History of Chinese Art (ARH 208), History of Japanese Art (ARH 209)

Chinese. Introduction to Chinese Literature (CHN 305, 306, 307)

East Asian Languages and Literatures. China: A Cultural Odyssey (EALL 210), Japan: A Cultural Odyssey (EALL 211)

Geography. Geography of Non-European-American Regions (GEOG 203)

Japanese. Introduction to Japanese Literature (JPN 305, 306, 307)

Religious Studies. Religions of India (REL 301), Chinese Religions (REL 302), Japanese Religions (REL 303)

3. 8 additional credits from any of the courses in 1 or 2 above or from the following:

Anthropology. Pacific Islands Archaeology (ANTH 343), Topics in Old World Prehistory: Southeast Asia (ANTH 440)

Architecture. Settlement Patterns: Japanese Vernacular I,II (ARCH 432, 433)

Art History. Nomadic Art of Eurasia (ARH 381); Chinese Art I,II,III (ARH 384, 385, 386); Art and Politics in 20th-Century China (ARH 389), Art of the Pacific Islands I,II (ARH 391, 392); Seminars: Japanese Art, Japanese Sand-Scroll Painting (ARH 407); Problems in Chinese Art (ARH 484); Japanese Prints (ARH 488)

Chinese. Women, Gender, and Chinese Literature (CHN 350), Fourth-Year Chinese (CHN 411, 412), Modern Chinese Texts (CHN 413), Advanced Chinese (CHN 431, 432, 433), Literary Chinese (CHN 436, 437), Literary Chinese Texts (CHN 438), Structure of the Chinese Language (CHN 441), Teaching Chinese as a Foreign Language I,II (CHN 443, 444), Chinese Bibliography (CHN 450)

Dance. Dance in Asia (DAN 302)

East Asian Languages and Literatures. Teaching East Asian Languages and Literatures at College Level (EALL 460)

History. Foundations of East Asian Civilization (HIST 290), China, Past and Present (HIST 291), Japan, Past and Present (HIST 292), Vietnam and the United States (HIST 388), Seminars: China, Japan (HIST 407), Thought and Society in East Asia (HIST 485, 486), The Chinese Revolution (HIST 493), Modern Southeast Asian History (HIST 495), Topics in Asian History (HIST 498)

International Studies. Gender and International Development (INTL 421), Development and the Muslim World (INTL 423), The Pacific Challenge (INTL 440), South Asia: Development and Social Change (INTL 442)

Japanese. Fourth-Year Spoken Japanese (JPN 411, 412, 413), Fourth-Year Reading and Writing Japanese (JPN 414, 415, 416), Advanced Spoken Japanese (JPN 431, 432, 433), Advanced Readings in Japanese Literature (JPN 434, 435, 436), Classical Japanese Literary Language (JPN 437, 438, 439), Structure of the Japanese Language (JPN 441), Japanese Discourse Structure (JPN 442), Teaching Japanese as a Foreign Language I,II (JPN 443, 444), Japanese Bibliography (JPN 450), Japanese Sociolinguistics (JPN 453), The Japanese Cinema (JPN 471), Japanese Film and Literature (JPN 472)

Political Science. Southeast Asia in Modern Times (PS 338); Politics of China I,II (PS 342, 442); Seminars: Challenge of Pacific Integration, Politics of Japan (PS 407); Chinese Foreign Policy (PS 459)

Religious Studies. Varieties of Eastern Meditation (REL 230), Buddhism and Asian Culture (REL 330, 331)

Sociology. Systems of War and Peace (SOC 464)

Southeast Asian Studies Concentration

The history of the program is described in the **Southeast Asian Studies** section of this bulletin.

An interdisciplinary faculty group with field experience in the Philippines, Thailand, Indonesia, Myanmar, Vietnam, Laos, and Malaysia has coordinated the development of the curriculum for this concentration within the Asian studies major program.

1. Language Requirement

   The equivalent of three years of a Southeast Asian language is required for all B.A. candidates. Typically this is 39 credits of course work completed over a two- to three-year period. Languages offered at the UO are Indonesian and Thai. In consultation with a faculty adviser and with the approval of the Asian studies committee, equivalent study of other Southeast Asian languages may be approved, e.g., through the Northwest Regional Consortium for Southeast Asian Studies and through summer language programs.

2. Basic Course Requirements (36 credits)

   a. Core-Area Courses (28 credits, including 12 credits in history and typically at least one course from each of the disciplines below)

      Anthropology. Seminar: Southeast Asia (ANTH 407); Cultures of Island Southeast Asia (ANTH 436), Cultures of Mainland Southeast Asia, (ANTH 437), Minority Cultures of Southeast Asia (ANTH 438), Topics in Old World Prehistory: Southeast Asian Archaeology (ANTH 440)

      Art History. History of Indian Art (ARH 207)

      Geography. Geography of Non-European-American Regions (GEOG 203), Advanced Geography of Non-European-American Regions: Geography of East and Southeast Asia (GEOG 475)

      History. Vietnam and the United States (HIST 388), Philippines (HIST 484), Modern Southeast Asian History (HIST 495), Topics in Asian History (HIST 498)

      International Studies. Seminars: Southeast Asian Intellectuals and Writers, Development in South and East Asia (INTL 407); Southeast Asian Political Novels and Films: Changing Images (INTL 441)

      Political Science. Southeast Asia in Modern Times (PS 338)

      Religious Studies. Religions of India (REL 301), Buddhism and Asian Culture (REL 330, 331)

   b. Supplementary Courses (8 credits)

      Anthropology. Peoples of India (ANTH 321), Pacific Basin: Polynesia and Micronesia (ANTH 323); Pacific Basin: Melanesia and Australia (ANTH 324); Asian Archaeology (ANTH 341); Pacific Islands Archaeology (ANTH 343); Seminars: Southeast Asian Health Beliefs, Practices, and Policies; Women and Development in Southeast Asia (ANTH 407); Topics in Pacific Ethnology (ANTH 425)

      Art History. History of Chinese Art (ARH 208)

      International Studies. Seminar: Southeast Asia and the Pacific (INTL 407), Gender and International Development (INTL 421), Development and the Muslim World (INTL 423), The Pacific Challenge (INTL 440), South Asia: Development and Social Change (INTL 442)

      Linguistics. Analysis of Language Structure: Thai (LING 426)

      Music. Seminar: Gamelan Composition (MUS 407)

      Religious Studies. Chinese Religions (REL 302)

   c. Second-Area Focus (at least 8 credits included in the 36-credit degree total)

      A second geographical focus is required to complement the student's primary concern with Southeast Asia. This may be satisfied by taking at least 9 credits of Asian studies courses on one of the following areas: China, the Pacific Islands (see the **Pacific Island Studies** section of this bulletin), South Asia, or Japan

Honors

See the **Honors College** section of this bulletin.

GRADUATE STUDIES

The university offers an interdisciplinary program in Asian studies leading to the master of arts (M.A.) degree. Degree concentrations in East or Southeast Asia are available. The curriculum includes courses in anthropology, art history, Chinese language and literature, history, international studies, Japanese language and literature, political science, religious studies, and sociology. The program is administered by the Asian studies committee, composed of faculty members with Asian specializations and a student representative.

A bachelor's degree in a specific departmental discipline 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 without graduate credit.

Prior to registration, the Asian studies committee assigns each student an adviser to help

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.

Master's Degree Requirements

Students may fulfill their degree requirements by electing either Option 1, a program with thesis, or Option 2, a program without thesis.

Students choosing Option 1 must complete 48 credits of graduate study, including 44 credits in Asia-related courses, of which 9 are thesis credits. All courses used to fulfill the 44-credit requirement in Asia-related courses must be approved by the student's adviser, in consultation with the program committee. These courses must represent at least two major Asian cultures and three academic areas and include three seminars or colloquia. C grades are not acceptable for credit in the graduate program.

Students choosing Option 2 must (a) complete 54 credits of graduate study, including 44 credits in Asia-related courses, (b) submit two substantial research papers on Asian topics developed in seminars or colloquia, and (c) pass a general Asian studies field examination.

An 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 prior training in an Asian language. Languages offered at the University of Oregon include Chinese or Japanese for the East Asia concentration and Indonesian or Thai for the Southeast Asia concentration.

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 thesis is required that applies the methodology of the student's discipline to an Asian subject.

The requirements for both the Asian studies and the departmental degrees must be completed at the same time. A student completing this option is granted two M.A. degrees, one in Asian studies and another in the departmental discipline.

Curriculum

Below are the courses currently approved for inclusion in the Asian studies graduate curriculum. Not all are offered every year.

In addition, the Asian studies committee, at the request of the student and upon the recommendation of the student's adviser, may approve other courses that offer the opportunity to apply a disciplinary methodology to Asian topics. For descriptions of the listed courses, see the appropriate departmental listings in this bulletin.

East Asian Studies Concentration

Anthropology. Peoples of East Asia (ANTH 531), Cultures of Island Southeast Asia (ANTH 536), Topics in Old World Prehistory: Chinese Archaeology (ANTH 540), Topics in Old World Prehistory: Southeast Asia (ANTH 540)

Architecture. Settlement Patterns: Japanese Vernacular II (ARCH 533)

Art History. Seminars: Japanese Art, Japanese Sand-Scroll Painting (ARH 507); Problems in Chinese Art (ARH 584); Japanese Prints (ARH 588); Problems in Japanese Art: Fujiwara (ARH 494/594)

Asian Studies. Seminar: Asian Studies (IST 607), Colloquium: Asian Studies (IST 608)

Chinese. Fourth-Year Chinese (CHN 511, 512), Modern Chinese Texts (CHN 513), Advanced Chinese (CHN 531, 532, 533), Literary Chinese (CHN 536, 537), Literary Chinese Texts (CHN 538), Structure of the Chinese Language (CHN 541), Teaching Chinese as a Foreign Language I,II (CHN 543, 544)

East Asian Languages and Literatures. Teaching East Asian Languages and Literatures at College Level (EALL 560)

History. Seminars: China, Japan (HIST 507), Thought and Society in East Asia (HIST 585, 586), China (HIST 587, 588, 589), Japan (HIST 590, 591, 592), The Chinese Revolution (HIST 593), Topics in Asian History (HIST 598)

International Studies. Gender and International Development (INTL 521), Development and the Muslim World (INTL 523), The Pacific Challenge (INTL 540)

Japanese. Fourth-Year Spoken Japanese (JPN 511, 512, 513), Fourth-Year Reading and Writing Japanese (JPN 514, 515, 516), Advanced Spoken Japanese (JPN 531, 532, 533), Advanced Readings in Japanese Literature (JPN 534, 535, 536), Classical Japanese Literary Language (JPN 537, 538, 539), Structure of the Japanese Language (JPN 541), Japanese Discourse Structure (JPN 542), Teaching Japanese as a Foreign Language I,II (JPN 543, 544), Japanese Sociolinguistics (JPN 553), The Japanese Cinema (JPN 571), Japanese Film and Literature (JPN 572)

Political Science. Seminars: Challenge of Pacific Integration, Politics of Japan (PS 507), Politics of China II (PS 542), Chinese Foreign Policy (PS 559)

Sociology. Systems of War and Peace (SOC 564)

Southeast Asian Studies Concentration

It is expected that the majority of the courses for this concentration deal directly with Southeast Asia. Many graduate courses in addition to those listed below are available to students through the Northwest Regional Consortium for Southeast Asian Studies faculties at the University of Washington and the University of British Columbia. The M.A. candidate is required to demonstrate competence in a Southeast Asian language (usually Thai or Indonesian) equivalent to three years of college training.

Anthropology. Topics in Pacific Ethnology (ANTH 525), Peoples of East Asia (ANTH 531), Cultures of Island Southeast Asia (ANTH 536), Cultures of Mainland Southeast Asia (ANTH 537), Minority Cultures of Southeast Asia (ANTH 538), Topics in Old World Prehistory: Chinese Archaeology (ANTH 540), Topics in Old World Prehistory: Southeast Asia (ANTH 540), Seminar: Southeast Asian Archaeology (ANTH 607)

Asian Studies. Seminar: Southeast Asian Studies (IST 607), Colloquium: Asian Studies (IST 608)

History. Philippines (HIST 584), Thought and Society in East Asia (HIST 585, 586), The Chinese Revolution (HIST 593), Topics in Asian History (HIST 598)

International Studies. Gender and International Development (INTL 521), Development and the Muslim World (INTL 523), The Pacific Challenge (INTL 540), Southeast Asian Political Novels and Films: Changing Images (INTL 541), South Asia: Development and Social Change (INTL 542)

Linguistics. Analysis of Language Structure: Thai (LING 526)

Music. Gamelan (MUS 590)

Political Science. Politics of China II (PS 542), Chinese Foreign Policy (PS 559)

Sociology. Systems of War and Peace (SOC 564)

AUSTRALIAN STUDIES

837 Prince Lucien Campbell Hall
Telephone (503) 346-5051 or -1080
Jack W. Bennett, Chair

Steering Committee Faculty

Jack W. Bennett, academic advising and student services
Aletta Biersack, anthropology
Steven Deutsch, sociology
John S. Dryzek, political science
Caroline Forell, law
Gerald W. Fry, international studies
Andrew E. Goble, history
Gregory S. Hundley, management
Kenneth B. Liberman, sociology
Glen A. Love, English
Larry L. Neal, leisure studies and services
Deanna M. Robinson, journalism and communication
Norman D. Sundberg, psychology
Wayne T. Westling, law

The University of Oregon does not have a formal Australian studies program. However, for fourteen years the Australian studies committee has served to focus the considerable interest among UO faculty members and students in Australia as an influential Pacific Basin country.

Since a student exchange agreement was completed in 1985–86 between La Trobe University in Melbourne, Victoria, and the University of Oregon, UO students have been able to study at La Trobe. UO students may also apply to study at Curtin University in Perth, Western Australia. For more information, see the **International Education and Exchange** section of this bulletin.

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 **Special Studies** section of this bulletin.

The University of Oregon Library's materials on Australia have been supplemented in recent years by several substantial gifts from the Australian government, so that resources are adequate for research in many disciplines.

In 1992–93 the UO hosted annual meetings of the Australian Studies Association of North America and the American Association for Australian Literary Studies.

During 1994–95 the University of Oregon may offer the following courses that either focus on Australia or have Australian content.

Anthropology. Ethnology of Hunters and Gatherers (ANTH 301), Ethnology of Tribal Societies (ANTH 302), Pacific Basin: Melanesia and Australia (ANTH 324)

English. Western American Literature (ENG 326)

Geological Sciences. Topics in Global Stratigraphy (GEOL 640)

International Studies. The Pacific Challenge (INTL 440/540)

Linguistics. Analysis of Language Structure (LING 426/526)

Management. Problems in International Business (MGMT 645)

BIOLOGY

77 Klamath Hall
Telephone (503) 346-4502
Daniel Udovic, Department Head

FACULTY

Alice Barkan, assistant professor (molecular genetics). B.S., 1978, Massachusetts Institute of Technology; Ph.D., 1983, Wisconsin, Madison. (1991)

Howard T. Bonnett, Jr., professor (plant cell and developmental biology). B.A., 1958, Amherst; Ph.D., 1964, Harvard. (1965)

Bruce A. Bowerman, assistant professor (developmental genetics, regulation of cell fate). B.A., 1981, Kansas State; Ph.D., 1989, California, San Francisco. (1992)

William E. Bradshaw, professor (population biology, evolution, behavioral biology). 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); director, ecology and evolution program. B.S., 1952, Michigan; Ph.D., 1957, Washington State. (1957)

Vicki L. Chandler, associate professor (molecular genetics of gene expression and transposable elements in maize). B.A., 1978, California, Berkeley; Ph.D., 1983, California, San Francisco. (1985)

Alan Dickman, senior instructor (plant-fungus interactions, science education). B.A., 1976, California, Santa Cruz; Ph.D., 1984, Oregon. (1986)

Judith S. Eisen, associate professor (development and function of the nervous system). B.S., 1973, M.S., 1977, Utah State; Ph.D., 1982, Brandeis. (1985)

Richard B. Emlet, assistant 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 (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). B.S., 1973, St. Bonaventure; Ph.D., 1977, Minnesota. (1989)

Douglas Ry Meeks-Wagner, associate professor (molecular genetic analysis of floral development). B.S., 1978, Michigan State; Ph.D., 1985, Washington (Seattle). (1988)

Peter M. O'Day, senior research associate (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, assistant professor (spatial localization of ion channels). B.A., 1970, Harvard; Ph.D., 1979, California, San Diego. (1989)

Steven S. Rumrill, visiting 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)

Eric Schabtach, senior instructor (development and application of new techniques in biological ultrastructural investigations); director, Electron Microscope Facility. B.S., 1963, McGill. (1969)

Eric Selker, associate professor (molecular genetics of *Neurospora crassa*, DNA methylation). B.A., 1975, Reed; Ph.D., 1980, Stanford. (1985)

Alan Shanks, assistant professor (marine and intertidal ecology, larval biology, animal behavior, 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 Genetics. A.B., 1951, Harvard; Ph.D., 1956, Rochester. (1959)

Terry Takahashi, assistant professor (analysis of neural circuitry). B.S., 1975, California, Irvine; Ph.D., 1981, State University of New York, Downstate Medical Center. (1988)

Nora B. Terwilliger, associate professor (comparative physiology and biochemistry of marine organisms). B.S., 1963, Vermont; M.S., 1965, Wisconsin, Madison; Ph.D., 1981, Oregon. (1972)

Nathan J. Tublitz, associate professor (neurophysiology, neuropeptides and neuronal development of insects). B.A., 1974, Reed; Ph.D., 1983, Washington (Seattle). (1986)

Daniel Udovic, associate professor (computers in biology). B.A., 1970, Texas; Ph.D., 1973, Cornell. (1973)

Janis C. Weeks, associate professor (insect neurophysiology, endocrinology, and development). B.S., 1975, Massachusetts Institute of Technology; Ph.D., 1980, California, San Diego. (1989)

Norman K. Wessells, professor (developmental biology). B.S., 1954, Ph.D., 1960, Yale. (1988)

Monte Westerfield, professor (development of the nervous system); director, Institute of Neuroscience. A.B., 1973, Princeton; Ph.D., 1977, Duke. (1981)

James A. Weston, professor (developmental biology). B.A., 1958, Cornell; Ph.D., 1963, Yale. (1970)

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, assistant professor (microbial ecology and evolution). B.A., 1973, Corpus Christi; Ph.D., 1980, Georgia. (1990)

Adjunct and 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)

Emeriti

Andrew S. Bajer, professor emeritus (molecular mechanisms of cell division). Ph.D., 1950, D.Sc., 1956, Cracow. (1964)

Peter W. Frank, professor emeritus (population ecology). B.A., 1944, Earlham; Ph.D., 1951, Chicago. (1957)

Philip Grant, professor emeritus (developmental biology). B.S., 1947, City College, New York; M.A., 1949, Ph.D., 1952, Columbia. (1966)

James Kezer, professor emeritus (chromosome structure and function). B.A., 1930, Iowa; M.S., 1937, Ph.D., 1948, Cornell. (1954)

Bayard H. McConnaughey, professor emeritus (invertebrate zoology, parasitology, marine biology). B.A., 1938, Pomona; M.A., 1941, Hawaii; Ph.D., 1948, California, Berkeley. (1948)

Frederick W. Munz, professor emeritus (visual physiology). B.A., 1950, Pomona; M.A., 1952, Ph.D., 1958, California, Los Angeles. (1959)

Gordon J. Murphy, senior instructor emeritus. B.S., 1953, M.S., 1958, Oregon State. (1962)

Aaron Novick, professor emeritus (cellular control mechanisms). B.S., 1940, Ph.D., 1943, Chicago. (1959)

Edward Novitski, professor emeritus (genetics of higher organisms). B.S., 1938, Purdue; Ph.D., 1942, California Institute of Technology. (1958)

Paul P. Rudy, professor emeritus (estuarine ecology, natural history of marine animals). B.A., 1955, M.A., 1959, Ph.D., 1966, California, Davis. (1968)

Bradley T. Scheer, professor emeritus (hormonal control of molting and metabolism in crustaceans, ionic regulation, membrane transport). B.S., 1936, California Institute of Technology; Ph.D., 1940, California, Berkeley. (1950)

Arnold L. Soderwall, professor emeritus (aging and reproduction of rodents). B.A., 1936, Linfield; M.A., 1938, Illinois; Ph.D., 1941, Brown. (1941)

Sanford S. Tepfer, professor emeritus (plant meristems, floral development). B.S., 1938, City College, New York; M.S., 1939, Cornell; Ph.D., 1950, California, Berkeley. (1955)

Donald E. Wimber, professor emeritus (structure of chromosomes, cytogenetics of orchids). B.A., 1952, San Diego State; M.A., 1954, Ph.D., 1956, Claremont. (1963)

Herbert P. Wisner, senior instructor emeritus (breeding biology, distribution of birds). B.A., 1949, M.A., 1950, Syracuse. (1966)

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

UNDERGRADUATE STUDIES

Modern biologists investigate a broad spectrum of questions about living organisms and life processes. Biologists study the physical and chemical bases of life, how organisms and their component parts are structured, how they function, how they interact with their environment, and how they have evolved.

Department emphases on teaching and research offer students the opportunity to learn from and conduct research with scientists who are making important contributions in their field. Students also benefit from departmental research in science education, the results of which are being used to improve teaching throughout the university.

The curriculum is designed for students entering with a high school education or transferring from a community college or university. The curriculum includes courses oriented toward a degree in biology, preprofessional courses for nonbiology majors, and courses intended to serve as important elements in a liberal education for majors in other areas. The course work for the biology major provides an exceptional foundation for students who plan to study at a graduate or professional school.

Nonmajors

The department offers a number of lower-division general-interest courses intended primarily for nonmajors. Nonmajors who want an integrated general knowledge of biology should take BI 101–103 or BI 105–107. These sequences are particularly recommended for students majoring in computer and information science or psychology. They can also be a starting point for students considering a minor in biology.

The department also offers courses for nonmajors that focus on certain areas of biology, such as human biology (BI 120, 121, 122, 123, and 124) or environmental biology, such as BI 130, 131, 132, 307, 308, and 309.

All of these general-interest courses may be used to satisfy university group requirements. For more information see Group Requirements in the **Registration and Academic Policies** section of this bulletin.

Majors

Preparation. Modern biology is a quantitative science. Students planning to specialize in biology should include in their high school preparation as much mathematics, chemistry, and physics as possible.

Students who intend to transfer as biology majors from a community college or university should carefully plan their program of course work taken prior to transferring. Students who transfer after one year of college work should have completed a year of general chemistry with laboratory, a year of college-level mathematics, and biology course work to include the material covered in Genetics and Evolution (BI 220), the first term of the major's core curriculum. This may be accomplished with a comparable course or courses, by taking BI 220 during summer session at the UO, or with a year of general biology. Transfer students may be asked to demonstrate proficiency in the concepts covered in BI 220 before starting the rest of the major's core.

Students who transfer after two years need to complete the last three terms of the major's core curriculum—Molecular Biology (BI 221), Cellular Biochemistry (BI 222), and Cellular Physiology (BI 223) and their respective laboratories—at the University of Oregon. In addition to completing the course work outlined for the first year, these students can facilitate completion of their major by 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. Career opportunities exist for graduates in biology with a variety of federal, state, and local government agencies. Work can also be found in various nonprofit organizations, private industry, teaching, or self-employment.

Holders of bachelor's degrees can qualify for positions involving inspection and testing, production and operation work, technical sales and service, and administrative duties in connection with the enforcement of government regulations. They may also obtain positions as laboratory technicians and participate in research. Many students use the biology major to prepare for advanced study, often in health-related fields.

Biology majors are encouraged to seek career information at the Career Planning and Placement Service. Resources are also available in the Biology Undergraduate Advising Center and Student Lounge, 73 Klamath Hall; telephone (503) 346-4525.

Advising. At the biology advising center students may receive advising from trained peer advisers or from the faculty member who serves as director of undergraduate advising. Students can also receive help in planning a program of study. Records for undergraduate biology majors are kept on file in the advising center, and students may pick up new progress reports and transcripts at the beginning of every fall term.

The advising center also provides a variety of resources including a job file, a file of special study opportunities, and graduate bulletins from many schools. In the student lounge, undergraduates may relax between classes, use the resources available, meet friends, and talk with peer advisers.

Major Requirements. A major in biology leads to the bachelor of science (B.S.) or to the bachelor of arts (B.A.) in biology, the latter requiring completion of the foreign language requirement. Twenty-four credits of biology that are applied to the major must be taken in residence 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) and Quantitative Analysis (CH 238, 239)
3. Mathematics, to include Calculus I,II (MATH 251, 252)
4. Because of the growing interest in the use of digital computers in modern biology, at least an elementary course in computer science is highly recommended for biology majors
5. General Physics (PHYS 201, 202, 203)
6. Organic chemistry (CH 331, 332 or CH 331, 335, 336)
7. Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222), Cellular Physiology (BI 223), and their respective laboratories: Genetics and Evolution Laboratory-Discussion (BI 225), Molecular Biology Laboratory (BI 226), Cellular Biochemistry Laboratory (BI 227), Cellular Physiology Laboratory (BI 228)

   These courses constitute the core curriculum, which is essential to understanding modern biology regardless of a student's subsequent area of specialization
8. Any six of the following courses: Genetics (BI 320), Cell Biology (BI 322), Developmental Biology (BI 328), Microbiology and laboratory (BI 330, 331), Plant Diversity and Physiology (BI 340), Invertebrate Biology (BI 351), Vertebrate Biology (BI 354), Animal Physiology (BI 356), Neurobiology (BI 360), Ecology (BI 370), Evolution (BI 380). These courses are prerequisites for

many specialized biology courses and may lead to particular areas of concentration

9. Three additional terms of formal biology courses (BI 421–499) of at least 3 credits each. A substitution may be allowed for one of these courses from a list of acceptable courses that is available in the biology undergraduate advising center. Other substitutions must be approved in advance by the director of undergraduate advising

Animal Use in Teaching Laboratories. Students should be aware that the biology major program requires students to take courses in which they may have to perform experiments on a variety of organisms, including vertebrate animals.

Prospective biology majors who are concerned about this issue should discuss it with their advisers before beginning their biology programs. Students are also encouraged to review the syllabi for laboratory courses before enrolling. Each syllabus contains a list and brief description of the laboratory exercises for that course or sequence. Syllabi are available in the biology undergraduate advising center, Room 73, Klamath Hall.

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. Animal use is part of Cellular Physiology Laboratory (BI 228), which is required of majors. Students with ethical objections to animal use may submit a petition to substitute alternative course work for BI 228. Students should consult the director of undergraduate advising before enrolling in BI 228. In addition, some instructors may choose to provide alternative exercises for certain laboratory experiments in other courses.

Recommended Program. The recommended program for biology majors begins with mathematics, general chemistry with laboratories, and Genetics and Evolution (BI 220) with its laboratory (BI 225) in the freshman year.

In the sophomore year, majors take Molecular Biology (BI 221), Cellular Biochemistry (BI 222), and Cellular Physiology (BI 223) with their respective laboratories (BI 226, 227, 228), and organic chemistry (CH 331, 332 or CH 331, 335, 336).

At the end of the sophomore year, each student is encouraged to discuss his or her program with a biology adviser in order to develop a program that satisfies both the interests of the student and the major requirements.

The six 300-level biology electives and General Physics (PHYS 201, 202, 203) are typically taken by majors during the junior or senior year. The three 400-level biology electives are typically taken during the senior year of the student's program.

Any course required for the biology major may be taken pass/no pass (P/N) at the student's option, within the general university required minimum of 168 graded or P* (mandatory P/N option) credits for the bachelor's degree. Students should choose the P/N option sparingly or not at all if they plan to attend medical or dental school or to pursue a graduate degree in biology. Unless stated otherwise, biology courses taken to meet the major requirement must be passed with grades of C– or P or better. Grades of D, F, or N are unacceptable, and students with such grades should consult the director of undergraduate advising to determine corrective action.

Field Study. Students are encouraged to consider attending sessions at either the Oregon Institute of Marine Biology (OIMB) on the coast or the Malheur Field Station in southeast Oregon to take advantage of rich opportunities for field study. Most upper-division biology courses taken at OIMB and some of those taken at Malheur may be accepted in place of certain 300-level requirements or 400-level electives. Credits earned at OIMB may be used to satisfy the requirement of 24 credits of biology taken in residence at the UO.

Sample Program

A sample program for the first two years of study is shown below to provide an idea of an average student course load. Individual programs may vary according to each student's placement scores, interest, and course-load capacity.

Freshman Year	*44 credits*
Elementary Functions (MATH 112)	4
Calculus I,II (MATH 251, 252)	8
General chemistry (CH 211, 212, 213 or CH 221, 222, 223 or CH 224H, 225H, 226H)	12
General Chemistry Laboratory (CH 227, 228, 229)	6
Genetics and Evolution (BI 220) with laboratory (BI 225)	4
College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)	6
Elective	4

Sophomore Year	*42–54 credits*
Organic chemistry (CH 331, 332 or CH 331, 335, 336)	8–12
Biology Tutorial (BI 210)	3
Molecular Biology (BI 221) with laboratory (BI 226)	5
Cellular Biochemistry (BI 222) with laboratory (BI 227)	5
Cellular Physiology (BI 223) with laboratory (BI 228)	5
Social science group-satisfying courses	8–12
Arts and letters group-satisfying courses	8–12

Students meet the 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 bulletin.

Second Bachelor's Degree. Students may obtain a second bachelor's degree in biology after earning a bachelor's degree in another field. These students are admitted as postbaccalaureate nongraduates. For the second degree all departmental requirements must be met, and a minimum of 20 upper-division biology credits must be completed in this department after completion of work for the first degree. A minimum of 10 credits must be taken for letter grades. In addition to department requirements, university requirements must be met. For more information, see Second Bachelor's Degree in the **Registration and Academic Policies** section of this bulletin.

Professional Students. Prehealth students who want to major in biology need to plan carefully to complete the biology major requirements and, at the same time, meet the entrance requirements of professional schools. 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 bulletin 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 have completed the core—BI 220, 221, 222, 223 or their equivalents—and have biology grade point averages (GPAs) of 3.50 or better are eligible for admission to the honors program in biology.

There are two routes to graduation with honors in biology: one focuses on research and the other on teaching. Honors candidates must satisfy the following requirements:

1. Completion of all requirements for a degree in biology
2. A minimum GPA of 3.50 in all biology courses applied to the major
3. All upper-division courses used to satisfy biology degree requirements must be taken for letter grades
4. Three terms of participation in the 1-credit biology undergraduate journal club
5. Publication of three articles including a comprehensive project report in *Biospheres*, the undergraduate journal
6. **Research.** A minimum of 9 credits of Research (BI 401) distributed over at least three terms. This should be an original research project conducted under the supervision of a faculty member
   or
   Teaching. A minimum of 9 credits of Supervised College Teaching (BI 402) and Internship Practicum (BI 408) distributed over at least three terms. This should be an original project conducted under the supervision of a faculty member

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; contribute to *Biospheres*, the undergraduate journal; enroll in introductory life science seminars; work as a teaching assistant 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 in-

formation, consult individual faculty members in the department.

The department's comprehensive undergraduate research program offers students the chance to write scientific papers and participate in a journal club to supplement their laboratory research. Participants who complete this program are recognized with a certificate of accomplishment from their department.

Students are invited to attend seminars that feature visiting as well as local scientists. Information about seminars is posted on the department's bulletin boards.

Stipends for undergraduate research and travel to professional meetings are available. Some stipends, funded by a grant from the Howard Hughes Medical Institute, provide financial support for full-time research during the summer. Applications for Hughes summer stipends are due early in the spring term each year.

Students majoring in biology may assist in teaching laboratory sections of some biology courses. Applications may be filed with the department for the limited number of assistantships available.

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.

Biospheres, the journal of undergraduate research and teaching is published biannually. An undergraduate editorial board works with a faculty mentor to review student submissions. *Biospheres* publishes articles ranging from research and teaching reports to editorials about current issues in biology.

Introductory life science seminars allow students to explore current issues in biology in a small-group setting. These seminars, designed for first- and second-year students, encourage interest in life sciences through project-based study.

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. Undergraduate majors in biology are represented on committees whose work directly affects the undergraduate major program. Students interested in working on such committees should make their interest known to the department head.

Students enrolled in many biology courses are asked to evaluate them and their instructors near the end of the term. Information thus collected is made available to instructors soon after the end of the term and placed on file for possible use in future promotion and tenure deliberations. Student answers to two summary questions are available in electronic format in the Knight Library and the Office of Academic Advising and Student Services.

Ongoing 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 one or more aspects of effective teaching.

Minor Requirements

The minor program in biology:

1. Requires at least 24 biology credits, of which 15 must be upper division
2. Requires a minimum of 15 biology credits taken in residence at the University of Oregon
3. Is designed by the student in consultation with advisers in the biology undergraduate advising center
4. Is recorded and filed in the department office

All courses applied toward the minor must be passed with grades of C– or P or better.

Students completing the minor program in biology are required to provide the department office with a copy of a transcript showing any transferred courses being applied to the minor.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of science teachers, an academic major in biology provides a strong subject-matter background for entry into a secondary teacher-education program. Advice about appropriate preparation is available from the director of the biology advising center. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

The department offers graduate work leading to the doctor of philosophy (Ph.D.) degree and to the degrees of master of arts (M.A.) and master of science (M.S.).

Graduate studies are concentrated in four areas of biology: molecular, cellular, and genetic biology; neuroscience and development; ecology and evolution; and marine biology. Detailed information about the graduate program, current research interests of the faculty, and physical facilities is available in the biology department office. Brochures describing the graduate program are available from the Graduate Secretary, Department of Biology, 1210 University of Oregon, Eugene OR 97403-1210.

The primary emphasis of graduate study is the Ph.D. program. During the first year, students take courses in their area of interest and participate in a laboratory rotation program. The rotations provide direct exposure to research activities in three different laboratories and are therefore invaluable in choosing a laboratory in which to carry out dissertation research. After the first year in the program, students devote nearly all their efforts to research. These activities culminate in the public defense of a dissertation.

It is also possible to obtain a master's degree. Two tracks lead to the master's degree. One requires a minimum of 60 credits of course work and the preparation of a critical essay. The second track requires 45 credits of course work and the completion of a research project that is presented as a thesis. Both tracks typically require two years for completion.

The master's degree program focuses primarily on ecology, evolution, or marine biology. Environmental studies are particularly suitable in Oregon because of the wide range of relatively undisturbed habitats, including coniferous forests, high deserts, estuarine sloughs, soft-water and saline lakes, and hot springs. Degrees earned on the UO campus generally emphasize ecology and evolution and can involve research on terrestrial, aquatic, or marine organisms. A two-year master's degree in marine biology is offered at the Oregon Institute of Marine Biology (OIMB) in Charleston. Master's students enrolled in the program at OIMB must be admitted to the thesis master's track. These programs provide training for a career in environmental biology or serve as preparation for advancement to a Ph.D. program. Details about either program may be obtained from the graduate secretary in the Department of Biology.

While formal master's degree programs are not offered in the other two areas of departmental specialization—molecular, genetic, and cellular biology; and neuroscience and development—occasionally students are accepted to obtain a master's degree focused in one of these areas.

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 bulletin.

Interdisciplinary programs, involving the biology and chemistry departments and the Institute of Molecular Biology, are offered in cell biology and molecular biology. In neurobiology, programs are also available in conjunction with the Institute of Neuroscience and the psychology and chemistry departments.

Admission

Requirements for admission to the graduate program include:

1. A completed application for admission form
2. Three letters of recommendation
3. Transcripts of all college work
4. Scores on the Graduate Record Examinations
5. TOEFL scores for international students

Application and reference forms and additional information may be obtained from the biology department office. Completed application forms, copies of college transcripts, and letters of reference should be sent to the department in care of the graduate secretary. Official transcripts of all college work must be sent directly to the Office of Admissions. Deadline for applications is February 1.

Institute of Molecular Biology

Programs of research and research instruction are available through the Institute of Molecular Biology. For more information, see Institute of Molecular Biology in the **Research Institutes and Centers** section of this bulletin, or send inquiries to the director of the institute.

Institute of Neuroscience

Neuroscientists in the biology, chemistry, exercise and movement science, and psychology departments have formed an interdisciplinary institute in the neurosciences. The program focuses on experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate-degree program of instruction and research is available to students through any of the participating departments. For more information see the **Research Institutes and Centers** section of this bulletin.

Ecology and Evolution

The program in ecology and evolution is particularly strong in the areas of population biology and evolutionary genetics. Active research programs emphasize behavioral ecology, life-history evolution, photoperiodism and seasonal development, ecological genetics, plant-insect interactions, genetic conservation, evolution of multigene families, theoretical ecology, sexual selection, microbial ecology, and evolution and paleoecology. Most laboratories use several approaches to answer a variety of questions and capitalize on the wealth of habitats near the Eugene campus.

Plant Biology Greenhouses

Three greenhouses, with a total space of about 7,000 square feet, contain the plant biology teaching collection and faculty and student research plants.

Oregon Institute of Marine Biology

The Oregon Institute of Marine Biology (OIMB), a part of the university located at the coast in Charleston on Coos Bay, offers a full program of study and research for undergraduates and graduate students. Students and faculty members reside on the institute grounds. Course work taken at OIMB earns UO resident credit.

In the fall term a coordinated biology program is offered for undergraduate and graduate biology majors. Along with the availability of such courses as Invertebrate Biology (BI 351), Vertebrate Biology (BI 354), Algae and Photosynthetic Bacteria (BI 431/531), and Marine Biology: Biological Oceanography (BI 457/557), there are opportunities to carry out research projects in these areas. A full seminar program on a variety of topics is also arranged.

In the spring term, the institute offers undergraduates an interdisciplinary program, which coordinates the specialized knowledge of biology, sociology, geography, landscape architecture, and urban planning. The combination of lectures and field study uses the Coos Bay region as a natural laboratory.

The summer program of marine biology courses emphasizes field studies.

A graduate degree program coordinated with the biology department in Eugene is available all year.

Detailed information and applications may be obtained from the biology undergraduate advising center or from the Director, Oregon Institute of Marine Biology, Charleston OR 97420. See also the **Research Institutes and Centers** section of this bulletin.

Malheur Field Station

The University of Oregon is also a member of the Malheur Field Station consortium. Located in southeastern Oregon in the heart of the Great Basin desert, the field station provides an excellent opportunity for students to study a variety of terrestrial and aquatic systems. Credits earned in courses at the field station may be transferred to the UO and included in the total credits required for a University of Oregon degree. Detailed course information and applications may be obtained from the biology undergraduate advising center.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is offered through an individualized program of the Graduate School. Graduate courses in geography; planning, public policy and management; biology; economics; and other disciplines make up the program.

Address inquiries to Director, Environmental Studies Program, 104 Condon Hall, 5223 University of Oregon, Eugene OR 97403-5223. See also Individualized Program: Environmental Studies in the **Graduate School** section of this bulletin.

BIOLOGY COURSES (BI)

The lower-division courses in biology are designed primarily to meet general liberal arts requirements in science (BI 101–309). Many courses in this group have no prerequisites. Detailed course descriptions are available in the biology undergraduate advising center. An extra fee may be charged for courses in which field trips are mandatory.

101 General Biology I: Cells (4) Integrated investigation of the living world; how cells carry out functions of living organisms. How proteins work. How genes work. Lectures, laboratory. Survey for nonmajors. *Students cannot receive credit for both BI 101 and 105.*

102 General Biology II: Organisms (4) How activities of different cells are integrated to produce a functioning organism. Development, physiology, and human genetics. Lectures, laboratory. Prereq: BI 101 or 105 or equivalent. Survey for nonmajors. *Students cannot receive credit for both BI 102 and 106.*

103 General Biology III: Populations (4) How organisms interact with their environments and with each other; ecology, evolution, and behavior. Lectures, laboratory. Prereq: BI 102 or 106 or equivalents. Survey for nonmajors. *Students cannot receive credit for both BI 103 and 107.*

105 Explorations in General Biology I: Cells (4S) Investigative approach to key principles of genetics and cell biology. Application to current social and health-related issues. Lectures, laboratory. Nonmajors only. *Students cannot receive credit for both BI 101 and 105.*

106 Explorations in General Biology II: Organisms (4S) Investigative approach to how organisms function. Reproduction, development, and physiology, and their application to current social and health-related issues. Lectures, laboratory. Prereq: BI 101 or 105. Nonmajors only. *Students cannot receive credit for both BI 102 and 106.*

107 Explorations in General Biology III: Populations (4S) Investigative approach to key principles of ecology and evolution, and their application to current social and health-related issues. Lectures, laboratory. Prereq: BI 102 or 106. Nonmajors only. *Students cannot receive credit for both BI 103 and 107.*

120 Reproduction and Development (4) Intended to help nonscientists understand biomedical information encountered in daily life. Human reproduction and development in the light of modern scientific experience. Lectures, laboratory. 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. Lectures, laboratory. For nonmajors.

122 Human Genetics (3) Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications. For nonmajors.

123 Biology of Cancer (3) Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; and biological basis of therapy. For nonmajors.

124 Global Ecology (4) Ecological analysis of human adaptation; factors leading to environmental degradation and possibilities for achieving balance in the ecosphere. Lectures, discussion. 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. Lectures, discussion. For nonmajors.

131 Introduction to Evolution (4) Darwinian evolution; examples from modern ecology, population genetics, the fossil record. Mechanics of evolution, speciation, and extinction. Lectures, discussion. For nonmajors.

132 Animal Behavior (3) Animal behavior, its evolutionary origins, and its neural mechanisms. Readings and films illustrate the adaptive nature of orientation, navigation, communication, and social behavior. For nonmajors.

156 Natural History of Birds (4) Study of birds as unique members of living communities; includes considerations of structure, function, behavior, ecological relationships, evolution, and identification through observation of wild birds. Not offered 1994–95.

196 Field Studies: [Topic] (1–2R)

198 Laboratory Projects: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Topics include Introduction to Allied Medical Careers, Medical Terminology.

200 Innovative Education: [Topic] (1–5R) P/N only

210 Biology Tutorial (1R) Clarifies and explores more deeply the ideas and arguments from lectures and readings in BI 221, 222, 223. Coreq: BI 221, 222, 223.

220 Genetics and Evolution (3) Introduction to genetics and evolution including cell

theory, Mendelian genetics, mitosis, meiosis, evolution, and classification. Concurrent BI 225 recommended.

221 Molecular Biology (3) Fundamental biological processes of reproduction and variation at the molecular level. Structure of genic material, gene duplication, mutation, recombination; relationships between genes and proteins. Prereq: grades of mid-C or better in BI 220 and third term of general chemistry; pre- or coreq: CH 331.

222 Cellular Biochemistry (3) Ways cells supply themselves with energy; chemical principles underlying the structure and behavior of proteins, especially their role as enzymes. Prereq: grades of C– or better in BI 221.

223 Cellular Physiology (3) Cellular organization; relationships with the environment, including permeability, osmosis, active and passive ion movement; electrical properties of membranes; communication between cells; motility; homeostasis; and organismal development. Prereq: grades of C– or better in BI 222.

225 Genetics and Evolution Laboratory-Discussion (1) Explores concepts discussed in BI 220. Pre- or coreq: BI 220.

226 Molecular Biology Laboratory (2) Illustrates principles discussed in BI 221. Pre- or coreq: BI 221.

227 Cellular Biochemistry Laboratory (2) Illustrates principles discussed in BI 222. Pre- or coreq: BI 222.

228 Cellular Physiology Laboratory (2) Illustrates principles discussed in BI 223. Pre- or coreq: BI 223.

Most 300-level courses have specific prerequisites. Some are designed for nonmajors. An extra fee may be charged for courses in which field trips are mandatory.

307 Forest Biology (4) Structure and function of forested ecosystems emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and animals; disturbance and recovery; forest management. Lectures, laboratory. Prereq: BI 103, 107, or 130 or instructor's consent. For nonmajors.

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 103, 107, or 130 or instructor's consent. For nonmajors.

309 Marine Biology (4) Introduction to morphology, physiology, and ecology of marine plants and animals. Live organisms are studied in laboratories. Field trip to the rocky intertidal environment required. Lectures, laboratory. Prereq: BI 103, 107, or 130 or instructor's consent. For nonmajors.

311 Human Anatomy I: Bones, Muscles, Nerves (3) Gross human anatomy; the skeletal, muscular, and neural systems. Prereq: BI 103, 107 or BI 223, 228. For nonmajors.

312 Human Anatomy II: Systems of the Body (3) The circulatory, respiratory, digestive, and urogenital systems. Prereq: BI 311.

313 Human Physiology I: Nerve, Muscle, Senses (3) Physiological principles as they operate in normal function. Neuronal resting and action potentials, muscle contraction, synaptic transmission, sensory transduction, special senses, neural reflexes, and central processing of information. Lectures, laboratory. Prereq: BI 102 or 106, or one year of college chemistry and one year of college biology. College anatomy strongly recommended.

314 Human Physiology II: Homeostatic Mechanisms (3) Circulatory, respiratory, digestive, metabolic, immune, endocrine, and reproductive physiology. Lectures, laboratory. Prereq: BI 313. For nonmajors.

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. Lectures, laboratory. Prereq: general biology, general chemistry. For nonmajors. *Offered summer session only.*

320 Genetics (4) Molecular mechanisms regulating control of gene expression. Topics include chromosome structure, transcription and processing of RNA, control of transcription, translational control and genetic rearrangement. Prereq: BI 222 or instructor's consent.

322 Cell Biology (4) Chromatin structure, organelle biogenesis, protein synthesis and targeting, secretion and endocytosis, cell surface receptors, cytoskeleton and motility, and extracellular matrix. Prereq: BI 223 or instructor's consent.

328 Developmental Biology (4) Topics include genetic regulation, nucleocytoplasmic interactions, organellogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Prereq: BI 223 or instructor's consent.

330 Microbiology (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 223 or instructor's consent.

331 Microbiology Laboratory (2) Microbial diversity through laboratory projects involving enrichments, culture isolations, and partial characterizations. One scheduled laboratory per week; additional unscheduled time required. Pre- or coreq: BI 330 or instructor's consent.

340 Plant Diversity and Physiology (4) Structure, development, and physiology of the important plant divisions, including adaptations essential for colonization and survival in various aquatic and terrestrial environments. Prereq: BI 222 or instructor's consent.

351 Invertebrate Biology (4) Representative invertebrate groups, with emphasis on marine forms, morphology, systematics, life history, and ecology. Prereq: BI 223 or instructor's consent. *Students cannot receive credit for both BI 351 and 451.*

354 Vertebrate Biology (4) Comparative anatomy, development, and evolution of different organ systems of vertebrates and their adaptations to various environmental demands. Elements of physiology, behavior, and natural history. Prereq: BI 223 or instructor's consent.

356 Animal Physiology (4) Neurophysiology, endocrinology, muscle contraction, and homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals; comparison with those in other animals. Prereq: BI 223 or instructor's consent.

360 Neurobiology (4) Function of the nervous system from the single neuron to complex neural networks. Topics range from molecular and cellular neurobiological mechanisms to systems and behavioral analyses. Prereq: BI 223 or instructor's consent.

370 Ecology (4) The relationship of organisms to their environment in space and time. Factors controlling the distribution and abundance of organisms, introductions to community systems, and paleoecology. Prereq: BI 223 or instructor's consent. Calculus recommended.

380 Evolution (4) Origin and maintenance of genetic variability. Historical and geographic patterns of variation. Application of population genetics to understanding evolutionary processes; modes of speciation. Prereq: college algebra and BI 221, or instructor's consent.

399 Special Studies: [Topic] (1–5R) **R** when topic changes.

The following 400-level courses are primarily for undergraduate majors in biology. An extra fee may be charged for courses in which field trips are mandatory.

400 Innovative Education: [Topic] (1–5R) P/N only

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] (1–3R) 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, and coastal ecosystems. Prereq: instructor's consent. **R** when topic changes. *Offered at Oregon Institute of Marine Biology.*

415/515 Techniques in Histology (4) Fixation, dehydration, embedding, sectioning, and staining methods. Chromosome techniques, autoradiography, cyto- and histochemistry. Prereq: instructor's consent. Offered alternate years; not offered 1994–95.

416/516 Techniques in Light Microscopy (4) Light microscopy including bright field optics, dark field, polarization, phase and differential interference contrast; principles and practices of scientific photography, photomacrography, and photomicrography. Prereq: instructor's consent.

417/517 Techniques in Electron Microscopy (5) Techniques in biological electron microscopy, including fixation, embedding, thin section, positive and negative staining, shadowing, and microscope operation. Emphasis on transmission electron microscopy. Prereq: instructor's consent.

421/521 Eukaryotic Gene Regulation (3) Molecular mechanisms regulating gene expression in eukaryotes. Emphasis on genetic and biochemical analysis of transcriptional control. Prereq: BI 320 or instructor's consent.

422/522 Membrane Structure and Function (3) Chemical composition, molecular structure, and functional attributes of biological membranes. Biosynthesis and assembly of organelles. Prereq: BI 223 or instructor's consent. Not offered 1994–95.

424/524 Advanced Molecular Genetics (3) Topics may include growth, mutation, recombination, regulation of macromolecular syntheses, and chromosome structure and function in phage, bacteria, and eukaryotes. Prereq: BI 320 or instructor's consent. Offered 1994–95 and alternate years.

425/525 Genetic Mechanisms of Evolution: [Topic] (3R) Molecular mechanisms of recombination and mutation in the broad sense and the roles they play in evolution. Interpretation of evolutionary processes from molecular data. Prereq: BI 320 or instructor's consent. **R** when topic changes. Offered alternate years; not offered 1994–95.

426/526 Plant Molecular Biology (3) Molecular constituents and mechanisms in plant cells. Topics include biochemistry of plant cells, gene regulation, nuclear-cytoplasmic interaction, and molecular biology of plant diseases. Prereq: BI 340 or instructor's consent. Offered alternate years; not offered 1994–95.

427/527 Plant Molecular Biology Laboratory (2) Laboratory analysis of the experimental foundations for plant molecular biology. Pre- or coreq: BI 426/526. Not offered 1994–95.

428/528 Developmental Genetics (3) Genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics include molecular biology of eukaryotic chromosomes, genetic mosaics, and models of gene regulation. Prereq: BI 320 or 328 or instructor's consent. Offered 1994–95 and alternate years.

429/529 Developmental Patterning and Morphogenesis (3) Investigations and theoretical aspects of pattern formation in multicellular organisms. Cell lineage, cell cycle, and morphogenetic behaviors during embryo genesis of plants and animals. Prereq: BI 328 or instructor's consent. Offered alternate years; not offered 1994–95.

431/531 Algae and Photosynthetic Bacteria (5) Structure, cytology, life history, and ecology of representative freshwater and marine algae. Prereq: BI 223 or instructor's consent. *Offered at Oregon Institute of Marine Biology.* Offered alternate years; not offered 1994–95.

432/532 Mycology (5) Physiology, ecology, structure, and classification of fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Prereq: BI 223 or instructor's consent. Offered alternate years; not offered 1994–95.

441/541 Bryology (4) Morphology, ecology, evolution, and systematics of the *Bryophyta* (mosses, liverworts, and hornworts). Emphasis on regional flora. Prereq: BI 442/542 or instructor's consent. Not offered 1994–95.

442/542 Systematic Botany (5) Principles of plant classification with emphasis on flowering plants, introduction to taxonomic theory and methods of biosystematics, collection and identification procedures, recognition of common families in native flora. Prereq: BI 340 or instructor's consent. Not offered 1994–95.

444/544 Plant Physiology and Development (3) Physiology and biochemistry of photochemical reactions of photosynthesis, photomorphogenesis, and phototropism. Mechanisms of growth and differentiation of cells, tissues, and organs. Prereq: BI 340 or instructor's consent. Not offered 1994–95.

446/546 Plant Physiology and Development Laboratory (2) Experience in analysis of basic physiological processes of plant function. Pre- or coreq: BI 444/544. Not offered 1994–95.

448/548 Field Botany (4) Field study and identification of the higher plant flora of Northwest Oregon. Recognition of principal families and of diverse plant communities; utilization of materials for laboratory teaching. Prereq: one year of biology or instructor's consent. *Offered summer session only.*

451/551 Invertebrate Zoology (5–8) Representative invertebrate groups with emphasis on marine forms; morphology, systematics, life history, and ecology. Prereq: instructor's consent. *Students cannot receive credit for both BI 351 and 451. Offered at Oregon Institute of Marine Biology.*

452/552 Arthropod Biology (4) Anatomy, physiology, and behavior of insects. Insect societies. Laboratory work. Prereq: BI 223. Not offered 1994–95.

455/555 Marine Birds and Mammals (4–6) Principles of morphology, physiology, evolution, life history, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Comparison of the fauna from the open sea to coastal waters. Prereq: instructor's consent. *Offered at Oregon Institute of Marine Biology.*

456/556 Comparative Physiology (5–8) Respiration, osmoregulation and excretion, nerve and muscle physiology of major animal groups. Prereq: BI 223 and CH 331, or instructor's consent. *Offered at Oregon Institute of Marine Biology.*

457/557 Marine Biology: [Topic] (4–8R) Content varies. Topics include biological oceanography, plankton studies, biology of fishes, and other subjects related to marine biology. Prereq: instructor's consent. **R** when topic changes. *Offered at Oregon Institute of Marine Biology.*

459/559 Field Ornithology (4) Natural history and identification of birds. Fieldwork emphasizing adaptation, behavior, breeding, distribution, migration, and ecology. Of special value to teachers. *Offered summer session only.*

461/561 Systems Neuroscience (3) Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord. Functional implications of synaptic organization and pattern of projections, and comparative aspects. Prereq: BI 360 or instructor's consent. Offered 1994–95 and alternate years.

462/562 Systems Neuroscience Laboratory (3) Practical experience in selective staining and tracing methods for neurons, gross anatomy, dissection, and microscopic study of representative vertebrate nervous systems. Pre- or coreq: BI 461/561 or instructor's consent. Offered 1994–95 and alternate years.

CH 461/561, 462/562, 463/563 Biochemistry (4,4,4S) See **Chemistry.**

463/563 Cellular Neuroscience (3) Physiology of excitation, conduction, and synaptic transmission. Prereq: BI 360 or instructor's consent. Offered alternate years; not offered 1994–95.

464/564 Cellular Neuroscience Laboratory (3) Stimulation and recording of electrical activity in nerves and muscles. Intracellular and extracellular potentials, synaptic transmission, muscle contraction, and sensory systems. Pre- or coreq: BI 463/563. Offered alternate years; not offered 1994–95.

466/566 Developmental Neurobiology (3) Mechanisms underlying development of the nervous system. The genesis of nerve cells; differentiation of neurons; synaptogenesis and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Prereq: BI 328 and 356, or instructor's consent. Offered 1994–95 and alternate years.

467/567 Hormones and the Nervous System (3) Effects of hormones on neuronal structure and function in vertebrates and invertebrates, particularly during development and metamorphosis. Relationship between neural and behavioral changes. Prereq: BI 360 or instructor's consent. Offered alternate years; not offered 1994–95.

CH 467/567 Biochemistry Laboratory (4) See **Chemistry.**

468/568 Neuroethology (3) The neural mechanisms of naturally occurring behaviors such as echo location, bird song, navigation, and electroreception. Prereq: BI 360 or instructor's consent. Offered alternate years; not offered 1994–95.

469/569 Neurochemistry (3) Biochemistry of the nervous system; synaptic chemistry; identification of neurotransmitters; metabolism, storage, release of known transmitters; postsynaptic events; correlation of chemical events with neuroanatomy and physiology. Prereq: CH 461, 462 and BI 463, or equivalents, or instructor's consent. Offered 1994–95 and alternate years.

471/571 Population Ecology (4) Growth, structure, and regulation of natural populations; demographic analysis; theory and measurement of community structure, diversity, and stability. Prereq: BI 370 or instructor's consent. Offered 1994–95 and alternate years.

472/572 Community Ecology (4) Community organization, diversity, and stability. Function, structure, and development of ecosystems including energetics and nutrient cycling. Prereq: BI 370 or instructor's consent. Not offered 1994–95.

473/573 Quantitative Ecology (4) Quantitative methods applied to field analyses of pattern, dominance, community structure, and interactions. Pre- or coreq: BI 370 or instructor's consent. Offered alternate years; not offered 1994–95.

474/574 Marine Ecology (5–8) Factors that influence the distribution, abundance, and diversity of marine organisms. Field emphasis

on local intertidal and shallow-water communities. Prereq: BI 370 or instructor's consent; statistics and calculus desirable. *Offered at Oregon Institute of Marine Biology.*

475/575 Freshwater Ecology (5) Study of freshwater environments, particularly lakes; chemical, physical, and biological interactions. Prereq: BI 370 or instructor's consent. Offered 1994–95 and alternate years.

476/576 Behavioral Ecology (4) Application of evolutionary game theory to animal behavior. Analysis of contest, mating, and social behavior. Prereq: BI 370 and 380 or instructor's consent. Offered alternate years; not offered 1994–95.

477/577 Microbial Ecology (3) Survey of microorganisms; evolution and structure of microbial communities in relation to habitats; biogeochemical cycling; interaction among microorganisms and multicellular eukaryotes; biotechnology. Emphasis on terrestrial ecosystems. Prereq: BI 330 or 370 or instructor's consent. Offered 1994–95 and alternate years.

478/578 Microbial Ecology Laboratory (2) Content varies from term to term. Coreq: BI 477/577. Offered alternate years; not offered 1994–95.

479/579 Marine Vertebrate Ecology (8) Feeding and breeding ecology, population dynamics, and community structure of marine and estuarine fishes, sea birds, and marine mammals. Prereq: BI 370 or instructor's consent. *Offered at Oregon Institute of Marine Biology.*

481/581 Quantitative Genetics (4) Evidence and theory bearing on mechanisms of evolution; population and quantitative genetics; maintenance of genetic variation; molecular evolution; speciation; levels of selection; macroevolution. Prereq: BI 380 or equivalent or instructor's consent. Offered 1994–95 and alternate years.

482/582 Advanced Evolutionary Biology (4) Natural selection, levels of selection, life history evolution, coevolution, speciation, macroevolution, and phylogenetic inference. Prereq: BI 380 or instructor's consent. Offered alternate years; not offered 1994–95.

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 (3) General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis. Prereq: BI 320. Offered alternate years: not offered 1994–95.

485/585 Paleobiology and Paleoecology (3) Paleoecology (historical ecology) of nonmarine organisms with emphasis on the Cenozoic. Survey of the principal approaches and organisms available to the nonmarine paleoecologist. Topics vary from year to year. Prereq: BI 370 or instructor's consent. Offered 1994–95 and alternate years.

487/587 Biological Clocks (3) Physiology of circadian rhythms. Biochemical, cellular, endocrine, and neural components are treated. How clocks are used by living things (e.g., photoperiod, oriented migration, and annual cyclicity). Prereq: BI 223 or instructor's consent. Not offered 1994–95.

489/589 Modeling and Simulation in Biology (4) Formulation, construction, testing, interpretation, and evaluation of biological models. Computer simulation modeling using the Pascal language. Prereq: calculus, BI 223, CIS 134 or equivalent. Not offered 1994–95.

495/595 Methods of Pollen Analysis (5) Theory and methodology of pollen analysis and its application to the resolution of ecological and paleoecological problems. Prereq: instructor's consent. Offered alternate years; not offered 1994–95.

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. Topics reflect instructor's current research interests.

609 Practicum: [Topic] (1–3R) P/N only

610 Experimental Course: [Topic] (1–5R)

CANADIAN STUDIES

103 Hendricks Hall
Telephone (503) 346-3817
Bryan T. Downes, Committee Chair

Steering Committee

John H. Baldwin, planning, public policy and management
David M. Barber, library
Doug Blandy, arts and administration
Bryan T. Downes, planning, public policy and management
Gerald W. Fry, international studies
Paul Goldman, educational policy and management
Steven Hecker, labor education and research
Jon L. Jacobson, law
Ronald W. Kellett, architecture
Glen A. Love, English
Larry L. Neal, leisure studies and services
John R. Shepherd, theater arts
Ronald E. Sherriffs, journalism and communication
Everett G. Smith, Jr., geography
Thomas A. Stave, library
Janet Wasko, journalism and communication

The University of Oregon does not have a formal department of Canadian studies. However, the Canadian studies committee seeks to integrate existing instructional and research activities on Canada and Canadian-United

States relations and to stimulate research and course work in these areas. Through the auspices of the Canadian Publishing Centre, the University of Oregon Library is a selected repository for Canadian federal documents.

Grant programs—available through the Academic Relations Division of the Canadian Embassy to support new-course development, faculty and doctoral research, conferences, and outreach programs—have provided funds for a number of university faculty members and graduate students. The purpose of Canadian studies courses is to enhance American students' understanding of Canada's economy, politics, culture, and social system as well as the strong ties that exist between the United States and Canada. Among courses that may be offered at the university 1994–95 are the following:

Anthropology. Ethnology of Hunters and Gatherers (ANTH 301), Native North Americans (ANTH 320)

Educational Policy and Management. Seminar: Education and Canadian Society (EDPM 407/507)

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)

Leisure Studies and Services. Leisure in the Pacific Rim (LSS 460/560)

Planning, Public Policy and Management. Seminars: Canadian-American Environmental Issues, Community and Regional Development, Small City Management (PPPM 407/507)

The courses listed above focus specifically on Canada and United States-Canadian issues. A number of other courses with content on Canada are offered by a variety of departments. For more information on these courses, consult the committee chair.

CHEMISTRY

91 Klamath Hall
Telephone (503) 346-4601
Thomas R. Dyke, Department Head

FACULTY

Ralph J. Barnhard, senior instructor; assistant department head. B.S., 1959, Otterbein; M.S., 1965, Oregon. (1966)

Virgil C. Boekelheide, professor (organic). A.B., 1939, Ph.D., 1943, Minnesota. (1960)

Bruce P. Branchaud, associate professor (organic). B.S., 1976, Southeastern Massachusetts; M.A., 1981, Ph.D., 1981, Harvard. (1983)

Carlos J. Bustamante, professor (biophysical). B.S., 1973, Peruana Cayetano Heredia; M.S., 1975, Nacional de San Marcos; Ph.D., 1981, California, Berkeley. (1990)

Frederick W. Dahlquist, professor (biochemistry); director, Institute of Molecular Biology. 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). 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)

Gregory C. Flynn, assistant professor (biochemistry). B.A., 1982, Oakland; Ph.D., 1988, California, Santa Barbara. (1992)

O. Hayes Griffith, professor (physical, biophysical). A.B., 1960, California, Riverside; Ph.D., 1964, California Institute of Technology. (1965)

Michael M. Haley, assistant professor (organic). B.A., 1987, Ph.D., 1991, Rice. (1993)

Diane K. Hawley, associate professor (biochemistry). B.A., 1976, Kansas; Ph.D., 1982, Harvard. (1986)

David R. Herrick, professor (physical). B.S., 1969, Rochester; M.S., 1971, Yale; Ph.D., 1973, Yale. (1975)

Bruce S. Hudson, professor (physical). B.S., 1967, M.S., 1969, California Institute of Technology; Ph.D., 1972, Harvard. (1978)

James E. Hutchison, assistant professor (organic). B.S., 1986, Oregon; Ph.D., 1991, Stanford.

David C. Johnson, associate 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)

Thomas W. Koenig, professor (organic). B.S., 1959, Southern Methodist; Ph.D., 1963, Illinois. (1963)

James W. Long, senior instructor. B.S., 1965, Washington (Seattle); Ph.D., 1969, California, Berkeley. (1978)

Robert M. Mazo, professor (physical). A.B., 1952, Harvard; M.S., 1953, Ph.D., 1955, Yale. (1962)

Richard M. Noyes, professor (physical). A.B., 1939, Harvard; Ph.D., 1942, California Institute of Technology. (1958)

Catherine J. Page, assistant professor (inorganic). B.A., 1980, Oberlin; Ph.D., 1984, Cornell. (1986)

Warner L. Peticolas, professor (physical). B.S., 1950, Texas Technological; Ph.D., 1954, Northwestern. (1967)

Geraldine L. Richmond, professor (physical); director, Chemical Physics Institute. B.S., 1975, Kansas State; Ph.D., 1980, California, Berkeley. (1985)

John A. Schellman, professor (physical). A.B., 1948, Temple; M.A., 1949, Ph.D., 1951, Princeton. (1958)

Tom H. Stevens, professor (biochemistry). 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

Nancy L. Deans, instructor. B.S., 1982, South Florida; Ph.D., 1988, California, Santa Barbara. (1992)

Deborah B. Exton, instructor. B.S., 1987, Metropolitan State College of Denver; Ph.D., 1992, Denver. (1993)

John Hardwick, senior research associate. See **Physics**

Gerald W. O'Bannon, research associate. B.S., 1980, Washington State; Ph.D., 1988, Arizona State. (1990)

Timothy Weakley, research associate. B.S., 1956, Ph.D., 1959, Oxford University. (1987)

Richard A. Wielesek, research associate. B.S., 1964, Illinois Institute of Technology; Ph.D., 1968, Oregon. (1973)

Emeriti

Francis J. Reithel, professor emeritus (biochemistry). B.A., 1936, Reed; M.A.,1938, Ph.D., 1942, Oregon Medical School. (1946)

William T. Simpson, professor emeritus (physical). A.B., 1943, Ph.D., 1948, California, Berkeley. (1963)

Raymond G. Wolfe, Jr., professor emeritus (biochemistry). 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 enjoys a strong reputation nationally. The National Academy of Sciences has recognized four current faculty members by electing them to membership. The most recent American Council on Education Survey identifies the department among the thirty strongest in the nation.

The curriculum in chemistry is designed to provide broad knowledge of the field as a part of the liberal education offered by the College of Arts and Sciences. Chemistry course work also provides a sound foundation for students interested in advanced work in chemistry or related sciences, particularly such fields as biochemistry, chemical physics, molecular biology, and geochemistry.

A definite strength of the program in chemistry is the opportunity it offers undergraduates to participate in the activities of a dynamic research group that considers problems extending well beyond the level of textbook instruction. Major and nonmajor students alike can enjoy this experience of scientific inquiry. Two to three years of preparatory course work typically precede the research experience. The department usually enrolls twenty to thirty undergraduate students each term in Research (CH 401).

Preparation. The high school preparation of a prospective chemistry major should include chemistry, physics, and a minimum of three years of mathematics. Those interested in bio-

chemistry would also profit from biology courses in high school. High school work in foreign languages is desirable but not required.

Two-year college students planning to transfer to the university to major in chemistry should prepare by taking courses equivalent to those outlined for the freshman and sophomore years.

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, geological sciences, oceanography, geochemistry, atmospheric science, and environmental problems. Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and even financial analysis.

Recommended Curriculum

The program below is the recommended curriculum for 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).

Major Requirements ***77–81 credits***

Introductory General Chemistry (CH 211, 212, 213) *or* General Chemistry (CH 221, 222, 223) *or* Honors General Chemistry (CH 224H, 225H, 226H) 12
General Chemistry Laboratory (CH 227, 228, 229) *or* Advanced General Chemistry Laboratory (CH 237), Quantitative Analysis (CH 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 chemistry electives (three courses) *or* Research (CH 401) 9–12
Instrumental Analysis (CH 429) 4–5

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 (PHYS 201, 202, 203) *or* General Physics with Calculus (PHYS 211, 212, 213) ... 12
Introductory Physics Laboratory (PHYS 204, 205, 206) 6

Advanced Electives (three courses) 12–13 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
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 ***48–49 credits***

Introductory General Chemistry (CH 211, 212, 213) *or* General Chemistry (CH 221, 222, 223) *or* Honors General Chemistry (CH 224H, 225H, 226H) 12
General Chemistry Laboratory (CH 227, 228, 229) *or* Advanced General Chemistry (CH 237), Quantitative Analysis (CH 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 3–4

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 (PHYS 201, 202, 203) *or* General Physics with Calculus (PHYS 211, 212, 213) ... 12
Introductory Physics Laboratory (PHYS 204, 205, 206) 6
Foreign language or elective 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
Foreign language or elective 9–12

Senior Year ***31–36 credits***

Advanced electives (three courses) or Research (CH 401) 9–13
Instrumental Analysis (CH 429) 4–5
Electives 18

Requirements for Degree with American Chemical Society Certification

The Department of Chemistry also offers a curriculum for majors that is certified by the American Chemical Society. Upon notification by the Department of Chemistry, the society issues a certificate recognizing the academic achievement in course work specified by the society. This curriculum requires the student to complete, in addition to the requirements for the bachelor of science degree, Instrumental Analysis (CH 429), Inorganic Chemistry (CH 431), Advanced Organic-Inorganic Synthesis (CH 438), one advanced elective course, and a minimum of 6 credits in Research (CH 401) including a written report of the research completed. A foreign language is recommended but not required.

Sample ACS-Certified Program

Freshman Year ***48–49 credits***

General Chemistry (CH 221, 222, 223) *or* Honors General Chemistry (CH 224H, 225H, 226H) .. 12
Advanced General Chemistry Laboratory (CH 237), Quantitative Analysis (CH 238, 239) 6
Calculus I,II,III (MATH 251, 252, 253) 12
College Composition I,III (WR 121, 123) 6
Electives 9
Introduction to Numerical Computation with FORTRAN (CIS 133) or elective 3–4

Sophomore Year ***52 credits***

Organic Chemistry I,II,III (CH 331, 335, 336) .. 12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) 10
Introductory Physics Laboratory (PHYS 204, 205, 206) 6
General Physics with Calculus (PHYS 211, 212, 213) 12
Foreign language 12

Junior Year ***53 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
Foreign language or elective 12
Electives 9

Senior Year ***32–36 credits***

Instrumental Analysis (CH 429) 4–5
Inorganic Chemistry (CH 431) 4
Advanced Organic-Inorganic Synthesis (CH 438) 5
Advanced chemistry elective 4
Research (CH 401) (3 credits a term) with written report 6–9
Electives 9

Biochemistry Option

Many undergraduate students who are interested in advanced study using molecular approaches to biological problems (e.g., biochemistry, molecular biology, physical biochemistry, neurochemistry, or perhaps medical research) may want to base their training in chemistry but include as well courses in biologically based subjects. For these students, the Department of Chemistry offers a biochemistry option.

The recommended curriculum for biochemistry-option chemistry majors includes courses in chemistry and related fields. Grades of C– or better must be earned in courses required for this option.

The advanced elective courses in the senior year may include research and are otherwise similar to those listed under the standard chemistry-major curriculum; however, attention might be directed to biology or biochemical courses. Students who plan to attend graduate school should include research in their advanced work. If chemical research is included as part of the advanced work, at least 6 credits of Research (CH 401) must be completed.

Students who plan to apply to medical schools are advised to investigate the need for a phys-

ics laboratory course that is not included in this curriculum. If they seek American Chemical Society certification, then Introductory Physics Laboratory (PHYS 204, 205, 206), Instrumental Analysis (CH 429), Inorganic Chemistry (CH 431), Advanced Organic-Inorganic Synthesis (CH 438), and chemical research (CH 401), including a written report, must be taken in addition to the requirements cited.

Biochemistry-Option Requirements 85–89 credits
Introductory General Chemistry (CH 211, 212, 213) *or* General Chemistry (CH 221, 222, 223) 12
General Chemistry Laboratory (CH 227, 228, 229) 6
Organic Chemistry I,II,III (CH 331, 335, 336) .. 12
Organic Chemistry Laboratory (CH 337, 338), Organic Analysis (CH 339) *or* comparable lower-division sequence 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
Research (CH 401) or advanced electives or both (three courses) 9–13

Related Science Requirements 47 credits
Calculus I,II,III (MATH 251, 252, 253) 12
Introduction to Differential Equations (MATH 256) 4
General Physics (PHYS 201, 202, 203) 12
Genetics and Evolution (BI 220) with laboratory (BI 225) 4
Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 221, 222, 223) with laboratories (BI 226, 227, 228) 15

Advanced Electives (three courses) 9–15 credits
Research (CH 401) ..... minimum of 6
Eukaryotic Gene Regulation (BI 421) 3
Membrane Structure and Function (BI 422) 3
Advanced Molecular Genetics (BI 424) 3
X-ray Crystallography (PHYS 427) 4
Instrumental Analysis (CH 429) 4–5
Inorganic Chemistry (CH 431, 432, 433) 12
Advanced Organic-Inorganic Synthesis (CH 438) 5
Chemical Thermodynamics (CH 444) 4
Statistical Mechanics (CH 445) 4
Chemical Kinetics (CH 446) 4
Neurochemistry (BI 469) 3
Research Instruments (CH 470) (two courses) 4

Sample Program for Biochemistry Option

Freshman Year 52 credits
Introductory General Chemistry (CH 211, 212, 213) *or* General Chemistry (CH 221, 222, 223) with laboratories (CH 227, 228, 229) 18
College Composition I,III (WR 121, 123) 6
Genetics and Evolution (BI 220) with laboratory (BI 225) 4
Calculus I,II,III (MATH 251, 252, 253) 12
Electives 12

Sophomore Year 49 credits
General Physics (PHYS 201, 202, 203) 12
Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 221, 222, 223) with laboratories (BI 226, 227, 228) 15
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

Junior Year 35 credits
Introduction to Differential Equations (MATH 256) 4
Physical Chemistry (CH 411, 412, 413) 12
Biochemistry (CH 461, 462, 463) 12
Biochemistry Laboratory (CH 467) 4
Elective 3

Senior Year 26–38 credits
Research (CH 401) or advanced electives (three courses) 9–12
Physical Chemistry Laboratory (CH 417, 418, 419) (choose two) 8
Electives 9–18

Minor Requirements

A minor in chemistry may be designed from course work in general chemistry, including the laboratory sequence, and at least four additional courses. Six possible options are outlined. 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. Credit for Seminar (CH 407), Reading and Conference (CH 405), and laboratory problems (CH 409) may not be applied as required for the minor.

Biochemistry Option: General chemistry with laboratories plus CH 331, 335, 461, 462, 463.

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 331, 411, 412, 413.

Analytical-Physical Chemistry Option: General chemistry with laboratories plus CH 411, 412, 413, 429.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of science teachers, an academic major in chemistry provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

Graduate work in chemistry is a research-oriented Ph.D. program with options in organic chemistry, organotransition metal chemistry, inorganic chemistry, physical chemistry, materials science, biochemistry, chemical physics, molecular or cell biology, and neurochemistry. Master of science (M.S.) and master of arts (M.A.) degrees are also offered.

A major strength of the University of Oregon program is its interdisciplinary approach to research and teaching. Many important advances in chemistry occur at the junctions of classically defined divisions of science. Collaborative interaction of these divisions is fostered through interdisciplinary research institutes.

The programs of interest to chemically oriented scientists include the Institute of Molecular Biology, the Institute of Neuroscience, the Institute of Theoretical Science, the Chemical Physics Institute, the Materials Science Institute, and the programs in cell biology.

First-year students are offered financial assistance through graduate teaching fellowships (GTFs). Research assistantships are typically available for students with advanced standing. These research appointments are funded through grants to the university by federal agencies and private (industrial) sources for support of the basic research programs in the department. Students are selected for these positions on the basis of their interest in a particular research area and by mutual agreement of the student and the faculty member directing the work.

Although subject to variation, stipends for assistants are $12,900, plus tuition waiver, for the calendar year including summer research. During 1993–94, research projects in the Department of Chemistry were sponsored by Acea Pharmaceuticals, Air Force Office of Scholarly Research, American Cancer Society, American Chemical Society, American Heart Association, Childs Foundation, Damon Runyon Walter Winchell Cancer Fund, Department of Energy, Eli Lilly & Co., Fuji Silicia, Hitachi Chemical Co., Howard Hughes Medical Institute, Lucille P. Markey Foundation, MacArthur Foundation, Mallinckrodt Medical, Inc., Medical Research Foundation of Oregon, Murdock Foundation, National Institutes of Health, National Science Foundation, Office of Naval Research, Research Corporation, Searle Foundation, and Tektronix, Inc.

An illustrated publication, *Doctoral Program in Chemistry at the University of Oregon*, is available from the department on request. The booklet presents complete details on the program, facilities, financial support, faculty members and their individual research interests, course offerings, housing, and the local environment. People who request the booklet also receive information about admission as well as instructions and application forms for admission and graduate teaching fellowships.

Biochemistry, Molecular Biology, Cell Biology

One of the most active areas of research is the study of the molecular bases of cell function, including synthesis of macromolecules, regulation of gene expression, development, cell movement, and the structure and function of biological membranes. Research in these areas has been fostered by close collaboration among biologists, chemists, and physicists. The interdisciplinary nature of these programs has been greatly strengthened by the Institute of Molecular Biology and the 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 involved 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 basic 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 possible 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 are currently the dominant participants in the program. A variety of courses and seminars on the chemistry and physics of materials are available 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.

Neuroscience

The Institute of Neuroscience is a research facility at the university whose staff members hold joint appointments in the institute and in the biology, chemistry, computer and information science, exercise and movement science, or psychology departments. The objective of the institute is to foster research and training in neuroscience by providing a formal structure that encourages collaboration among individual scientists and students from the five departments.

The focus of the institute is on experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. This unusual interdisciplinary approach to problems allows the collaboration of scientists from different disciplines with differing viewpoints about neuroscience. Within the institute a group of developmental neurobiologists is pursuing questions on the establishment of nervous system patterning during the growth of individual embryonic systems. Other areas of research interest include visual neurobiology, auditory physiology, learning and memory, and the control of motor function.

See the **Neuroscience** section of this bulletin for more information about the study of neuroscience at the university.

Organic, Organotransition Metal, Inorganic, Materials Chemistry

The synthesis of new chemical substances and the study of their fundamental chemical and physical properties is at the heart of organic, organotransition metal, inorganic, and materials chemistry. Research and teaching in these traditionally distinct subareas is unified through a single, cohesive organic-inorganic 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, organo-transition metal, inorganic, and materials research. Of foremost importance is the contiguous location of all research laboratories. This proximity results in an open and active atmosphere that encourages spontaneous discussions of day-to-day research activities and problems, providing a chemical education unsurpassed by any textbook or formal course.

Organic-inorganic researchers have direct access to 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, Chemical Physics, Theoretical Chemistry

The thrust of physical chemistry research is to reach a fundamental understanding of molecular structure and reactivity. By combining elements from traditional approaches in chemistry, physics, and biology, this inquiry becomes strongly interdisciplinary in nature. The blending of disciplines, greatly enhancing the development of new experimental and theoretical methods, is achieved in part by the participation of physical chemists in the Chemical Physics Institute, the Institute of Theoretical Science, the Materials Science Institute, and the biophysical chemistry program discussed earlier.

Using sophisticated experimental and theoretical techniques, the research areas of this group investigate the structure and dynamics of molecular systems and their relation to interfacial and condensed phase phenomena. Projects of current interest include theoretical and experimental studies of molecular clusters and intermolecular forces. Advanced 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 dynamical analysis of highly excited chaotic molecular systems.

The close interactions of physical chemists in the Institute of Theoretical Science, the Chemical Physics Institute, and the Materials Science Institute provide students and postdoctoral fellows additional avenues for research with faculty members from other departments. Examples include theoretical studies of Rydberg states of atoms, particularly in plasmas; theoretical and experimental work on electronic inner-shell processes of atoms; photoelectron spectroscopy of surfaces; laser spectroscopy of ions; highly excited vibrational states and energy flow processes in molecules; and quantum optics research. The Shared Laser Facility operated by the Chemical Physics Institute provides a convenient mechanism for sharing and supporting major laser systems used in much of this work. Another example of this cooperative atmosphere is an undergraduate summer research program, also sponsored by the Chemical Physics Institute.

CHEMISTRY COURSES (CH)

101, 102 Science and Society (4,4S) Applying 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, photography, polymers, detergents, and cosmetics; biochemistry of food and energy production, nutrition, drugs and pharmaceuticals, hormones, and birth control. Lecture, demonstration. Prereq for 102: CH 101 or high school chemistry or one year of college chemistry.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) R when topic changes.

200 Innovative Education: [Topic] (1–5R)

211, 212, 213 Introductory General Chemistry (4,4,4) First-year university chemistry: atomic and molecular structure, equilibrium dynamics, physical properties, and the chemical reactions of the elements. Pre- or coreq: MATH 95, 111, or 112. Concurrent CH 227, 228, 229 recommended. 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, equilibrium, dynamics, physical properties, and the chemical reactions of the elements. Prereq: high school chemistry; coreq: MATH 111, 112 or equivalents. Concurrent calculus recommended. Lectures. *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. Lectures. 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. Lecture, laboratory.

237 Advanced General Chemistry Laboratory (2) Experiments in chemistry with emphasis on the separation and identification of cations and anions by semimicro methods. Coreq: CH 224 or instructor's consent. Laboratories, lecture. Limited to selected students; primarily for prospective chemistry and other science majors and for Clark Honors College students.

238, 239 Quantitative Analysis (2,2) The quantitative estimation of selected molecular and ionic species by titrimetric, gravimetric, and instrumental procedures. Coreq for 238: CH 225; coreq for 239: CH 226; or instructor's consent. Laboratories, lecture. 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. Lecture, laboratory.

339 Organic Analysis (4) Qualitative analysis and structure determination of unknowns. Pre- or coreq: CH 337, 338 and CH 331, 335, 336 or equivalents or instructor's consent. Laboratory, lecture. For chemistry majors and others who require a year of organic laboratory.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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 the bachelor's degree with honors in chemistry.

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) Theoretical aspects of physical-chemical phenomena; chemical thermodynamics, rate processes, and quantum chemistry. Prereq: two years of college chemistry (except for physics majors), PHYS 211, 212, 213 (preferred) or PHYS 201, 202, 203; MATH 253; MATH 256, 281, 282 strongly recommended.

417/517, 418/518, 419/519 Physical Chemistry Laboratory (4,4,4) Experiments in thermodynamics, chemical kinetics, and molecular spectroscopy to illustrate theoretical principles. Prereq: PHYS 204, 205, 206; pre- or coreq: CH 411/511, 412/512, 413/513. Laboratories, discussions.

429 Instrumental Analysis (4–5) Use of instrumental methods for quantitative determinations of unknown chemical samples. Prereq: CH 417 or instructor's consent. Lecture, laboratory.

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. Lecture, laboratory. Not offered 1994–95.

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 413/513 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.

461/561 Biochemistry (4S) Structure and function of macromolecules. Prereq: CH 332 or 335 or equivalent. Prior exposure to calculus and physical chemistry recommended. S with CH 462/562, 463/563.

462/562 Biochemistry (4S) Metabolism and metabolic control processes. Energy and sensory transduction mechanisms. Prereq: CH 461/561 or instructor's consent.

463/563 Biochemistry (4S) Mechanisms and regulation of nucleic acid and protein biosynthesis. Other current topics in biochemical genetics. Prereq: CH 461/561, 462/562 or instructor's consent.

467/567 Biochemistry Laboratory (4) Methods of modern molecular biology and protein purification. Two laboratory sessions, two lectures a week. Prereq: instructor's consent.

470/570 Research Instruments: [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 Topics in 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 Topics in Physical Chemistry: [Topic] (1–4R) Topics include thermodynamics of nonideal systems, group theory, rotational spectroscopy, vibrational spectroscopy, magnetic resonance spectroscopy, electronic spectroscopy, statistical mechanics, kinetics of complex systems, solution thermodynamics, magnetic resonance spectroscopy. R when topic changes.

616 Topics in Biochemistry: [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.

631, 632, 633 Advanced Organic-Inorganic Chemistry (4,4,4) 631: principles of organic-inorganic reaction dynamics; kinetics and mechanisms, linear free-energy relationships, isotope effects, substitution reactions, dynamic behavior of reactive intermediates, electron transfer chemistry. **632:** principles and applications of stereochemistry with examples from organic, organometallic, and inorganic chemistry; stereochemical applications of computer graphics and computational chemistry; asymmetric synthesis and catalysis. **633:** strategies and tactics for the synthesis of complex organic molecules.

634 Physical Methods of NMR Spectroscopy (4) Principles of pulsed Fourier transform nuclear magnetic resonance, Bloch equations, density matrix formalism, spin relaxation, one- and multidimensional methods, data analysis, and analysis of both small and macromolecules. Offered 1994–95 and alternate years with CH 635.

635 Physical Methods of Spectroscopy (4) Theory and practice of infrared spectroscopy, electron absorption spectroscopy, electron spin resonance spectroscopy, magnetism, and mass spectroscopy with applications to organic, organometallic, inorganic, and solid state chemistry. Offered alternate years with CH 634; not offered 1994–95.

662, 663 Advanced Biochemistry (4,4) Detailed consideration of enzyme mechanisms, macromolecular structure, protein-nucleic acid interactions, biological oxidation neurochemistry, and selected aspects of biological synthesis. Offered alternate years with CH 664, 665; 662 not offered 1994–95.

664, 665 Physical Biochemistry (4,4) The physical chemical properties of biological macromolecules. Topics include the forces and interactions to establish and maintain macromolecular conformations and the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used to investigate these conformations. Prereq: calculus and a knowledge of the elements of thermodynamics. Offered 1994–95 and alternate years with CH 662, 663.

CLASSICS

307 Prince Lucien Campbell Hall
Telephone (503) 346-4069
John Nicols, Department Head

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, assistant professor (Latin literature). B.A., 1982, Gustavus Adolphus; M.A., 1984, Ph.D., 1990, California, Berkeley. (1990)

Steven Lowenstam, professor (literary criticism, archaic epic, linguistics). B.A., 1967, Chicago; M.A., 1969, Ph.D., 1975, Harvard. (1975)

John Nicols, professor. See **History**

C. Bennett Pascal, professor (Latin and Greek literature, Roman religion) B.A., 1949, M.A., 1950, California, Los Angeles; M.A., 1953, Ph.D., 1956, Harvard. (1960)

Steven Shankman, professor. See **English**

Malcolm Wilson, acting assistant professor (ancient philosophy). B.A., 1985, Western Ontario; M.A., 1986, Toronto. (1990)

Emeritus

Frederick M. Combellack, professor emeritus (Greek literature). B.A., 1928, Stanford; Ph.D., 1936, California, Berkeley. (1937)

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

Participating

Martha J. Bayless, English

UNDERGRADUATE STUDIES

The field of classics embraces all aspects of Greek and Roman culture from the prehistoric to the medieval period. The study of the Greek and Latin languages is essential to the discipline.

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 choose to study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (classical civilization major).

Greek. In preparation, students must complete one year of college Greek (GRK 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following.

Greek Major Requirements — *43–46 credits*

- Greek courses beyond the first-year level, selected from GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; GRK 411 24
- Ancient Greece (HIST 412) 4
- Three courses in classical literature in translation or related courses in other departments (e.g., ENG 414; PHIL 421; ARH 322) 9–12
- Six credits in upper-level Greek courses, Latin courses beyond the first year, courses in translation or from related departments, or Greek or Latin composition 6

Majors in Greek are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology. They are also urged to take course work in Latin.

Latin. In preparation, students must complete one year of college Latin (LAT 101, 102, 103) or demonstrate proficiency at the introductory level. For the major, students must complete the following.

Latin Major Requirements — *43 credits*

- Latin courses beyond the first-year level, selected from LAT 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses except LAT 421; LAT 411 24
- Ancient Rome (HIST 414) 4
- Three courses in classical literature in translation or related courses in other departments 9
- Six credits in upper-level Latin courses, Greek courses beyond the first year, courses in translation or from related departments, or Greek or Latin composition 6

Majors in Latin are encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology. They are also urged to take course work in Greek.

Classics. In preparation, students must complete one year of college Greek and one year of college Latin or demonstrate proficiency in both languages at the introductory level. For the major, students must complete the following.

Classics Major Requirements — *47 credits*

- Courses in Latin and Greek beyond the first-year level with no fewer than 9 credits devoted to either language 27
- Ancient Greek (HIST 412) and Ancient Rome (HIST 414) 8
- Three classics courses in literature in translation or related courses in other departments 9
- Three credits in upper-level Greek or Latin courses, classics courses in translation or from related departments 3

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 second-year proficiency in Greek or Latin. Students whose Greek or Latin was taken entirely in high school must take one year of second- or third-year Greek or Latin (301, 302, 303, or 411) at the University of Oregon in works not read in their high school courses.

For the major, students must complete 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

Minor Requirements

Greek. The minor in Greek requires 24 credits distributed as follows:

9 credits in 400-level courses in Greek (GRK)

15 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; 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.

Classics. The minor in classics will be discontinued at the end of summer session 1995. The minor in classics requires 24 credits distributed as follows:

8 credits in 400-level courses in either Greek (GRK) or Latin (LAT) but not a combination of the two

16 credits—including at least 8 in upper-division courses—in classics (CLAS) courses or in related courses in other departments, e.g., art history (ARH), English (ENG), history (HIST), religious studies (REL), philosophy (PHIL)

A list of courses that may be counted toward a classics minor is available in the department office.

Secondary School Teaching

The Department of Classics offers work for preparation to teach Latin in Oregon public secondary schools. Licensure as a secondary teacher requires completion of a graduate-level teacher preparation program. All work for the Latin endorsement should be completed prior to entering the teacher preparation program. For specific information about departmental requirements for the Latin endorsement, students should contact the departmental adviser for teacher education and the Office of Academic Advising and Student Services, 164 Oregon Hall.

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.

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), seminar in Greek and Roman art (ARH 407), 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), seminar in Greek or Roman history (HIST 407), two years of Greek or Latin

Classics. Departmental major in Latin, Greek, or classics (Latin and Greek) beyond the second year. Ancient Greece (HIST 412), Ancient Rome (HIST 414)

Courses recommended in addition to the major: seminar in Greek or Roman art (ARH 407), seminar in Greek or Roman history (HIST 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 seminar in Greek or Roman history (HIST 407), 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), seminar in Greek or Roman art (ARH 407), 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. Ideally, the design of the program is not random but reflects in part the student's specialized interests or helps to prepare the student for a field of specialization related to the classics.

Master of Arts Degree

Applications for admission should be accompanied by three letters of recommendation, including at least one from an undergraduate teacher.

Requirements

1. Complete at least 45 credits of graduate-level 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 and details about the standards may be obtained from the classics department and are included with any 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 program in ancient studies at the graduate level. The candidates must satisfy requirements (1) and (2) 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)

196 Field Studies: [Topic] (1–2R)

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [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.

303 Classical Greek Philosophers (4) Introduction to the philosophies of Plato and Aristotle from the viewpoint of Greek intellectual history. 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, and satire. Bowditch.

313 Ancient Society and Culture (4) Cultural, scientific, political, economic issues from the ancient world. Topics include ancient laws and legal systems, ancient slavery, sports and civic life, ancient constitutions, ancient music and dance.

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. Not offered 1994–95.

320 Introduction to Classical Archaeology (4) Rationale and aims of classical archaeology, day-to-day processes of a major continuous excavation, problems concerning the religion, culture, and history of the ancient world. Offered irregularly.

321 Classic Myths (4) The major mythological cycles of the ancient world: Troy, Thebes, and heroes. Literary and mythographic sources. Pascal.

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.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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)

407/507 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.* Wilson.

196 Field Studies: [Topic] (1–2R)

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

231 New Testament Readings (1–4) Selected readings from the New Testament.

301, 302, 303 Authors: [Topic] (3R) Second-year Greek: selections from major Greek authors with focus on reading and syntax. **301:** Plato. **302:** Greek tragedy. **303:** Homer. **R** when reading material changes.

347, 348, 349 Greek Prose Composition (1–3,1–3,1–3) 347, 348: extensive practice in composing Attic Greek prose with emphasis on syntax and idiom. **349:** study of Lysias, Isocrates, and Demosthenes leading to practice in their styles. Offered 1994–95 and alternate years. Lowenstam.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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)
407/507 Greek 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] (3R) Each term devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, Aristophanes, lyric poetry, comedy, pastoral. **R** when topic changes.
447/547, 448/548, 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. Lowenstam. **R** with instructor's consent. Offered 1994–95 and alternate years.
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. Jaeger, Wilson.
196 Field Studies: [Topic] (1–2R)
198 Colloquium: [Topic] (1–2R)
199 Special Studies: [Topic] (1–5R)
200 Innovative Education: [Topic] (1–5R)
301, 302, 303 Authors: [Topic] (3R) Second-year Latin: selections from major Roman authors with focus on reading and syntax. **301:** Caesar. **302:** Virgil. **303:** Roman comedy. **R** when reading material changes.
347, 348, 349 Latin Composition (1,1,1) Survey of Classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers.
399 Special Studies: [Topic] (1–5R)
400 Innovative Education: [Topic] (1–5R)
401 Research: [Topic] (1–21R)
403 Thesis (1–21R)
405 Reading and Conference: [Topic] (1–21R)
407/507 Latin 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] (3R) 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.
414/514 Readings in Medieval Latin: [Topic] (1–3R) Representative selections from medieval authors with analysis of the period and its institutions. **R** when topic changes.
421/521 Latin Grammar Review (3) Formal grammar review. For students with previous exposure to Latin who want to renew skills and for beginning students who want an accelerated pace. Offered irregularly.
447/547, 448/548, 449/549 Latin Prose Composition: [Topic] (1–3,1–3,1–3R) Composition of continuous Latin prose based on an intensive study of stylistic models from classical literature. Prereq: LAT 347, 348, 349. **R** with instructor's consent.
503 Thesis (1–16R) 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

351 Villard Hall
Telephone (503) 346-3986
Roland Greene, Director

Program Committee

Steven T. Brown, East Asian languages and literatures
Thomas R. Hart, comparative literature; editor, *Comparative Literature*
Wendy Larson, East Asian languages and literatures
Julia Lesage, English
F. Regina Psaki, Romance languages
James L. Rice, Russian
Gordon M. Sayre, English
Karla L. Schultz, Germanic languages and literatures
Wolfgang F. Sohlich, Romance languages

FACULTY

Roland Greene, professor (early modern European and American literatures, poetry and poetics). A.B., 1979, Brown; M.A., 1982, Ph.D., 1985, Princeton. (1993)
Clare A. Lees, assistant professor (medieval studies, cultural studies, feminism). B.A., 1980, M.A., 1981, Leeds; Ph.D. 1985, Liverpool. (1994)
Alan S. Wolfe, associate professor (Japanese literature and film, critical theory and cultural studies); director, undergraduate studies. See **East Asian Languages and Literatures**

Emeritus

Thomas R. Hart, professor emeritus (medieval and Renaissance literature); editor, *Comparative Literature*. B.A., 1948, Ph.D., 1952, Yale. (1964)

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

Participating

Kenneth S. Calhoon, Germanic languages and literatures
Robert Grudin, English
Linda Kintz, English
Massimo Lollini, Romance languages
Forest Pyle, English
Steven Rendall, Romance languages
Jennifer F. Rondeau, history

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 geography, 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 the leading na-

tional organization, the American Comparative Literature Association.

Every year the program invites several distinguished scholars to deliver lectures and discuss their work with faculty members and students. Recent visitors include Rey Chow, Terry Eagleton, Jean Franco, Wolfgang Iser, Fredric Jameson, Hans Robert Jauss, Gregory Jusdanis, Christopher Norris, Ramón Saldívar, Gayatri Chakravorty Spivak, Nancy J. Vickers, and Hayden White.

Library holdings are strong in all areas of research in literature. They include an outstanding collection of journals, many of which come to the library in exchange for *Comparative Literature*.

UNDERGRADUATE PROGRAM

The undergraduate program leading to the bachelor of arts (B.A.) degree enables students to pursue an organized course of study transcending the usual limitations of a departmental major. It provides suitable training for advanced study in literature as well as a general liberal arts background.

Students in the program study three or more literatures, of which one is typically English or American. Work is required in two foreign literatures read in the original languages. Literature read in translation may also be included as part of the student's program; courses on Chinese, German, Japanese, Russian, Scandinavian, and other literatures are offered regularly by other departments.

The undergraduate program offers many opportunities for small-group study with faculty members. Working with an adviser, the student develops a plan of study suited to his or her individual interests: this may focus on a period, a genre, a theme, or the relations between two or more national literatures. The program also offers opportunities for study of issues in literary theory and criticism.

In addition to the regular program, an honors option is available. It is particularly valuable for students intending to do advanced work in comparative literature or related fields.

Students interested in non-Western literatures are welcome in the undergraduate program.

Major Requirements

Lower Division. Satisfaction of the university language requirement for the B.A. degree

Comparative Literature: Epic, Drama, Fiction (COLT 201, 202, 203) or equivalents

Western Civilization (HIST 101, 102) or Honors College History (HC 107H, 108H, 109H). Students with sufficient background may take three advanced history courses to fulfill this requirement

Upper Division. 45 credits in literature including:

Approaches to Comparative Literature (COLT 301)

15 credits in a foreign literature, read in the original language

9 credits in a second foreign literature, read in the original language

18 additional credits in literature, read either in the original language or in translation. At least 6 of these credits must be in comparative literature courses

Honors in Comparative Literature. The requirements for honors in comparative literature include all of the above in addition to a senior essay written under the direction of a faculty member. Students choosing this option enroll for two terms of Thesis (COLT 403), the senior essay to be presented at the end of the second term.

GRADUATE PROGRAM

The university offers a program of graduate study in comparative literature leading to the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees.

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.

Master of Arts Degree

Before receiving the M.A. degree, the candidate must demonstrate competence in two languages, in addition to English, by completing graduate-level literature courses in the languages. The student's course program typically contains five graduate-level comparative literature courses including at least one term of Graduate Studies in Comparative Literature (COLT 614, 615, or 616). Candidates must qualify in three fields (periods, genres, or special fields) involving two or three literatures. The M.A. program is typically completed within two years.

Doctor of Philosophy Degree

In addition to the requirements for the M.A. degree, doctoral candidates must complete course work and an examination on three or more literatures in a fourth field.

After completing all the above requirements, the candidate must submit a prospectus of a doctoral dissertation on a comparative topic. The dissertation is typically completed within two years of advancement to candidacy and must be defended in a final oral presentation.

COMPARATIVE LITERATURE COURSES (COLT)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

201, 202, 203 Comparative Literature: Epic, Drama, Fiction (3,3,3) A comparative approach to the major works and genres of Western literature. Wolfe.

210 Topics in General Literature: [Topic] (3R) Not offered 1994–95.

301 Approaches to Comparative Literature (3) Introduction to methods in comparative literature and practical literary criticism. Wolfe.

350 Topics in Comparative Literature: [Topic] (3R) Topics for 1994–95 include From Ideograph to Alphabet: Writing and Asian-American Identity. Wolfe. **R** when topic changes.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R)

406 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Topics for 1995–96 include Suicide and Literature East and West. Wolfe.

408/508 Workshop: [Topic] (1–21R)

409 Supervised Tutoring (1–21R)

410/510 Experimental Course: [Topic] (1–5R) Readings may be done in translation. Topics for 1994–95 include The Body in History; Introduction to Enlightenment Literature; New World Poetics; The Figure of the "Jealous Woman" in Greek Tragedy and Japanese Noh Drama; Cultures of Belief; Sedition and Terror in the Novel. Lees, Sayre, Brown, Rice, Green.

420/520 Picaresque Novel (3) Not offered 1994–95.

421/521 Modern Scandinavian Fiction (3) Not offered 1994–95.

425/525 Autobiography (3) Not offered 1994–95.

460/560 Experimental Fiction (3) Not offered 1994–95.

461 Experimental Drama (3) Not offered 1994–95.

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) Presents matters of professional interest to advanced graduate students in the field. Offered every spring. Wolfe.

607 Seminar: [Topic] (1–5R) Topics for 1994–95 include Don Quixote in European Literature; Mannerism; Adorno. Hart, Grudin, Schultz.

608 Colloquium: [Topic] (1–16R) Colloquia are initiated and run by graduate students as reading groups, workshops, and forums for work in progress by students, faculty, and visitors. Topics for 1994–95 include Contemporary Science and Literary Theory, The Frankfurt School, Global Cultural Studies.

609 Terminal Project (1–16R)

610 Experimental Course: [Topic] (1–5R) Topics for 1994–95 include Approaches to Asian-American Literature; Tragic Consciousness: Sophocles, Shakespeare, Racine; 20th-Century Literature of Testimony. Wolfe, Sohlich, Lollini.

614, 615, 616 Graduate Studies in Comparative Literature (4,4,4) 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. Offered every fall. **615:** survey of contemporary literary theory. Offered 1994–95 and alternate years

with COLT 616. **616:** problems and methods in practical criticism. Not offered 1994–95 Greene.

Courses in Translation from Other Departments

The following courses might be used to fulfill up to 12 credits of the 18 additional credits in literature required for the undergraduate major.

Chinese. Introduction to Chinese Literature (CHN 305), Seminar: Chinese Literature (CHN 407)

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) Seminar: Classical Literature (CLAS 407)

German. Genres in German Literature (GER 350), Periods in German Literature (GER 351), Authors in German Literature (GER 352), German Gender Studies (GER 354)

Italian. Dante and His Influence (ITAL 444, 445)

Japanese. Introduction to Japanese Literature (JPN 305, 306, 307), Seminar: Japanese Literature (JPN 407)

Russian. Introduction to Russian Literature (RUSS 204, 205, 206), Russian Folklore (RUSS 420), Modern Russian Poetry (RUSS 422), Dostoevsky (RUSS 424), Tolstoy (RUSS 425), Gogol (RUSS 426), Turgenev (RUSS 427), Chekhov (RUSS 428), 20th-Century Russian Literature (RUSS 429)

Scandinavian. Introduction to Scandinavian Culture and Society (SCAN 350), Periods in Scandinavian Literature (SCAN 351), Topics in Scandinavian Literature (SCAN 352), Scandinavian Women Writers (SCAN 353), Genres in Scandinavian Literature (SCAN 354)

Spanish. *Don Quixote* (SPAN 460)

COMPUTER AND INFORMATION SCIENCE

120 Deschutes Hall
Telephone (503) 346-4408
Zary Segall, Department Head

FACULTY

Zena M. Ariola, assistant professor (programming languages). B.S., 1980, University of Pisa (Italy); Ph.D., 1992, Harvard. (1992)

John S. Conery, associate professor (logic programming, parallel computer architecture, computational biology). B.A., 1976, California, San Diego; Ph.D., 1983, California, Irvine. (1983)

Janice Cuny, associate professor (parallel processing, programming environments). B.A., 1973, Princeton; M.S., 1974, Wisconsin; Ph.D., 1981, Michigan. (1993)

Sarah A. Douglas, associate professor (artificial intelligence, user interfaces). A.B., 1966, California, Berkeley; M.S., 1979, Ph.D., 1983, Stanford. (1983)

Arthur M. Farley, associate professor (artificial intelligence, graph algorithms). B.S., 1968, Rensselaer Polytechnic Institute; Ph.D., 1974, Carnegie-Mellon. (1974)

Stephen F. Fickas, associate professor (artificial intelligence, expert systems, software engineering). B.S., 1971, Oregon State; M.S., 1973, Massachusetts; Ph.D., 1982, California, Irvine. (1982)

Michael Hennessy, instructor. B.S., 1982, M.S., 1984, Oregon. (1984)

Virginia M. Lo, associate professor (parallel and distributed computing). B.A., 1969, Michigan; M.S., 1977, Pennsylvania State; Ph.D., 1984, Illinois at Urbana-Champaign. (1984)

Eugene M. Luks, professor (computational complexity, algebraic algorithms). B.S., 1960, City College (New York); Ph.D., 1966, Massachusetts Institute of Technology. (1983)

Allen D. Malony, assistant professor (performance evaluation of parallel and supercomputing systems). B.S., 1980, M.S., 1982, California, Los Angeles; Ph.D., 1990, Illinois at Urbana-Champaign. (1991)

Gary Meyer, associate professor (computer graphics, computer-aided design, visual perception). B.S., 1974, Michigan; M.S., 1975, Stanford; Ph.D., 1986, Cornell. (1986)

Andrzej Proskurowski, professor (algorithmic graph theory, computational complexity). M.S., 1967, Warsaw Technical University; Ph.D., 1974, Royal Institute of Technology, Stockholm. (1975)

Jane M. Ritter, instructor. B.S., 1975, M.E., 1983, Wisconsin, La Crosse; Ph.D., 1987, Oregon. (1987)

Zary Segall, professor (high performance and dependable computing, software architecture). M.S., 1976, Ph.D., 1979, Technion Israel Institute of Technology. (1993)

Kent A. Stevens, professor (visual perception, artificial intelligence). B.S., 1969, M.S., 1971, California, Los Angeles; Ph.D., 1979, Massachusetts Institute of Technology. (1982)

Evan M. Tick, assistant professor (logic programming, parallel computer architecture). B.S., M.S., 1982, Massachusetts Institute of Technology; Ph.D., 1987, Stanford. (1990)

Christopher B. Wilson, associate professor (computational complexity, models of computation). B.S., 1978, Oregon; M.S., 1980, Ph.D., 1984, Toronto. (1984)

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

GENERAL INFORMATION

Computer science offers students the challenge and excitement of a dynamically evolving science whose discoveries and applications affect every arena of modern life. Computer science is the study of the computer as a machine, both concrete and abstract; it is the study of the management of information; and it involves the design and analysis of algorithms, programs, and programming languages.

The Department of Computer and Information Science is committed to both a strong research program and a rewarding educational experience at the undergraduate and graduate levels.

The department offers instruction and opportunities for research in the following areas:

- theoretical computer science (computational complexity, models of computation, algorithm design)
- computer architecture
- operating systems, parallel processing, distributed systems, performance evaluation
- graphics
- software engineering
- 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. More information can be obtained from the department office.

Facilities. The Department of Computer and Information Science is housed in Deschutes Hall. This three-story, 27,000-square-foot science facility, which opened in 1989, holds faculty and graduate student offices and extensive laboratory space for research and instruction.

Departmental facilities include an instructional laboratory with new-generation Sun SPARC workstations, Tektronix TekXpress X-terminals, Macintoshes, and Real World Interfaces B12. A mobile robot has recently been acquired for student robotics projects. Research laboratories operate a variety of UNIX workstations (Sun 3s and 4s, and HP9000/835s), Tektronix TekXpress X-terminals, and Macintoshes. Workstations are supported by a 4-processor Sun SPARC server Z670MP, a 26-processor Sequent S81, a Sun 4/360, and several laser printers. Individual laboratories use specialized research equipment: video cameras, recorders, and editors in the Knowledge Based Interface Laboratory; and an SGI Indigo Elan 4000 with stereo glasses and Galileo video in the Computational Vision Laboratory; a MassPar Model 1104, a cluster of HP 9000/735s, and a 24-processor Sequent S81 in the Parallel Processing and Distributed Systems Laboratories; and

in the Computer Graphics Laboratory, an HP Apollo 720 CRX-24Z, an HP Apollo 755 CRX-48Z, and an HP Apollo 433s Turbo VRX T2. The department's local network has a gateway to the campus fiber-optic network, giving access to machines in other departments. The university is connected to the Internet via a 1.544 Mbps link to NorthWestNet.

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 face an ever-expanding set of career opportunities. Possibilities include the development of software tools; the application of computer science techniques to fields such as medicine, law, and architecture; or even the design of the next generation of computers. The CIS program prepares students for these challenges by emphasizing the fundamental concepts needed to 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, at the most pragmatic level, recommend which software package or computer to buy. A master of arts (M.A.) or master of science (M.S.) degree program prepares students for higher-level positions in the areas described above as well as for teaching positions in community colleges. The Ph.D. degree program trains students as scientists for advanced research in a specialized area of computer science and for teaching in universities.

UNDERGRADUATE STUDIES

The Department of Computer and Information Science (CIS) offers the bachelor of arts (B.A.) and bachelor of science (B.S.) degrees. Major and minor requirements are listed below.

Preparation. High school students planning to major or take substantial course work in computer and information science should pursue a strong academic program, including substantial work in mathematics and science. Students with a strong high school mathematics background typically begin with Computer Science I (CIS 210) if they intend to major or minor in computer and information science.

Transfer students from two-year colleges and other schools should attempt to complete as many of the general-education requirements as they can before entering the university. In addition, they should complete at least one year of mathematics (including the calculus requirement) and lower-division courses in a field in which they intend to fulfill the related concentration requirement. Students should call or write the department to determine if computer courses they have taken can be counted toward CIS major requirements.

While it is hoped that students can complete the major in seven terms, the necessity of sequential completion of the required courses may make it difficult for some transfer students or students working toward a second bachelor's degree to do this. See the Sample Program for Transfer Students later in this section.

Major Requirements

Computer and Information Science. 55 credits, of which 24 must be completed in residence at the University of Oregon. The program for majors begins with Computer Science I,II,III (CIS 210, 211, 212) and Computer Science Laboratory I,II,III (CIS 220, 221, 222). These courses and laboratories introduce students to the principles of computation and the fundamental concepts of hardware and software. In addition, students receive training in the techniques and tools needed for advanced courses. The following courses are also required: Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Operating Systems (CIS 415), Software Methodology I (CIS 422), and Principles of Programming Languages (CIS 425). The additional 16 credits are satisfied with upper-division electives, which allow students to explore areas beyond the core courses and to probe into areas of particular interest.

Mathematics. 30 credits including 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 approved by a CIS adviser. 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. The requirement is 12 credits selected from one of the following four options:

1. General Physics with Calculus (PHYS 211, 212, 213) or General Physics (PHYS 201, 202, 203). Although only 12 credits in general physics are required, students are encouraged to complete the accompanying laboratory courses as well
2. Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223)
3. General Biology I: Cells (BI 101), General Biology II: Organisms (BI 102), and General Biology III: Populations (BI 103)
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)

Related Concentration for CIS Majors. CIS majors are required to complete a 12-credit concentration in a field related to computing. More information is available in the department office.

Major Verification. CIS majors must file a Major Verification Form with the CIS department after completing CIS 212 and 222 and before registering for CIS 315. Enrollment in some 400-level courses requires that this form be on file. The student must consult an adviser at the time the form is filed.

Program for Majors

A student may meet university and departmental requirements by taking courses according to the following sample program. Individual programs may vary according to each student's preparation, interests, and needs; students should consult an academic adviser for assistance in designing a program that achieves both breadth and depth.

Grading Policies. CIS core courses—CIS 210–212, 220–222, 313–315, 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 elective credits in CIS courses may be taken for letter grades or pass/no pass (P/N). Grades of at least C– or P must be earned in these courses.

The instructor's consent is required before prerequisites for a course may be waived. Prerequisites for CIS core courses must be completed with the minimum grades listed above. If minimum grade requirements are not met, a student must submit a petition to the CIS department to continue in the major core. The petition must include support from the instructor who gave the low grade. Consultation with the student's adviser is recommended before a petition is submitted. Students may request exceptions to requirements by written petition. Factors such as faculty recommendations and improved performance are considered. Petitions are available in the department office.

Sample Program

Freshman Year	*42–48 credits*
Calculus I,II,III (MATH 251, 252, 253)	12
Science group-satisfying courses	12
College Composition I,II or III (WR121, WR122 or 123)	6
Social science group-satisfying courses	9–12
Electives	3–6

Entering freshmen with advanced placement credit and experience with programming may be interested in an alternate program in which they take Introduction to Computer Science I,II,III (CIS 210, 211, 212) and Computer Science Laboratory (CIS 220, 221, 222) as well as Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) during their freshman year. More information is available in the Department of Computer and Information Science.

Sophomore Year	*45–51 credits*
Introduction to Computer Science I,II,III (CIS 210, 211, 212) and Computer Science Laboratory I,II,III (CIS 220, 221, 222)	15
Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233)	12
Arts and letters group-satisfying courses	9–12
Lower-division courses in related concentration	6
Electives	3–6

Junior Year	*41–48 credits*
Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Software Methodology I (CIS 422), Principles of Programming Languages (CIS 425)	20

Scientific and Technical Writing (WR 320) or Business Communications (WR 321) 4
Upper-division mathematics elective 3–4
Upper-division courses in related concentration ... 6
Arts and letters group-satisfying courses 4–7
Social science group-satisfying courses 4–7

Senior Year *35–40 credits*
Operating Systems (CIS 415) 4
Upper-division CIS electives 20
Upper-division mathematics elective 3–4
Science group-satisfying course 4
Electives 4–8

The sample program for transfer students and for students working toward a second bachelor's degree is much more intensive than the program for beginning freshmen. A seven-term sample program follows:

Sample Program for Transfer Students

First Year *39 credits*
Computer Science I,II,III (CIS 210, 211, 212) and Computer Science Laboratory I,II,III (CIS 220, 221, 222) 15
Elements of Discrete Mathematics I,II,III (MATH 231, 232, 233) 12
Calculus I,II,III (MATH 251, 252, 253) 12

Second Year *34 credits*
Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), Introduction to Algorithms (CIS 315), Operating Systems (CIS 415), Software Methodology I (CIS 422), Principles of Programming Languages (CIS 425) 24
Upper-division mathematics electives 6
Scientific and Technical Writing (WR 320) or Business Communications (WR 321) 4

Third Year *16 credits*
Four upper-division electives in computer science 16

Everyone associated with the discipline recognizes the dynamic nature of computer science. It is likely, then, that occasional curricular modifications will be necessary. While every effort is made to avoid disruption of the programs of students who are actively pursuing degrees, substitutions and improvements in CIS courses should be anticipated.

Honors Program

Students with a 3.50 grade point average (GPA) in computer and information science and a cumulative GPA of 3.00 are encouraged to apply to the department honors program when they have completed Introduction to Data Structures (CIS 313), Computer Organization (CIS 314), and Introduction to Algorithms (CIS 315). To graduate with 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 27 credits, of which 12 must be in upper-division courses. The following courses are required: Computer Science I,II,III (CIS 210, 211, 212), Computer Science Laboratory I,II,III (CIS 220, 221, 222), and Introduction to 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.

Students who want a CIS minor should register their intention on applications available in the CIS office before enrolling in CIS 313 or other upper-division CIS courses. This allows the students to consult a faculty adviser and prepare a minor program.

Before graduating, the student must supply the Department of Computer and Information Science with an up-to-date transcript.

GRADUATE STUDIES

The Department of Computer and Information Science offers programs leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.).

Master's Degree Program

Admission. Admission to the master of science (M.S.) degree program in computer and information science is competitive. It is based on prior academic performance, Graduate Record Examinations (GRE) scores, and computer science background. Minimum requirements for admission with graduate master's status are:

1. Documented knowledge of the following:
   a. Principles of computer organization
   b. Principles of programming languages
   c. Program development and analysis
   d. Data structures and algorithms
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 610 on the Test of English as a Foreign Language (TOEFL) is required for applicants who have not spent at least three years in an English-speaking institution of higher learning. Applicants may be required to study one or more terms at the university's American English Institute (AEI) or elsewhere before taking any graduate work in the department. International applicants for teaching assistantships must also take the Test of Spoken English (TSE)

Application materials should be submitted by March 1 for admission fall term.

Admission to the M.S. degree program requires the substantive equivalent of an undergraduate degree in computer science. A second bachelor's degree program can be used to gain the required level of computer science background.

Basic Degree Requirements. The 54-credit M.S. degree program consists of core-area depth and breadth requirements (28 credits) and electives (26 credits).

Core Areas. The graduate curriculum contains five core areas:

1. Theoretical computer science
2. Architecture and operating systems
3. Programming languages
4. Software systems and methodology
5. Artificial intelligence

Each area consists of a series of related courses. An M.S. candidate must achieve breadth by taking the first course in each area (20 credits) and depth by completing two additional courses (8 credits) in one of these areas.

Electives. Of the 26 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
4. A related physics course, Digital Electronics (PHYS 532)

Grade Requirements. All 28 core-area credits must be passed with grades of B– or better. Up to 12 of the 26 elective credits may be taken pass/no pass (P/N); graded elective courses must be passed with grades of mid-C or better. A 3.00 grade point average (GPA) must be maintained for all courses taken in the program.

M.S. Thesis. The research option requires a written thesis and enrollment for 9–12 credits in Thesis (CIS 503). Thesis research, typically occupying at least one year, should be undertaken with one or more supervising faculty members. The M.S. thesis is expected to be scholarly and to demonstrate mastery of the practices of computer science. This option is strongly recommended for students who plan subsequent Ph.D. research.

M.S. Project. *The project option requires a master's degree project and enrollment for up to 12 credits in Final Project (CIS 609).*

Supervised by a faculty member, the project may entail a group effort involving several master's degree students. The project is subject to approval by the department's graduate affairs committee.

Accelerated Master of Science 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. At the time of graduation, applicants must have completed Computer Architecture (CIS 429) and must have a 3.00 grade point average in upper-division CIS courses.

Admission procedure. Application to the master's program should be made by March 1 of the graduation year. If the above criteria are met when the B.S. is granted, admission to the master's program is automatic and the number of credits required for the master's degree is reduced to 45. Candidates for the degree must still complete the 28-credit core area 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. Early in the program students take required courses to build a foundation of knowledge that is essential for advanced research. As soon as possible, sometimes as early as their first year in the program, students work on a directed research project under the close supervision of a faculty member. 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 step is to propose an independent research project, do the research, and write and defend a dissertation.

Admission. Application materials should be submitted by March 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. All 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 mid-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. **Research Project.** Complete a directed research project under the supervision of a faculty member. The requirements of the project vary depending on the area. Each student is introduced to research methods and projects by serving as an apprentice under the direction of a faculty member. At the conclusion of the project, the student presents a research paper and an oral discussion
3. **Unconditional Status.** Move to unconditional status in the program. At the end of the course work and after completing the project, the student is evaluated by a panel of three faculty members. Authorization to continue with the next stage of the program changes the student's status from conditional to unconditional. In other possible outcomes (a) the student can be required to do another directed research project under the supervision of a different faculty member or (b) the student can be dropped from the program
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. **Advancement to Candidacy.** Following a satisfactory evaluation, the student chooses an area of research and works 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. The student then chooses a dissertation adviser and committee and prepares for the oral comprehensive exam, which tests the depth of knowledge in the research area. If the dissertation committee decides the student is ready to work independently on an original research problem, the student advances to candidacy
6. **Dissertation and Defense.** Complete the dissertation and defense. The student must identify a significant unsolved research problem and carry out the research required to solve it. A written dissertation proposal must then be submitted to the dissertation committee. The committee may request an oral presentation similar to the candidacy examination to allow questions and answers about the proposed research. The final stage is to write a dissertation and defend it in a public forum by presenting the research and answering questions about the methods and results. The committee may accept the dissertation, request small changes, or require the student to make substantial changes and schedule another defense
7. **Teaching Requirement.** Complete the teaching requirement. This is fulfilled by teaching a one-term stand-alone course or by serving as a graduate teaching fellow (GTF) for three terms
8. **Graduate School Requirements.** Meet all requirements set by the Graduate School as listed in that section of this bulletin

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

By association with the Institute of Cognitive and Decision Sciences, the department offers graduate degrees with an option in that area. Specific research within the department includes visual perception (in conjunction with the Department of Psychology) and issues in artificial intelligence and expert systems. For more information, see the Institute of Cognitive and Decision Sciences in the **Research Institutes and Centers** section of this bulletin.

COMPUTER AND INFORMATION SCIENCE COURSES (CIS)

120 Concepts of Computing: Information Processing (3) Introduction to the science of information representation and manipulation. Types of information, information representation, storage, analysis, simulation, programming languages, operating systems, and social issues. Prereq: MATH 111.

121 Concepts of Computing: Computers and Computation (3) Introduces several areas of study in computer science including user interfaces, logic and circuitry, programming and program translation, and artificial intelligence. Programming using HyperCard. CIS 120 recommended. Prereq: MATH 111.

122 Concepts of Computing: Algorithms and Programming (4) Introduction to algorithm design and complexity analysis, data structures and programming. Surveys approximation and sorting algorithms. Introduces techniques for program testing. Uses the programming language Pascal. Prereq: CIS 121. *Students cannot receive credit for both CIS 122 and 134.*

131 Introduction to Business-Information Processing (4) Introduction to information systems technology and the role of business-information processing systems in organizations. Application of software tools (spreadsheet data manager and word processor) to business problem solving. Prereq: MATH 111 or two years of high school algebra.

133 Introduction to Numerical Computation with FORTRAN (4) Basic concepts of problem analysis, computation, and solution. Programming a computer using the language FORTRAN. Prereq: MATH 111 and a CIS course or equivalents.

134 Problem Solving in Pascal (4) Basic concepts of problem analysis and computation; programming a computer using the language Pascal. Prereq: MATH 111 and a CIS course or equivalents. *Students cannot receive credit for both CIS 122 and 134.*

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies in Computer Science: [Topic] (1–5) Topics vary with the interests and needs of students and faculty members. Typical subjects have included programming in various languages and problem solving with microcomputers.

200 Innovative Education: [Topic] (1–5R)

210, 211, 212 Computer Science I,II,III (3,3,3S) Basic concepts of computer science for majors and others wanting a strong introduction to computer science fundamentals. **210**: algorithms and levels of abstraction. **211**: software modularity, abstract data types, specification, and implementation. **212**: system architecture and design. Prereq: four years of high school mathematics or MATH 111 or instructor's consent; coreq: CIS 220, 221, 222.

220, 221, 222 Computer Science Laboratory I,II,III (2,2,2S) Laboratory building on and consolidating concepts from CIS 210, 211, 212. Program exercises and projects. No programming experience assumed. **220**: functional and imperative programming. **221**: object-oriented programming. **222**: elemen-

tary software engineering. Coreq: CIS 210, 211, 212.

234 Advanced Numerical Computation (4) Problem solving for scientific computing using FORTRAN. Topics include data representation, algorithm development, numerical computation, string manipulation, and programming language issues. Prereq: CIS 133 or 210.

242 Business-Data Processing (4) Introduction to the programming language COBOL and fundamentals of business-information processing. Prereq: a CIS course in programming, or CIS 131 and departmental consent.

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.

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.

342 File Processing (4) Approaches to file design, methods of representing data on external devices, techniques for operating on different file structures. Prereq: CIS 313.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–12R) P/N only

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 university and Oregon State Board of Higher Education approval.

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 required. 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 313.

429 Computer Architecture (4) RISC (Reduced Instruction-Set Computer) and CISC (Complex Instruction-Set Computer) design, high-performance processor design, storage hierarchies, pipelining, vector processing, networks, performance analysis. Prereq: CIS 313, 314.

435 Business-Information Systems (4) Designs of the most common organizational information processing systems, including batch-processing, interactive, and database. The systems development process; systems analysis and design. Prereq: CIS 242, 313.

441/541 Computer Graphics (4) Introduction to the hardware, geometrical transforms, interaction techniques, and shape representation schemes that are important in interactive computer graphics. Programming assignments using contemporary graphics hardware and software systems. Prereq: CIS 313; pre- or coreq: CIS 314.

443/543 User Interfaces (4) Introduction to user interface software engineering. Emphasis on theory of interface design, understanding the behavior of the user, and implementing programs on advanced systems. Prereq: CIS 313, 314.

445/545 Modeling and Simulation (4) Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science. Prereq: CIS 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.

461/561 Introduction to Compilers (4) Lexical analysis, parsing, attribution, code generation. Prereq: CIS 314, 420, 425 or 624.

462/562 Implementation of Programming Languages (4) Advanced topics in compiler construction, storage management, or programming environments. Prereq: CIS 461/561.

471 Introduction to Artificial Intelligence (4) Theory and specific examples of knowledge-based computer systems. Weak and strong methods of problem solving. Knowledge representations: predicate logic, semantic nets, frames. Prereq: CIS 315.

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

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 university and Oregon State Board of Higher Education approval.

613 Advanced Data Structures (4) Information structures in various areas of computing such as graphics, picture processing, simulation, modeling; storage problems, linkage between structures, and automatic implementation of structures. Prereq: CIS 413.

621 Algorithms and Complexity (4) Design and analysis of algorithms, strategies for efficient algorithms, introduction to complexity theory including NP-completeness. Prereq: CIS 420.

622 Computability and Models of Computation (4) Properties of algorithmic computation. Formal models of computation: Turing computability, recursive functions, computability and decidability. Prereq: CIS 621.

624 Structure of Programming Languages (4) 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.

641 Advanced Computer Graphics (4) Computer graphics techniques for realistic image synthesis: scan conversion, clipping, hidden surface algorithms, illumination modeling, and color perception. Prereq: CIS 441/541.

650 Software Engineering (4) Examines recent models and tools in software engineering including modifications to the traditional software life-cycle model, development environments, and speculative view of the future role of artificial intelligence.

651 Database Systems (4) Evaluation of overall performance of database systems. Design, access methods, and interfaces between users and database management systems. Designs for fast query response versus easy updating. Prereq: CIS 451/551.

671 Artificial Intelligence (4) Basic ideas and goals of artificial intelligence. Heuristic problem-solving search; learning and theorem-proving techniques; rule-based systems. Prereq: CIS 315.

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.

676 Expert Systems (4) Fundamentals of expert systems. Topics include knowledge acquisition and representation, metaknowledge, control of problem-solving systems, process explanation, plausible reasoning. Students implement an expert system using the Oregon Rule-Based System (ORBS). Prereq: CIS 671.

677 Knowledge-Based Interfaces (4) Examination of research knowledge-based user interface with particular attention to cognitive modeling. Topics include intelligent tutoring systems, natural language interfaces, and expert systems explanation. Prereq: CIS 671.

CREATIVE WRITING

144 Columbia Hall
Telephone (503) 346-3944
Terry R. Hummer, Program Director

FACULTY

Diana G. Abu-Jaber, assistant professor (fiction). B.A., 1980, State University of New York at Oswego; M.A., 1982, Windsor; Ph.D., 1986, State University of New York at Binghamton. (1990)

Garrett K. Hongo, professor (poetry). B.A., 1973, Pomona; M.F.A., 1980, California, Irvine. (1989)

Terry R. Hummer, professor (poetry). B.A., 1972, M.A., 1974, Southern Mississippi; Ph.D., 1980, Utah. (1993)

Chang-rae Lee, assistant professor (fiction). B.A., 1989, Yale; M.F.A., 1993, Oregon. (1993)

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)

Dwayne Thomas, visiting assistant professor (fiction). B.A., 1986, Virginia; M.F.A., 1992, Oregon. (1992)

John C. Witte, senior instructor (creative writing); editor, *Northwest Review*. B.A., 1971, Colby; M.F.A., 1977, Oregon. (1979)

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 at least 8 credits of Introduction to Imaginative Writing (CRWR 241, 243). Other students should consult their major advisers about integrating creative writing courses into their programs.

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 next 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)

200 Innovative Education: [Topic] (1–5R)

241, 243 Introduction to Imaginative Writing (4,4) For students interested in the techniques of writing fiction and poetry and in the development of a critical appreciation of the art of writing. **241:** fiction. **243:** poetry.

324, 325, 326 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: instructor's consent. Abu-Jaber, Long, Lyons.

341, 342, 343 Poetry Writing (4,4,4) Verse writing; study of various verse forms as media of expression. Analysis of class work. Prereq: instructor's consent. Hongo, Long, Witte.

400 Innovative Education: [Topic] (1–5R)

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)

430, 431, 432 Senior Creative Writing (4,4,4) Advanced sequence in short story and poetry. Prereq: instructor's consent. Abu-Jaber, Hongo, Long, Lyons.

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, Hummer. **R** once each in a different academic year. Primarily for M.F.A. candidates but open to other graduate students with interest and talent.

J 631 Literature of Literary Journalism (3) See **Journalism and Communication.**

J 635, 636, 637 Creative Nonfiction I,II,III (6,6,6) See **Journalism and Communication.**

640, 641, 642 Graduate Creative Writing: Fiction (6,6,6R) Concentration on student writing of fiction in a workshop setting. Prereq: instructor's consent. Abu-Jaber, Lyons. **R** once each in a different academic year. Primarily for M.F.A. candidates but open to other graduate students with interest and talent.

EAST ASIAN LANGUAGES AND LITERATURES

308 Friendly Hall
Telephone (503) 346-4005
Wendy Larson, Department Head

FACULTY

Steven T. Brown, assistant professor (classical and medieval Japanese literature). B.A., 1987, Illinois; M.A., 1988, Ph.D., 1993, Stanford. (1993)

Stephen W. Durrant, associate professor (classical Chinese language, early Chinese literature). B.A., 1968, Brigham Young; Ph.D., 1975, Washington (Seattle). (1990)

Michael B. Fishlen, associate professor (T'ang and earlier Chinese literature). B.A., 1965, Knox; M.A., 1968, Ph.D., 1973, Indiana; J.D., 1987, Oregon. (1970)

Noriko Fujii, associate professor (Japanese language and linguistics). B.A., 1973, Wakayama University; M.A., 1978, Ph.D., 1985, Michigan. (1984)

Hiroko C. Kataoka, associate professor (Japanese language and pedagogy). B.A., 1974, Kobe College; M.A., 1975, Ph.D., 1979, Illinois, Urbana-Champagne. (1989)

Stephen W. Kohl, associate professor (modern Japanese literature). B.A., 1967, Ph.D., 1974, Washington (Seattle).On leave 1994–95. (1972)

Wendy Larson, associate professor (modern Chinese language and literature). B.A., 1974, Oregon; M.A., 1978, Ph.D., 1984, California, Berkeley. (1985)

Alan S. Wolfe, associate professor (Japanese and comparative literature). B.A., 1966, M.A., 1971, Columbia; Ph.D., 1985, Cornell. (1980)

Emeritae

Angela Jung-Palandri, professor emerita (classical and modern Chinese literature). B.A., 1946, Catholic University, Peking; M.A., 1949, M.L.S., 1954, Ph.D., 1955, Washington (Seattle). (1962)

Yoko M. McClain, professor emerita (modern Japanese language and literature). 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.

Students must receive a grade of mid-C or better to advance to the next course in Chinese or Japanese language sequences.

University Language Requirement: Accelerated Japanese (JPN 104, 105, 106) satisfies the foreign-language requirement for the B.A. degree.

Preparation. Students considering a major in Chinese or Japanese should decide their major at the earliest possible stage so that they can satisfy the requirements in the standard four years of undergraduate study. Background in languages, literature, or history at the high school or community college level constitutes good preparation for the student majoring in Chinese or Japanese.

Careers. A major in Chinese or Japanese prepares a student for graduate study in the humanities, social sciences, and professional schools and also for careers in business, teaching, law, journalism, and government agencies. Career options for people with knowledge of Chinese or Japanese are steadily increasing.

Major Requirements

Chinese. Forty-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), Fourth-Year Chinese (CHN 411, 412), Literary Chinese (CHN 436, 437), and either Modern Chinese Texts (CHN 413) or Literary Chinese Texts (CHN 438).

Japanese. 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, 307), 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).

Any course for which a grade lower than mid-C is received does not count toward the major.

Honors

Graduation with departmental honors is approved for students who:

1. Earn a cumulative GPA of 3.50 or better in all university work
2. Earn a cumulative GPA of 3.75 or better in major course work
3. Complete, under the supervision of a faculty member, a senior thesis to be judged by the thesis director and one other faculty member in the department

Students must enroll for at least 6 pass/no pass (P/N) credits in Thesis (CHN or JPN 403) in addition to meeting the standard major requirements. Transfer work and P/N credits are not included in determining the GPA.

Minor Requirements

Chinese. The minor in Chinese requires completion of three years of Chinese language (CHN 101, 102, 103; CHN 201, 202, 203; CHN 301, 302, 303) and two courses from Introduction to Chinese Literature (CHN 305, 306, 307).

The upper-division language courses must be taken at the University of Oregon or through an Oregon State System of Higher Education 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 completion of three years of Japanese language (JPN 101, 102, 103; JPN 201, 202, 203; JPN 301, 302, 303) and Introduction to Japanese Literature (JPN 305, 306).

The upper-division language courses must be taken at the University of Oregon or through an Oregon State System of Higher Education 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.

Overseas Study

The University of Oregon has one overseas study program in China and five in Tokyo, Japan. 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 **Special Studies** section of this bulletin.

Secondary School Teaching

Students interested in licensure as an Oregon secondary teacher with a Japanese endorsement may obtain information from the Department of East Asian Languages and Literatures.

GRADUATE STUDIES

The Department of East Asian Languages and Literatures offers a program of study leading to the degree of master of arts (M.A.) in East Asian languages and literatures with a specialization in Japanese language and pedagogy.

Admission

An applicant for admission to the M.A. program should have completed an undergraduate major in Japanese language, literature, or linguistics, or have equivalent experience.

Admission Procedure

1. Obtain a Graduate Admission Application from the graduate secretary, Department of East Asian Languages and Literatures.
2. Send the first copy to the university Office of Admissions with a $50 fee, and the remaining copies to the graduate secretary, Department of East Asian Languages and Literatures.
3. Submit or have sent to the graduate secretary, Department of East Asian Languages and Literatures:
   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 eventual 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. Proof of Japanese-language proficiency for nonnative speakers. Candidates may submit formal test results from the American Council of Teachers of Foreign Languages showing a minimum level of intermediate high, or request an oral interview from a faculty member via

telephone or office visit. Candidates must supply the results of the Japanese Proficiency Test administered by the Educational Testing Service, or proof that they have passed the second level of the Japanese Language Proficiency Test by the Association of International Education and the Japan Foundation.

Priority is given to applicants whose files are complete by March 1. A departmental faculty committee reviews the completed file and notifies the applicant of its decision.

Degree Requirements

The M.A. degree in East Asian Languages and Literatures with specialization in Japanese language and pedagogy requires 60 graded credits of course work. This course work consists of 24 credits in Japanese linguistics and pedagogy, 8 credits of Japanese culture-related courses, 4 credits of Practicum (JPN 609), 8 credits of linguistics, 8 credits of elective courses, and either 8 credits of Thesis (JPN 503) with a thesis written on topics related to Japanese linguistics and/or pedagogy or eight other elective courses with a comprehensive examination given at the end of study.

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 March 1 for fall admission and appointment. 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 year of their fellowship appointment.

EAST ASIAN LANGUAGES AND LITERATURES COURSES (EALL)

INDO 101, 102, 103 First-Year Indonesian (5,5,5S) See **Linguistics.**

THAI 101, 102, 103 First-Year Thai (5,5,5S) See **Linguistics.**

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

INDO 201, 202, 203 Second-Year Indonesian (5,5,5S) See **Linguistics.**

THAI 201, 202, 203 Second-Year Thai (5,5,5S) See **Linguistics.**

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.

INDO 301, 302, 303 Third-Year Indonesian (3,3,3S) See **Linguistics.**

THAI 301, 302, 303 Third-Year Thai (3,3,3S) See **Linguistics.**

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–3R)

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 (2) Training in Chinese and Japanese language instruction through lectures, observations, and teaching practica. Prereq for non-GTFs: instructor's consent.

CHINESE COURSES (CHN)

Placement examinations are required for new students who have previous exposure to Chinese, either through formal course work or through informal conversation.

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.

111, 112, 113 Advanced First-Year Chinese (5,5,5S) Early and accelerated introduction to reading and writing. Designed for speakers of non-Mandarin dialects and students with less than one full year of study.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [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 T'ang 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.

400 Innovative Education: [Topic] (1–5R)

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 when topic changes.

431/531, 432/532, 433/533 Advanced Chinese (4,4,4S) Exclusive use of authentic materials, both spoken and written. 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** twice with instructor's consent when topic changes.

441/541 Structure of the Chinese Language (4) Survey of the basic linguistic characteristics of Chinese including phonology, orthography, morphology, syntax, dialects, and sociolinguistics. Prereq: two years of Chinese, LING 290 or 421/521 or comparable basic linguistic background.

443/543 Teaching Chinese as a Foreign Language I (4S) Examines some major concerns in Chinese language education. Readings include the most recent research on selected topics. Prereq: CHN 441/541, recent LING 444/544 or equivalent, three years of Chinese.

444/544 Teaching Chinese as a Foreign Language II (4S) Topics in curriculum design and instructional material development. Emphasizes practical application of teaching theories. Prereq: CHN 443/543.

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.

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)

101, 102, 103 First-Year Japanese (5,5,5) Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.

104, 105, 106 Accelerated Japanese (8,8,8) Intensive course in basic Japanese language skills with stress on acquisition of grammatical patterns and reading proficiency. Prereq: previous study of Japanese or instructor's consent.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [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, authors, and genres 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.

400 Innovative Education: [Topic] (1–5R)

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) Japanese literature both in Japanese and in English translation. Recent topics are The Aftermath of War: Japanese Film and Literature under the U.S. Occupation, Contemporary Fiction, and Women in Japanese Literature. **R** when topic changes.

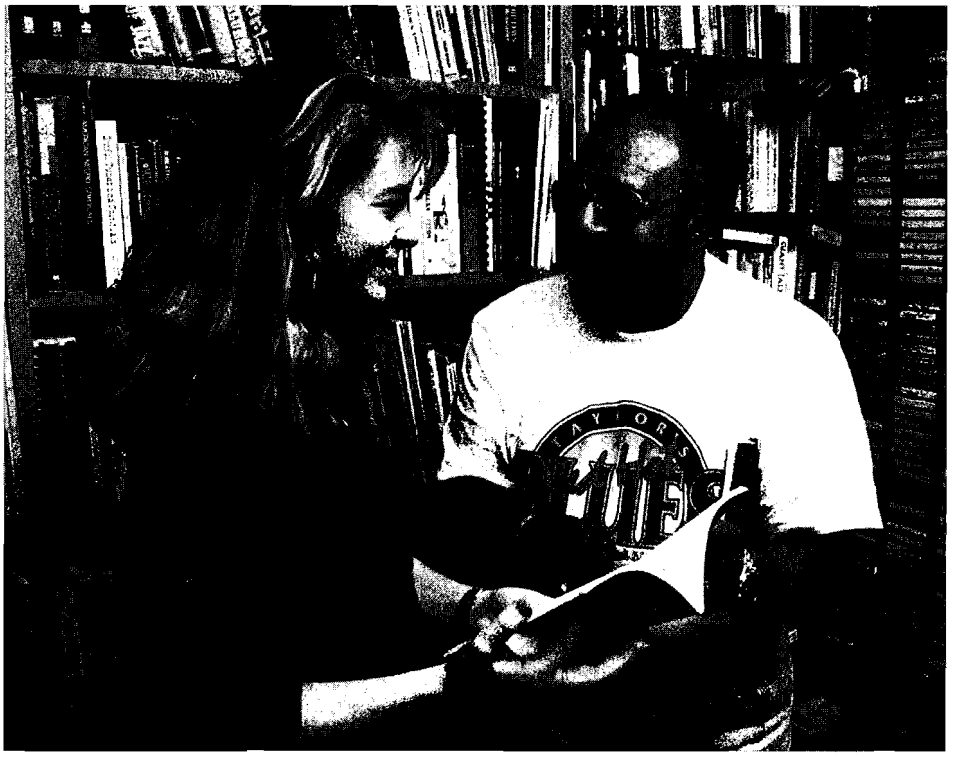
408/508 Workshop:[Topic] (1–21R)

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.



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 level of 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, 439/539 Classical Japanese Literary Language (4) Introduction to the basic principles and forms of classical Japanese literary language (style, syntax, and textuality). Selected readings of texts in classical Japanese from Nara through Edo periods. Prereq: JPN 301, 302, 303.

441/541 Structure of the Japanese Language (4) General characteristics of Japanese grammar. Topics include word order, typological characteristics, morphology, ellipsis, passives, and causatives. Prereq: LING 290 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, ellipsis, and sentence styles. Prereq: JPN 441/541 or instructor's consent.

443/543 Teaching Japanese as a Foreign Language I (4S) Discussion and examination of instructional materials, techniques, and methods. Activities include class observation, demonstrations, and writing short papers. Prereq: JPN 441/541, LING 444/544, three years of Japanese language study.

444/544 Teaching Japanese as a Foreign Language II (4S) Focus on curriculum development, materials development, evaluation, and class management. Prereq: JPN 443/543.

450/550 Japanese Bibliography (2) Bibliography for Japanese studies: examination of basic reference works in both Western languages and Japanese; training in research methods. Prereq: two years of Japanese or instructor's consent.

453/553 Japanese Sociolinguistics (4) The relationship between Japanese social systems and values and the use of language. Prereq: LING 290 or 421/521.

471/571 The Japanese Cinema (4S) 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. **S** with JPN 472/572. Readings, films, and discussions in English.

472/572 Japanese Film and Literature (4S) Contemporary Japanese culture examined via film and fiction. Focus on writers' and filmmakers' efforts to define an autonomous art. Topics vary. **S** with 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 faculty.

609 Practicum: [Topic] (1–4R) Prereq: instructor's consent. **R** for maximum of 18 credits.

ECONOMICS

435 Prince Lucien Campbell Hall
Telephone (503) 346-4661
Jo Anna Gray, Department Head

FACULTY

Christopher J. Ellis, associate professor (economic theory). B.A., 1978, Essex University; M.A., 1979, Ph.D., 1983, Warwick University. On leave 1994–95. (1983)

Henry N. Goldstein, professor (international finance). B.A., 1950, North Carolina at Chapel Hill; M.S., 1953, Ph.D., 1967, Johns Hopkins. (1967)

Jo Anna Gray, professor (macroeconomic theory). B.A., 1971, Rockford; A.M., 1973, Ph.D., 1976, Chicago. (1989)

Stephen E. Haynes, professor (international finance, econometrics). B.A., 1968, Ph.D., 1976, California, Santa Barbara. (1978)

Paul A. Johnson, assistant professor (macroeconomics, econometrics, mathematical economics). B.Econ., 1982, University of Queensland; Ph.D., 1989, Stanford. (1990)

Chulsoon Khang, professor (pure theory of international trade). B.A., 1959, Michigan State; M.A., 1962, Ph.D., 1965, Minnesota. (1966)

Van W. Kolpin, associate professor (game theory, microeconomic theory). B.A., 1982, Coe; M.S., 1983, M.A., 1984, Ph.D., 1986, Iowa. (1986)

Cathleen S. Leué, assistant professor (labor, econometrics); director, Social Science Instructional Laboratory and Data Services Laboratory. B.A., 1978, California State, Chico; Ph.D., 1985, Washington State. (1987)

Raymond Mikesell, professor (economic development, international economics). B.A., 1935, M.A., 1935, Ph.D., 1939, Ohio State. (1957)

Emilson C. D. Silva, assistant professor (public finance, development, international trade). B.S., 1986, Universidade de Brasilia; M.S., 1988, Ph.D., 1993, Illinois, 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 (labor economics, international trade). B.A., 1970, Texas at El Paso; M.A., 1974, Ph.D., 1977, Michigan State. (1979)

Mark A. Thoma, associate professor (macroeconomics, econometrics). B.A., 1980, California State, Chico; Ph.D., 1985, Washington State. (1987)

W. Ed Whitelaw, professor (urban economics). B.A., 1963, Montana; Ph.D., 1968, Massachusetts Institute of Technology. (1967)

Wesley W. Wilson, associate professor (industrial organization, transportation economics). B.S., B.A., 1980, North Dakota; M.A., 1984, Ph.D., 1986, Washington State. (1989)

James Ziliak, assistant professor (labor, applied econometrics, public economics). B.A., B.S., 1988, Purdue; M.A., 1990, Ph.D., 1993, Indiana. (1993)

Emeriti

Robert Campbell, professor emeritus (history of thought). B.A., 1947, California, Berkeley; B.S., 1950, U.S. Merchant Marine Academy; Ph.D., 1953, California, Berkeley. (1952)

Richard M. Davis, professor emeritus (economic theory). B.A., 1939, Colgate; M.A., 1941, Ph.D., 1949, Cornell. (1954)

Myron A. Grove, professor emeritus (economic theory, mathematical economics). B.S., 1957, M.S., 1959, Oregon; Ph.D., 1964, Northwestern. (1963)

Barry N. Siegel, professor emeritus (monetary theory); director of undergraduate studies. B.A., 1951, Ph.D., 1957, California, Berkeley. (1961)

Paul B. Simpson, professor emeritus (mathematical economics). B.A., 1936, Reed; Ph.D., 1949, Cornell. (1949)

Robert E. Smith, professor emeritus (industrial organization, public policy and the multinational corporation). 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 studies the problem of using scarce resources to satisfy society's unlimited wants. The discipline is divided into two general areas—microeconomics and macroeconomics. Microeconomics explores questions about the way society 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 undergraduate work leading to a bachelor's degree. Students doing outstanding work in their major program may be eligible for departmental honors. The undergraduate courses in economics provide broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They also give a substantial foundation in economics to students interested in professional graduate training in economics or in careers in business, law, or government.

For more detailed information students are encouraged to inquire at the department office, 435 Prince Lucien Campbell Hall.

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) and Introduction to Methods of Probability and Statistics (MATH 243) *or* Calculus I,II,III (MATH 251, 252, 253).

Careers. Career opportunities for graduates in economics are found in federal, state, and local government agencies; various nonprofit organizations; and private industry. A bachelor's degree in economics provides an excellent background for admission to both law school and business school. Students with outstanding undergraduate academic records frequently go on to graduate work in economics, which leads to careers in higher education and economic research organizations.

Major Requirements

1. Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202). Should be completed by the end of the sophomore year
2. Calculus for Business and Social Science I,II (MATH 241, 242) and Introduction to Methods of Probability and Statistics (MATH 243) *or* Calculus I,II,III (MATH 251, 252, 253). Should be completed by the end of the sophomore year
3. Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313) *or* Advanced Microeconomic Theory I (EC 411) and Advanced Macroeconomic Theory (EC 413). Should be completed by the end of the junior year
4. Introduction to Econometrics (EC 420, 421) or Econometrics (EC 423, 424). Should be completed by the end of the junior year
5. 28 additional credits in economics courses numbered 300 or above, with at least 21 credits in courses numbered 400 or above. At least 12 of the 28 credits must be taken at the UO
6. Grades of C– or better in all courses taken to satisfy the major requirements
7. No student who has previously received credit for a 400-level course can receive credit toward the economics major for a corresponding 300-level course. For example, if a student has previously received credit for one of the 400-level courses in international economics (EC 480, 481), the student cannot use International Economic Issues (EC 380) to satisfy part of the major course requirements

Program Suggestions for Majors

1. Majors planning graduate study in economics and others with an appropriate mathematics background should satisfy the theory requirement with Advanced Microeconomic Theory I,II (EC 411, 412) and Advanced Macroeconomic Theory (EC 413) instead of Intermediate Microeconomic Theory (EC 311) and Intermediate Macroeconomic Theory (EC 313)
2. The department offers at least ten fields of specialization including money, urban and regional, public economics, resource and environmental, labor, international, economic development, and industrial organization. For most fields, one 300-level introductory course and two 400-level courses are offered (the 300-level courses are not generally prerequisites for the associated 400-level courses). To provide depth, it is recommended that the student take three courses in each of two fields
3. Interested students should be aware of the university's five-year program combining an undergraduate departmental major and a master of business administration. Students should plan their programs early to meet the requirements of this combined program. For more information see Accelerated Programs in the **Graduate School of Management** section of this bulletin, and inquire at the College of Business Administration

Graduation with Honors

Qualified students may apply for graduation with honors in economics. Two requirements must be met:

1. Completion of upper-division economics courses with at least a 3.50 grade point average

2. Completion of a research paper, written under the guidance of a faculty member, for 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 plan 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 toward the economics minor must be completed with grades of C– or better.

No student who has previously received credit for a 400-level course can receive credit toward the economics minor for a corresponding 300-level course.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in economics provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

The Department of Economics offers graduate work leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.). General information about graduate work at the University of Oregon is available in the **Graduate School** section of this bulletin. A detailed description of departmental degree requirements may be obtained from the department office.

Applicants for admission must submit the following to the department:

1. Scores on the 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 institution

Applicants should have knowledge of mathematics equivalent to Calculus for Business and Social Science I,II (MATH 241, 242).

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 program requires a minimum of 45 graduate credits, and students must meet other university and Graduate School requirements for the master of arts (M.A.) or the master of science (M.S.) degree. In addition, students must meet the following departmental requirements:

1. Econometrics (EC 523, 524, 525), to be completed within the first full academic year
2. Advanced Microeconomic Theory I,II (EC 511, 512) and Advanced Macroeconomic Theory (EC 513), to be completed within the first full academic year
3. Four elective graduate field courses in economics, at least two of which must be at the 600 level. EC 503, 508, 601, 603, 605, and 609 do not count as electives; nor do core EC 607 seminars
4. A minimum of 45 graduate credits, at least 39 of which must be in economics. Any credits taken outside the economics department must be approved by the master's degree adviser before they can be counted toward the 45-credit minimum. No more than 5 credits in EC 503, 508, 601, or 605 may be applied to the 45-credit minimum

Master's degree candidates must complete either a thesis or a research paper approved by two department faculty members on a topic from the area of economics in which a 600-level field course has been taken. A prospectus for the thesis or research paper, for a minimum of 2 credits in Research (EC 601), must be approved by the candidate's committee prior to the term in which the thesis or research paper is approved. In addition to the 2 credits for the prospectus, a minimum of 3 credits of EC 601 is required for the research paper or 9 credits of EC 503 for the thesis.

All courses taken to satisfy the master's degree requirements (except EC 503, 508, 601, and 605) must be taken for letter grades with at least a 3.00 overall grade point average.

All master's degree requirements must be completed within a five-year period.

The master's degree typically requires five to six terms of full-time work. A few well-qualified students have completed requirements for the degree in four terms, including a term spent completing the research paper or thesis.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is available through the Interdisciplinary Studies: Individualized Program (IS:IP) in the Graduate School. The program requires graduate courses in geography; planning, public policy and management; biology; and economics, among others.

Address inquiries to the Director, Environmental Studies Program, 104 Condon Hall, 5223 University of Oregon, Eugene OR 97403-5223. See also the **Environmental Studies** and **Graduate School** sections of this bulletin.

Doctor of Philosophy Degree

Graduate students seeking the Ph.D. degree in economics at the University of Oregon must complete the following departmental requirements as well as all university requirements. All economics courses except EC 601, 603, 605, and 609 must be taken for letter grades.

1. Core requirements must be completed in the first year and must include three terms each of microeconomic theory, macroeconomic theory, and econometrics (with at least a 2.67 GPA). At the end of the first year the student must pass a qualifying examination offered in early July in micro- and macroeconomic theory. Students who fail may be permitted to retake the examination early the next September
2. Students must file an approved program of study by December 15 following the qualifying examination
3. 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
4. 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
5. 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*.

ECONOMICS COURSES (EC)

201 Introduction to Economic Analysis: Microeconomics (4S) First term of introductory sequence in principles of economics. MATH 111 recommended.

202 Introduction to Economic Analysis: Macroeconomics (4S) Second term of introductory sequence in principles of economics.

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 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.

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, 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. Wilson.

370 Money and Banking (3) Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system. Prereq: EC 201, 202. Goldstein, 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. Goldstein, 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.

401 Research: [Topic] (1–21R)

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) The seminars offered vary from year to year depending on interests and needs of students and on availability of faculty members.

408/508 Workshop: [Topic] (1–21R)

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

411/511, 412/512 Advanced Microeconomic Theory I,II (4,4) 411/511: advanced theory of consumer and firm behavior, market structures. **412/512:** advanced general equilibrium theory, welfare economics, collective choice, rules for evaluating economic policy. Prereq: calculus. Ellis, Grove, Khang.

413/513 Advanced Macroeconomic Theory (4) Advanced theory about the determination of aggregate income, employment, unemployment; evaluation of macroeconomic policies. Prereq: EC 411/511. Johnson, Thoma.

420/520, 421/521 Introduction to Econometrics (4,4S) Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Prereq: MATH 241, 242, 243 or equivalents. Grove, 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: statistics. Grove, Haynes, Ziliak.

HIST 425/525 Economic History of Modern Europe (4) See **History.**

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. Grove, Khang, Kolpin.

430/530 Urban and Regional Economics (4) Location theory; regional analysis; urbanization and metropolitan growth; intraurban rent, location and land use, size distribution of urban areas; welfare economics, political economy, and urban problems. Prereq: EC 311, MATH 111, 112 or equivalents. 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 and MATH 111, 112 or equivalents. 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. Khang, Mikesell.

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, 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. 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. Wilson.

HIST 463/563, 464/564 American Economic History (4,4) See **History.**

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.

471/571 Monetary Theory (4) Monetary theories of income, employment, and the price level. Critiques of Keynesian and classical analysis. Prereq: EC 311, 313. Siegel.

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. Goldstein, 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. Goldstein, 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. Siegel.

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. Siegel.

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 include Applied Econometrics, Economic Growth and Development, 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

118 Prince Lucien Campbell Hall
Telephone (503) 346-3911
Louise Westling, Department Head

FACULTY

Paul B. Armstrong, professor (modern fiction, literary theory). B.A., 1971, Harvard; M.A., 1974, Ph.D., 1977, Stanford. On leave fall 1994. (1986)

Lyell Asher, assistant professor (Renaissance literature). B.A., 1980, Vanderbilt; M.A., 1984, Ph.D., 1990, Virginia. (1990)

Martha J. Bayless, assistant professor (Middle English literature). B.A., 1980, Bryn Mawr; M.A., 1984, 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)

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)

Michael D. Bybee, senior instructor (rhetoric, genre, comparative philosophy). B.A., 1972, M.A., 1975, Idaho State; M.A., 1976, Ph.D., 1981, Hawaii at Manoa. (1984)

Michael J. Clark, instructor (literary theory). B.A., 1981, Stockton State; M.A., 1986, Ph.D., 1989, State University of New York at Binghamton. (1990)

Suzanne Clark, associate professor (pedagogy, rhetoric, women writers). B.A., 1961, M.A., 1965, Oregon; Ph.D., 1980, California, Irvine. On leave 1994–95. (1990)

Edwin L. Coleman II, professor (African-American literature). B.A., 1961, M.A., 1962, San Francisco State; Ph.D., 1971, Oregon. (1971)

James R. Crosswhite, assistant professor (rhetoric and composition); director, composition. B.A., 1975, California, Santa Cruz; M.A., 1979, Ph.D., 1987, California, San Diego. (1989)

Paul C. Dresman, instructor (American literature). B.A., 1968, M.A., 1971, San Francisco State; Ph.D., 1980, California, San Diego. (1988)

Dianne M. Dugaw, associate professor (18th-century literature). B.A., 1971, Portland; M.A., 1976, Ph.D., 1982, California, Los Angeles. (1990)

James W. Earl, associate professor (Anglo-Saxon literature). B.A., 1967, Bucknell; Ph.D., 1971, Cornell. (1987)

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)

Marilyn Farwell, associate professor (women writers, literary criticism and theory); director, graduate studies. A.B., 1963, MacMurray; M.A., 1966, Ph.D., 1971, Illinois. (1971)

Karen J. Ford, assistant professor (African-American literature, 20th-century poetry). B.A., 1978, California State, Sacramento; M.A., 1981, California, Davis; Ph.D., 1989, Illinois, Urbana-Champaign. (1992)

John T. Gage, professor (rhetoric, writing, modern poetry). B.A., 1969, M.A., 1971, Ph.D., 1976, California, Berkeley. On leave 1994–95. (1980)

Robert Grudin, professor (Renaissance literature). B.A., 1960, Harvard; M.A., 1963, Ph.D., 1969, California, Berkeley. (1971)

Joseph A. Hynes, Jr., professor (modern literature and fiction). A.B., 1951, Detroit; A.M., 1952, Ph.D., 1961, Michigan. (1957)

James P. Juba, senior instructor (20th-century literature, expository writing). B.A., 1969, M.A., 1971, Southern Illinois. (1979)

Linda Kintz, assistant 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)

Catherine Anne Laskaya, senior instructor (medieval literature, women writers, composition); associate director, composition. B.A., 1976, Lawrence University; B.Mus., Lawrence Conservatory of Music; M.A., 1978, Ph.D., 1989, Rochester. (1983)

Julia Lesage, associate professor (telecommunication and film). M.A., 1962, Ph.D., 1972, Indiana. (1988)

Glen A. Love, professor (American literature, rhetoric). B.A., 1954, M.A., 1959, Ph.D., 1964, Washington (Seattle). (1965)

Coral L. Mack, senior instructor (expository writing, linguistics). B.A., 1966, M.A., 1968, Pittsburgh. (1968)

Margaret L. McBride, senior instructor (business communications, expository writing, science fiction). M.A., 1975, Oregon. (1981)

Monza L. Naff, instructor (Renaissance literature, women writers, critical theory). B.A., 1970, M.A., 1973, Texas Christian; Ph.D., 1978, Oregon. (1987)

Forest Pyle, associate professor (Romanticism, literary theory). B.A., 1980, M.A., 1983, Ph.D., 1988, Texas at Austin. On leave 1994–95. (1988)

William Rockett, associate professor (Renaissance literature). B.A., 1961, M.A., 1963, Oklahoma; Ph.D., 1969, Wisconsin, Madison. (1966)

Lynne P. Rossi, instructor (scientific, technical, and expository writing). B.A., 1978, M.A., 1980, Missouri, Columbia. (1989)

William J. Rossi, associate professor (19th-century American literature). B.A., 1972, M.A., 1979, Missouri; Ph.D., 1986, Minnesota. On leave 1994–95. (1989)

George Rowe, professor (Renaissance literature). B.A., 1969, Brandeis; M.A., 1971, Ph.D., 1973, Johns Hopkins. (1985)

Kathleen K. Rowe, assistant professor (film studies). B.A., 1969, Connecticut; M.L.A., 1973, Johns Hopkins; Ph.D., 1992, Oregon. (1993)

Gordon M. Sayre, assistant professor (19th-century literature). B.A., 1988, Brown; Ph.D., 1993, State University of New York at Buffalo. (1993)

Steven Shankman, professor (18th-century literature, the classical tradition, comparative literature). B.A., 1969, Texas at Austin; B.A., 1971, M.A., 1976, Cambridge; Ph.D., 1977, Stanford. (1984)

Sharon R. Sherman, associate professor (folklore). Ph.B., 1965, Wayne State; M.A., 1971, California, Los Angeles; Ph.D., 1978, Indiana. (1976)

Richard L. Stein, professor (Victorian literature, literature and the fine arts). B.A., 1965, Amherst; A.M., 1966, Ph.D., 1970, California, Berkeley. (1976)

Richard C. Stevenson, associate professor (English novel, Victorian literature); director, English honors. A.B., 1961, A.M., 1963, Ph.D., 1969, Harvard. (1968)

William C. Strange, professor (Romanticism, lyric, Native American literature). B.A., 1952, Whitman; M.A., 1953, Montana; Ph.D., 1963, Washington (Seattle). (1960)

Nathaniel Teich, professor (Romanticism, writing, criticism). B.S., 1960, Carnegie-Mellon; M.A., 1962, Columbia; Ph.D., 1970, California, Riverside. (1969)

Carol D. Watt, senior instructor (17th- and 18th-century literature). B.A., 1966, California, Los Angeles; M.A., 1969, California State at Long Beach; Ph.D., 1983, Oregon. (1984)

Louise Westling, associate professor (20th-century American literature). B.A., 1964, Randolph-Macon Woman's; M.A., 1965, Iowa; Ph.D., 1974, Oregon. (1985)

Daniel N. Wojcik, assistant professor (folklore). B.A., 1978, California, Santa Barbara; M.A., 1986, Ph.D., 1992, California, Los Angeles. (1991)

Mary E. Wood, associate professor (19th-century American literature). B.A., 1978, Yale; M.A., 1980, Ph.D., 1987, Stanford. On leave 1994–95. (1987)

Participating

T. Givón, professor. See **Linguistics**

Roland Greene, professor. See **Comparative Literature**

Clare A. Lees, assistant professor. See **Comparative Literature**

Russell S. Tomlin, associate professor. See **Linguistics**

Emeriti

Roland Bartel, professor emeritus (English education, Romanticism). B.A., 1947, Bethel; Ph.D., 1951, Indiana. (1951)

Constance Bordwell, associate professor emerita (writing, applied linguistics). B.A., 1931, Oregon; M.A., 1932, Washington State; diploma in linguistics, 1970, University College, London. (1947)

William Cadbury, professor emeritus (film theory and criticism). B.A., 1956, Harvard; M.S., 1957, Ph.D., 1961, Wisconsin, Madison. (1961)

Thelma Greenfield, professor emerita (Renaissance drama). B.A., 1944, M.A., 1947, Oregon; Ph.D., 1952, Wisconsin, Madison. (1963)

Clark Griffith, professor emeritus (American literature). A.B., 1947, Central Missouri State; M.A., 1948, Southern Methodist; Ph.D., 1952, Iowa. (1970)

John A. Haislip, professor emeritus (poetry writing). B.A., 1950, Ph.D., 1965, Washington (Seattle). (1966)

Ruth F. Jackson, senior instructor emerita. B.A., 1929, M.A., 1933, Oregon. (1955)

Gloria E. Johnson, professor emerita (English drama). B.A., 1944, Barnard; M.A., 1946, Ph.D., 1954, Columbia. (1959)

Albert A. Kitzhaber, professor emeritus (rhetoric, teacher education). B.A., 1939, Coe; M.A., 1941, Washington State; Ph.D., 1953, Washington (Seattle). (1962)

Carlisle Moore, professor emeritus (Victorian and modern literature). B.A., 1933, M.A., 1934, Ph.D., 1940, Princeton. (1946)

Ralph J. Salisbury, professor emeritus (creative writing). B.A., 1949, M.F.A., 1951, Iowa. (1961)

John C. Sherwood, professor emeritus (18th-century literature). B.A., 1941, Lafayette; M.A., 1942, Ph.D., 1945, Yale. (1946)

Donald S. Taylor, professor emeritus (18th-century literature). B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley. (1968)

A. Kingsley Weatherhead, professor emeritus (modern poetry and fiction). M.A., 1949, Cambridge; M.A., 1949, Edinburgh; Ph.D., 1958, Washington (Seattle). (1960)

Christof A. Wegelin, professor emeritus (modern fiction, American literature). Dip. Tech., 1933, Winterthur; M.A., 1942, North Carolina; Ph.D., 1947, Johns Hopkins. (1952)

George Wickes, professor emeritus (modern literature). 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.

UNDERGRADUATE STUDIES

The Department of English offers instruction in English literature, American literature, writing, English linguistics, folklore, and the literature of ethnic minorities. Its lower-division courses provide training in writing and introduce the student to literature as a humanistic discipline. Its upper-division courses emphasize the humanistic values that emerge from studying literature and allied disciplines analytically and in depth.

Careers. The study of English opens doors to many careers. All fields of endeavor place a high value on the ability to read intelligently and to write clearly. The English major may lead most directly to careers in education, journalism, or communications; it is also highly regarded as undergraduate training for law, government, social work, community service, and business. Indeed, the ability to handle the language with clarity and cogency is the one skill most frequently cited by business professionals as desirable. A major in English, with judiciously selected electives, prepares students not only to find that essential first job but also to possess the breadth of outlook and depth of perspective that become increasingly important in subsequent phases of their careers.

The minor in English is inactive.

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 foreign language. Majors should construct their programs in consultation with an adviser. The major requirements for the degree of bachelor of arts (B.A.) in the Department of English are listed below.

Course work required for the English major, both lower division and upper division, must be passed with grades of mid-C or better.

Majors must complete the university foreign-language requirement for the B.A. degree.

	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, 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)	miminum 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 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 is to receive the degree of bachelor of arts with honors in English.

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 combined recommended Graduate Record Examinations (GRE) score of 1100 on the verbal section of the general test and the literature in English test. The quantitative part of the general test is optional
3. For nonnative speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL)

Admission Procedures

1. Obtain a Graduate Admission Application from the graduate secretary, Department of English
2. Send the first copy to the university Office of Admissions with a $50 admission fee and the remaining copies to the graduate secretary, Department of English
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the university Office of Admissions, the other to the graduate secretary
4. Submit or have sent to the graduate secretary, Department of English:
   a. An official record of GRE scores
   b. Letters of recommendation from three people familiar with the applicant's academic background and intellectual abilities
   c. A 200-word statement of background and objectives in pursuing the course of study
   d. A copy of a course paper that demonstrates the applicant's ability in literary studies

The application deadline for fall-term admission is February 1.

The completed file is reviewed by the department's graduate admissions committee, which notifies the applicant of its decision. All admissions are conditional. After the candidate has completed four to six courses at the university, his or her academic record is reviewed for clearance toward the degree.

Degree Requirements

Completion of the degree requires reading knowledge of a foreign language (a Graduate Student Foreign Language Test, or GSFLT, score of 25th percentile or its equivalent). The language is typically French, German, Russian, Spanish, Italian, Latin, or Greek, although in special circumstances another language may be allowed.

Students must take the following:

1. Introduction to Graduate Studies in English (ENG 690)
2. Fourteen formal courses (excluding Research, Thesis, and Reading and Conference), at least five of which must be at the 600 level. Each student, in consultation with the director of graduate studies, develops a plan of study based on the statement of objectives submitted with that student's application to the M.A. program

A minimum cumulative GPA of 3.30 in all graduate course work at the UO is required for completion of the M.A. degree. At least ten courses must be taken in residence at the University of Oregon.

Interdisciplinary M.A. For information see the description of the Interdisciplinary Studies: Individualized Program (IS:IP) in the **Graduate School** section of this bulletin under Interdisciplinary Master's Degree Programs.

Doctor of Philosophy Degree

All students who want to pursue a Ph.D. at the University of Oregon should apply directly to the doctoral program. Students in the doctoral program who have not earned an M.A. prior to being admitted may receive the M.A. at the appropriate stage of their course of study, typically at the end of the second year (subject to the fulfillment of department and university M.A. requirements listed in the **Graduate School** section of this bulletin.)

The number of places in the Ph.D. program 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. The quantitative part of the general test is optional
3. For nonnative speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL)

Admission procedures are the same as for M.A. degrees. The application deadline for fall term is February 1.

Residency Requirements

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate with at least one year spent in continuous residence on the Eugene campus. The Department of English interprets this latter requirement to mean enrollment in at least two formal English graduate courses (excluding 601, 603, 605) or seminars (607) per term for one academic year, and enough of a second to ensure a total minimum of six classroom courses or seminars completed on this campus. This on-campus requirement must be satisfied during the first year for which the student has been admitted; candidates should not apply for admission unless they are prepared to meet this requirement. Note that Graduate School regulations insist on a minimum of 9 credits a term for three consecutive terms to fulfill the doctoral year of residency requirement, and that two courses a term may or may not equal this minimum. Note also that although the Graduate School allows the inclusion of a summer session among these consecutive terms, the department's regulations specify a fall-through-spring academic year.

Degree Requirements

Foreign Language. The candidate must demonstrate by examination or course work a reading knowledge of two languages (minimum Graduate Student Foreign Language Test, or GSFLT score, of 25th percentile or completion of a second-year sequence) or very high competence in one language (minimum GSFLT score of 70th percentile or completion of a third-year sequence). Typically the languages are French, German, Greek, Italian, Latin, Russian, or Spanish, although in special circumstances another language may be allowed. Old English I,II,III (ENG 627, 628, 629) with grades of B– or better can be used to satisfy one of the two language requirements unless the candidate specializes in the medieval area.

Teaching. Doctoral candidates must have experience as classroom teachers in the department before they receive the degree.

Courses. The student must take:

1. Introduction to Graduate Studies in English (ENG 690) the first term it is available
2. A 600-level seminar in literary theory
3. One of the following: History of the English Language (ENG 522), English Grammar (ENG 595), or Old English I (ENG 627). Equivalency may be granted for undergraduate or graduate work done elsewhere if it was completed within seven years of entering the Ph.D. program.
4. Fifteen additional courses in English, at least nine of which must be at the 600 level (excluding ENG 611, 612, and 613). With prior approval from the director of graduate studies, graduate courses in related departments may be substituted for some of these courses. Courses used to meet the first three requirements above do not count toward these eighteen courses. The eighteen courses must be distributed as follows:
   a. Distribution requirements: one course in each of seven areas listed below; at least three of the areas must be in groups i through iv
      i. Literature and language before 1500

ii. Renaissance literature
iii. English literature from 1660 to 1780
iv. English literature from 1780 to 1900
v. American literature to 1900
vi. Modern British and American literature
vii. Folklore and ethnic literature
viii. Women and literature
ix. History and theory of criticism
x. Rhetoric and theory of composition

b. Specialization requirement: Of the remaining eight courses, six must be in a single area or in two related areas of specialization, which must be different from the seven areas used to fulfill the distribution requirement

5. A cumulative GPA of 3.30 or better in all graduate work at the University of Oregon is the minimum requirement for satisfactory progress toward the Ph.D.

Formal Review of Progress

The English department faculty evaluates each student's work after the student has been enrolled in the program for an appropriate number of terms (typically the third term for students who enter with the M.A., or with nine to twelve transfer courses, and the sixth term for students who enter with the B.A.). The review considers the student's GPA in all English and related course work at the University of Oregon and faculty evaluations of the student's potential for undertaking advanced research.

Students whose work at this stage is judged satisfactory may complete remaining course work during the next three terms and begin preparing for the Ph.D. oral examination. Those who have completed fifteen graduate-level English courses (ten taken at the university), attained reading knowledge of one foreign language, completed requirements 1 and 2 above, and maintained a cumulative GPA of 3.30 or better may apply for the M.A. degree specializing in English and American literature.

Students whose work at this stage does not demonstrate sufficient potential for successful completion of the Ph.D. may not continue in the graduate program in English. If they have completed fifteen graduate-level English courses (ten taken at the university) and attained reading knowledge of one foreign language, they may apply for the M.A. degree.

Ph.D. Oral Examination

After students in the Ph.D. program have completed their course work, they must take a two-and-a-half-hour oral examination. This examination tests students' comprehensive knowledge of a topic and field of their choice as well as their understanding of the general outline of English and American literary history. It is divided into three parts:

1. A prepared presentation by the student on a topic or problem of the student's choice, followed by a discussion of that topic
2. A discussion of a relatively broad field that provides a context for the topic or problem examined in part 1
3. A general discussion of representative works and issues covering the historical development of English and American literature

The topic and areas covered by parts 1 and 2 are defined by the student in consultation with an adviser or advisers and must be approved by the English department graduate committee. As a supplement to the Ph.D. oral examination, a student may choose to complete a one- to two-hour written examination on either part 2 or part 3. The Ph.D. oral examination may be retaken only once.

Ph.D. Dissertation

After completing all other degree requirements, the candidate should consult with a faculty adviser willing to work in the area of the student's interest and submit a dissertation prospectus for approval by the student's dissertation committee. Once the prospectus is approved by the committee and the director of graduate studies, the student is advanced to candidacy. A three-year period for completion of the dissertation begins when the Graduate School approves the advancement to candidacy. The department requires a considerably faster rate of progress toward completion of the degree for students holding graduate teaching fellowships. See the English department's Appointment and Reappointment of Graduate Teaching Fellows regulations, available in the office.

The dissertation may be a work of literary or linguistic scholarship or, with the approval of the committee, a collection of three substantial essays exhibiting internal coherence though not necessarily treating a single subject. The candidate gives an oral presentation or defense of the dissertation when it is completed and found acceptable by the committee.

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 6 credits of composition or be cleared according to established waiver and exemption policies. The requirement is WR 121 and either WR 122 or 123, or their approved equivalents.

Exemption from the first term of writing is given to students who score 650 and above on the verbal section of the College Board (CB) Scholastic Assessment Test (SAT I) or on the achievement test in English composition (SAT II). Students should submit official copies of their scores to the composition office, English department, if not granted exemption at the time of admission. No credit is awarded for this exemption. Students with CB Advanced Placement (AP) test scores in English composition of 4 or 5 clear the requirement and receive 6 transfer credits in writing.

Waiver examinations for WR 121 and 122 are offered regularly at the University Counseling Center Testing Office, 238 Student Health Center, and should be considered by students who are highly competent writers.

Students for whom English is the native language are placed in their first writing course on the basis of the Test of Standard Written English (TSWE), which is required of all new students and of transfer students who have not satisfied the writing requirement. Students should sign up for the TSWE at the University Counseling Center Testing Office before registration. Students for whom English is not the native or primary language are placed in their first writing course on the basis of a placement test, which is administered before registration. Nonnative speakers should inquire at the American English Institute, 107 Pacific Hall, for placement test dates. Depending on TSWE scores or placement test results, students may be required to satisfy additional prerequisites for placement in WR 121. These may include WR 40, 49, or LING 91, 92, 93 (taught in the Department of Linguistics). Transfer students in doubt about the equivalency of courses taken elsewhere should bring transcripts and 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 are advised to consult the current UO Schedule of Classes.

103 Introduction to Literature: Drama and Poetry (4) Works representing the principal literary genres of drama and poetry.

104 Introduction to Literature: Fiction (4) Works representing the principal literary genre of fiction.

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. 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.

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [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*. Asher, Bishop, Grudin, Laskaya, Naff, Rockett, G. 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. Bishop, Rockett, Stein, Strange.

215, 216 Survey of American Literature (4,4) American literature from its beginnings to the present. **215:** to 1850. **216:** 1850 to the present. Dresman, Gage, W. Rossi, Sayre, Westling, 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. Earl, Farwell, Westling.

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. Strange.

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. Lesage, K. Rowe.

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. Cadbury, Lesage, K. Rowe.

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. M. Clark, Farwell, Pyle, Teich.

308 Studies in Genre: Epic and Romance (4) Examination of the history and nature of the major literary genres of epic and romance. Bishop, Bybee, Laskaya, Naff.

309 Studies in Genre: Tragedy and Comedy (4) Examination of the history and nature of the major literary genres of tragedy and comedy. Bybee.

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.

311 African-American Poetry (4) The study of African, West Indian, and African-American poetry. Coleman.

312 African-American Drama (4) Major achievements in African, West Indian, and African-American drama. Coleman.

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. Dugaw, Kintz, Laskaya, Naff, Westling, 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, Naff, 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. Stevenson.

325 Literature of the Northwest (4) Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Love.

326 Western American Literature (4) Major literary works of the American West from frontier times to the present. Love, Pyle.

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. Dresman, Fagan, Love, W. Rossi, Wickes, 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. Armstrong, M. Clark, Ford, Hynes, Juba, Kintz, Stein, Watt.

399 Special Studies: [Topic] (1–5R) **R** when topic changes.

Junior standing or above is a prerequisite for 400-level courses.

400 Innovative Education: [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) 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.

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. S. Clark. Not offered 1994–95.

417/517 History of Literary Criticism (4) Studies in the theory and practice of literary criticism from Plato and Aristotle through the New Critics. Armstrong, M. Clark, Shankman.

419/519 Contemporary Literary Theory (4) Developments in critical thinking after the New Criticism. Armstrong, 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 1994–95.

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 1994–95.

423 Early Medieval Literature (4) Survey of Old English literature and its backgrounds, from the *Confessions of St. Augustine* to the Vikings. 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.

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.

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. Grudin, Rowe.

432/532 16th-Century Poetry and Prose (4) Development of Tudor poetry and prose from Wyatt and Surrey to Sir Philip Sidney. Rockett, G. Rowe.

434/534 Spenser (4) Examines the works of Edmund Spenser. Rowe.

436/536 Advanced Shakespeare (4) Detailed study of selected plays. Grudin, G. Rowe.

437/537, 438/538 English Drama (4,4) Development of English drama from its medieval origins through the 19th century with emphasis on the growth of genres and connections with cultural history. **437/537:** medieval and Tudor. **438/538:** Jacobean. G. Rowe. Not offered 1994–95.

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, G. Rowe.

442/542 Milton (4) *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Rockett.

446/546, 447/547, 448/548 Restoration and 18th-Century Literature (4,4,4) **446/546:** Restoration period. **447/547:** primarily Swift, Gay, Defoe, and Pope. **448/548:** Johnson and his circle; classic to romantic; relations between England and the Enlightenment in France. 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. Pyle, Stein, Stevenson, Strange, Teich. **R** when topic changes. Not offered 1994–95.

452/552 19th-Century British Fiction: [Topic] (4R) Close study of selected novels, 1789–1901. 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, Strange, 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. Stein.

461/561 American Literature to 1800 (4) Readings in American poetry, nonfiction prose, drama, and fiction. W. Rossi, Sayre.

462/562 American Literature 1800–1900 (4) Readings primarily in American poetry, nonfiction prose, drama, and fiction. W. Rossi, Wood.

467/567 American Literature 1900–Present (4) Readings in American poetry, nonfiction prose, drama, and fiction. Ford, Gage, Love, Westling, Wickes.

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. Love.

471/571 Modern British Literature (4) Historical survey of dominant British genres, movements, works, and authors from 1900 to the present. Gage, Wickes. Not offered 1994–95.

475/575 Modern Poetry (4) 20th-century British and American poetry with emphasis on the modernist period, 1910–45. Representative authors include Yeats, Stein, Pound, Eliot, H. D., Williams, and Stevens. Ford.

476/576 Modern Fiction (4) Representative modern fiction writers in English, American, and Continental literatures, such as Joyce, Woolf, Faulkner, Stein, Proust, Kafka, and Mann. Armstrong, Wickes.

477/577 Modern Drama (4) Growth of the modern theater in Europe, development of European and American drama and experimental theater from an international perspective. Kintz. Not offered 1994–95.

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, Lesage. **R** when topic changes. Not offered 1994–95.

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.

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.

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.

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.

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 1994–95.

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. Cadbury, Lesage.

489/589 Tribal American Literatures: [Topic] (4R) Study in depth of the literature, traditional and modern, of one of America's major tribal peoples. Strange. **R** when subject changes.

490/590 Film Directors and Genres: [Topic] (4R) Aesthetic, historical, and theoretical analysis of films, video, and television. Prereq: ENG 260. Cadbury, Lesage. **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 1994–95.

493/593 Modern Rhetorical Criticism (4) Issues in theory addressed by 20th-century rhetorical critics. Varieties of rhetorical interpretation, from neo-Aristotelian to reader-response, postmodernist views of metaphor. S. Clark, Crosswhite, Gage. Not offered 1994–95.

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. Lesage. **R** when topic changes.

497/597 Feminist Literary Theory (4) Current and/or historical schools of literary theory that depend primarily on gender analysis. S. Clark, Farwell, Kintz, Wood. Not offered 1994–95.

498/598 Studies in Women and Literature: [Topic] (4R) Topics vary from year to year. The following list is representative: African-American Women Writers, Lesbian Literature and Theory, Modern Women Poets, Renaissance Women, Women's Autobiography. S. Clark, Farwell, Ford, Kintz, 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) P/N only. Issues in pedagogy related to the university's writing requirement. Crosswhite.

612 Composition Graduate Teaching Fellow Seminar II (1–3) P/N only. Discussions designed to increase the effectiveness of first-year graduate teaching fellows as teachers of courses that fulfill the university's writing requirement. Crosswhite, 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. Crosswhite, Laskaya.

615 Advanced Studies in Literary Theory: [Topic] (5R) Intensive study of one to three major theorists or a significant theoretical problem. Armstrong, M. Clark, Earl, Kintz, Pyle, Shankman. **R** when topic changes.

620 Topics in Medieval Literature: [Topic] (5R) Recent offerings include *The Canterbury Tales*, Old English Poetry. Bayless, Boren, Earl. **R** when topic changes.

627, 628, 629 Old English I,II,III (4–5, 4–5,4–5) 627: introduction to Old English language. **628:** continued study of Old English language. **629:** study of *Beowulf* in Old English. Bayless, Earl.

630 Topics in Renaissance Literature: [Topic] (5R) Recent offerings include Gender and Renaissance, *Hamlet*, Ideas of the Renaissance, Tudor Myth. Asher, Farwell, Rockett, G. Rowe. **R** when topic changes.

645 Topics in 18th-Century Literature: [Topic] (5R) Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include Augustan Poetry, John Gay and Popular Culture. Dugaw, Shankman. **R** when topic changes.

650 Topics in 19th-Century Literature: [Topic] (5R) Recent offerings include Romantic Lyric, Romanticism and Gender, Victorian Cities. Pyle, Stein, Stevenson, Strange, Teich. **R** when topic changes.

660 Topics in American Literature: [Topic] (5R) Recent offerings include Thoreau and Scientific Authority, African-American Writers, The American 1890s, Southern Women Writers. Coleman, Ford, Love, W. Rossi, Westling, Wickes, Wood. **R** when topic changes.

670 Topics in Modern Literature: [Topic] (5R) Recent offerings include Contemporary British Fiction, Politics of Modernism. Armstrong, Hynes, Kintz, Wickes. **R** when topic changes.

680 Topics in Folklore: [Topic] (5R) Intensive study of selected topics in folklore. A recent offering is Film and Folklore Fieldwork. Coleman, Sherman, Wojcik. **R** when topic changes.

690 Introduction to Graduate Studies in English (5) Examination of selected professional, methodological, and theoretical issues. Farwell.

691 Topics in Composition Theory: [Topic] (5R) Intensive study of topics related to rhetorical theory and the teaching of writing. Crosswhite, Gage, Teich. **R** when topic changes.

696 Topics in Women and Literature: [Topic] (5R) Recent offerings include Hurston and Walker, Woolf and Welty. S. Clark, Farwell, Westling, Wood. **R** when topic changes.

698 Topics in Literary Craft: [Topic] (5R) Not offered 1994–95.

EXPOSITORY WRITING COURSES (WR)

WR 40 and 49 are self-support courses offered through the Continuation Center, 333 Oregon Hall. A separate fee that is assessed for all students enrolled in these courses must be paid in addition to regular tuition. These courses carry credit for enrollment (eligibility) but not toward graduation; they satisfy no university or college requirement.

40 Developmental Composition I (3) Basic writing course that focuses on sentence construction, grammar, mechanics, and punctuation. Depending on performance, students who pass are advised by their instructors to advance to WR 49 or 121 the following term. Recommended for students with Test of Standard Written English (TSWE) scores of 20 to 29.

49 Developmental Composition II (3) Concentrates on sentences and paragraphs with emphasis on organization, structure, punctuation, and usage. Not primarily a course in grammar, but students deal with grammatical problems as they arise within the context of their writing. Recommended for students with Test of Standard Written English (TSWE) scores of 30 to 37.

LING 91 Beginning Writing for International Students (3) See **Linguistics**.

LING 92 Intermediate Writing for International Students (3) See **Linguistics**.

LING 93 Advanced Writing for International Students (3) See **Linguistics**.

121 College Composition I (3) 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 (3) 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 (3) 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, L. Rossi.

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.

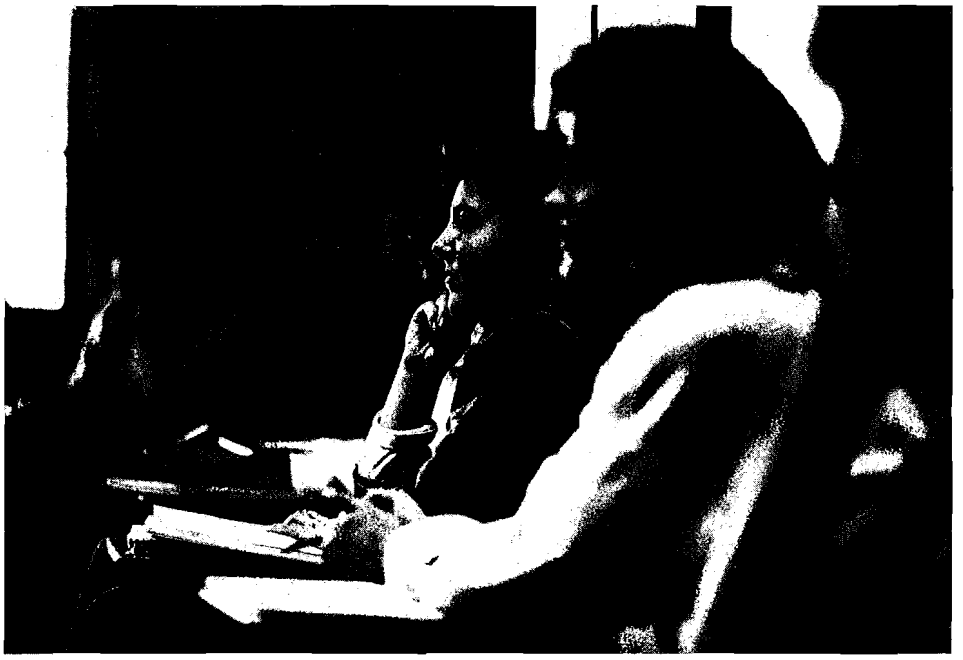
405 Writing and Conference: [Topic] (1–21R)

407 Seminar: [Topic] (1–18R) Selected seminars offered each year. **R** when topic changes.

408/508 Independent Writing Projects (1–4R) Supervised writing projects in nonfiction prose. Prereq: WR 122 or equivalent, composition director's consent.

409 Supervised Tutoring Practicum: [Topic] (1–3R)

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. Bybee, Crosswhite, Gage, Teich.



ENVIRONMENTAL STUDIES

Environmental Studies Program
104 Condon Hall
Telephone (503) 346-5006
Richard P. Gale, Program Director

Program Committee

Michael D. Axline, law
John H. Baldwin, planning, public policy and management
James Blanchard, physical activity and recreation services
Shawn Boles, special education and rehabilitation
Gregory D. Bothun, physics
Matthew Dennis, history
Irene Diamond, political science
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A. Michelle Wood, biology
Mary C. Wood, law

The interdisciplinary field of environmental studies investigates the relations of humans with their environment. The Environmental Studies Program is designed to combine theory and practice about environmental systems from the sciences, the social sciences, the humanities, and the fields of management, public policy, and design. The mission of the program is to explore, develop, and diffuse ideas and practices that emphasize the inclusion of humans and their cultural and societal creations in the natural physical and biological systems of the earth.

The Environmental Studies Program is dedicated to (1) promoting a rethinking of basic cultural premises, ways of structuring knowledge, and the root metaphors of contemporary society; (2) gaining greater understanding of the natural world from an ecologic perspective; and (3) devising policies and behaviors that address contemporary environmental problems.

UNDERGRADUATE STUDIES

The undergraduate Environmental Studies Program offers an interdisciplinary minor.

Minor Requirements

The interdisciplinary minor in environmental studies includes six required courses and four electives. It requires a minimum of 32 credits, of which at least 16 must be upper division.

Required Courses ***16 credits***

Choose one course from:

Geography and Environment (GEOG 104), Global Ecology (BI 124), Cooperation, Conflict, and Global Resources (INTL 251), or Introduction to Environmental Studies (PPPM 331)

Choose three courses from:

The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), Introduction to Geology: The Face of the Earth (GEOL 102), Introduction to Ecology (BI 130), Physics of Energy and Environment (PHYS 161), Solar Energy (PHYS 162), Electric Power Generation (PHYS 163), General Geology: Earth's Surface Processes and Morphology (GEOL 202), Earth Resources and the Environment (GEOL 310)

Electives ***16 credits***

Natural science: choose two courses from the following list:

Anthropology. Human Ecology (ANTH 360), Human Evolution (ANTH 361)

Biology. Forest Biology (BI 307), Freshwater Biology (BI 308), Marine Ecology (BI 309), Ecology (BI 370), Marine Field Studies (BI 412), Field Botany (BI 448), Population Ecology (BI 471), Community Ecology (BI 472), Quantitative Ecology (BI 473), Marine Ecology (BI 474), Freshwater Ecology (BI 475), Behavioral Ecology (BI 476), Microbial Ecology (BI 477), Microbial Ecology Laboratory (BI 478), Conservation Biology (BI 483), Paleobiology and Paleoecology (BI 485), Methods of Pollen Analysis (BI 495)

Geography. 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)

Geological Sciences. 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)

Physics. Physicists' View of Nature (PHYS 301, 302, 303)

Social science and humanities: choose two courses from the following list:

Architecture. Architectural Form and Urban Quality (ARCH 439), Environmental Control Systems I,II (ARCH 491, 492), Solar Heating (ARCH 493), Passive Cooling (ARCH 494), Daylighting (ARCH 495)

Economics. Urban and Regional Economics (EC 430), Issues in Urban and Regional Economics (EC 431), Resource and Environmental Economics (EC 433)

English. Literature and the Environment (ENG 469)

Geography. 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. American Environmental History (HIST 473)

International Studies. International Community Development (INTL 420), World Value Systems (INTL 430)

Landscape Architecture. Site Analysis (LA 361), Landscape Architectural Design (LA 389), Urban Farm (LA 390), Landscape Planning (LA 411), Introduction to Landscape Planning Analysis (LA 440), Landscape Preservation (LA 480), Landscape Perception (LA 484), Site Planning and Design (LA 489)

Leisure Studies and Services. Outdoor Recreation and Natural Resources (LSS 320)

Planning, Public Policy and Management. Public Service Policies and Programs (PPPM 323), Introduction to Public Law (PPPM 418), Natural Resource Policy (PPPM 443), Communities and Regional Development (PPPM 445), Environmental Health Planning (PPPM 459)

Political Science. Politics and Ecology (PS 474), Feminist Theory (PS 483), Environmental Politics (PS 497)

Sociology. World Population and Social Structure (SOC 303), Issues in Sociology of Environment (SOC 416)

Students should plan their programs as early in their undergraduate careers as possible with the aid of the environmental studies minor adviser. Courses in a student's major department do not count for environmental studies minor course requirements. Excluding the required courses, no more than two courses may be taken in any one department. Grades of mid-C or better must be earned in all courses applied toward the minor. At least four of the courses 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. For information inquire at the Environmental Studies Center, 104 Condon Hall.

GRADUATE STUDIES

A flexible master's degree focusing on environmental studies can be earned through the Interdisciplinary Studies: Individualized Program of the Graduate School. This program allows students to choose among the courses offered at the university to design their own areas of concentration based on their individual goals and backgrounds.

The two-year interdisciplinary graduate degree requires completion of 63 credits. To develop considerable breadth and substance in knowledge, the student must take a minimum of 16 credits in each of the three areas of concentration. In addition, at least one course must be taken from each of the following fields of study: natural systems; resource law, policy, and planning; environment and society; historical perspectives and world views. All of this course work may be applied to the concentration areas. Applied project skills are developed through a 3-credit internship, a 9-credit thesis or terminal project, and three 1-credit research seminars. For electives, the student may select from more than fifty university courses related to environmental studies.

Admission to the interdisciplinary master's degree program in environmental studies is competitive. Once admitted, each student must meet with his or her adviser each term to evaluate progress and plan subsequent academic work.

Graduate Courses

Graduate students typically choose courses that contribute to their individual environmental focus from the Departments of Anthropology; Architecture; Biology; Chemistry; Economics; English; Geography; Geological Sciences; History; Landscape Architecture; Leisure Studies and Services; Philosophy; Physics; Planning, Public Policy and Management; Political Science; and Sociology and from the International Studies Program and the School of Law. Consult the individual department listings in this bulletin for course descriptions.

ENVIRONMENTAL STUDIES COURSES (ENVS)

198 Laboratory Projects: [Topic] (1–2R) P/N only. R with instructor's consent.

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

401 Research: [Topic] (1–3R) P/N only. R with instructor's consent.

403 Thesis (1–6R) P/N only

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)

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.

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

466 Prince Lucien Campbell Hall
Telephone (503) 346-3539
Program Director

Participating Faculty

Sumi K. Cho, political science
Edwin L. Coleman II, English
Robert T. Jiménez, special education and rehabilitation
Robert Proudfoot, international studies
Elizabeth C. Ramírez, theater arts
Mary Romero, sociology
Clarence Spigner, anthropology

The interdisciplinary Ethnic Studies Program, through its course offerings, focuses on the history, literature, culture, and philosophies of ethnic people in the United States. The life experiences of Native Americans, African Americans, Latinos, and Asian Americans are examined in a wide range of social institutions including the family, education, politics, and the economy.

The Lorenzo West Ethnic Studies Resource Room contains books, periodicals, and other resource materials related to ethnic studies, particularly American minority groups. Located in 461 Prince Lucien Campbell Hall, the resource room is open to the public and materials can be checked out.

UNDERGRADUATE STUDIES

Students may earn a certificate in ethnic studies while completing a degree in another department or school. A primary goal of the program is to encourage students to become more aware of the ethnic and culture-based dimensions and applications of their particular major fields. Students 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 degree programs.

See Group Requirements in the **Registration and Academic Policies** section of this bulletin for ethnic studies courses that satisfy university general-education requirements.

Certificate in Ethnic Studies

Beginning fall 1994, the Certificate in Folklore and Ethnic Studies is replaced by two separate certificates—one in ethnic studies, the other in folklore. Students who want to receive the combined folklore and ethnic studies certificate must complete all requirements by the end of summer session 1997.

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 Ethnicity (ES 101)	4
Ethnic Groups in Contemporary America (ES 102)	4
Ethnic America: Cultural Voices (ES 103)	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 and degree requirements in another department or school of the university.

Minor in Ethnic Studies

The interdisciplinary minor in ethnic studies requires a minimum of 24 credits, with at least 15 upper-division credits, distributed as follows:

Course Requirements	*24 credits*
Introduction to Ethnicity (ES 101)	4
Ethnic Groups in Contemporary America (ES 102)	4
Ethnic America: Cultural Voices (ES 103)	4
Related upper-division courses from areas such as anthropology (ANTH), dance (DAN), English (ENG), ethnic studies (ES), folklore (FLR), geography (GEOG), history (HIST), political science (PS), religious studies (REL), sociology (SOC), and Spanish (SPAN)	16

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 toward the minor; at least four of the courses must be taken at the University of Oregon.

ETHNIC STUDIES COURSES (ES)

101 Introduction to Ethnicity (4) Historical overview of the origin and impact of racism in the United States.

102 Ethnic Groups in Contemporary America (4) The role of race and ethnic social movements in shaping contemporary American culture.

103 Ethnic America: Cultural Voices (4) Contemporary issues with emphasis on ethnic literature, film, folklore, and the visual arts.

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 codirector.

200 Innovative Education: [Topic] (1–5R)

310 Black Political Ideology (4) Addresses historical, social, economic, and cultural factors that helped shape black political responses to racism.

315 Introduction to the Asian-American Experience (4) Histories of Asian-American groups in the United States: Chinese, Filipino, Japanese, Korean, and others.

320 Problems and Issues in the Native American Community (4) Explores contemporary and historic relations among the spectra of native and immigrant cultures. Identifies contemporary sociopolitical, economic, educational, spiritual, legal, and environmental issues facing urban and reservation native cultures.

330 Minority Women: Issues and Concerns (4) Contemporary social issues and feminism among women of color in the United States.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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)

415/515 Issues in Bilingual and Multicultural Education (4) Examines the historical, political, and educational influences that have shaped bilingual and multicultural education in the United States.

416/516 History of Chicano Education (4) Examines the Chicano experience in American schools with special emphasis on the states of Texas, New Mexico, California, and Oregon.

417/517 Mass Media and Minorities (4) Critically examines the social construction of positive and negative film imagery in commercial cinema. Addresses racism and sexism as integral factors.

418/518 Interracial Relations (4) Rigorously examines the interdynamics of racial and ethnic groups in America; emphasizes the historical, social, economic, and political forces that shape their reactions to each other.

419/519 Native American Contemporary Voices (4) Explores Indian country in North America—the voices, cultures, histories, and relationships of the Native American.

ADDITIONAL COURSES

Other upper-division and graduate courses with related subject matter may be included in an ethnic studies certificate or minor program by arrangement with the instructors and the director of ethnic studies. For descriptions of the following courses, see departmental sections of this bulletin.

Anthropology. Selected Topics in Ethnology (ANTH 211), Oregon Native Americans (ANTH 213), Ethnology of Hunters and Gatherers (ANTH 301), Ethnology of Tribal Societies (ANTH 302), Ethnology of Peasant Societies (ANTH 303), Native North Americans (ANTH 320), Pacific Basin: Polynesia and Micronesia (ANTH 323), Pacific Basin: Melanesia and Australia (ANTH 324), Cultural Dynamics (ANTH 415), Topics in Pacific Ethnology (ANTH 425), Peoples of South Africa (ANTH 426), Peoples of Central and East Africa (ANTH 427), Peoples of West Africa and the Sahara (ANTH 428), Peoples of East Asia (ANTH 431), Native Central Americans (ANTH 433), Native South Americans (ANTH 434), Cultures of Island Southeast Asia (ANTH 436), Race, Culture, and Sociobiology (ANTH 468)

Dance. Dance and Folk Culture (DAN 301), Tribal Dance Cultures (DAN 452)

English. Introduction to African-American Literature (ENG 151), Introduction to Native American Literature (ENG 240), African-American Prose (ENG 310), African-American Poetry (ENG 311), African-American Drama (ENG 312), African-American Folklore (ENG 486)

Geography. Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445)

History. African-American History (HIST 250, 251), Africa (HIST 325, 326), American Indian History (HIST 469)

International Studies. Cross-Cultural Communication (INTL 431)

Music. Music in World Cultures (MUS 258)

Political Science. Politics of Multi-Ethnic Societies (PS 443)

Religious Studies. Great Religions of the World (REL 201, 202, 203), Religions of India (REL 301), 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)

Sociology. Race, Class, and Ethnic Groups (SOC 345), Sociology of Race Relations (SOC 445)

Theater Arts. Multicultural Theater (TA 472)

EXERCISE AND MOVEMENT SCIENCE

122C Esslinger Hall
Telephone (503) 346-4107
Barry T. Bates, Department Head

FACULTY

Barry T. Bates, professor (biomechanics). B.S.E., 1960, Princeton; M.Ed., 1971, East Stroudsburg; Ph.D., 1973, Indiana. (1974)

Janet S. Dufek, assistant professor (biomechanics); director, undergraduate studies. B.S., Wisconsin-Superior; M.S., 1982, Illinois State; Ph.D., 1988, Oregon. (1988)

Jody L. Jensen, assistant professor (motor control). B.S., 1973, Drake; M.S., 1978, Massachusetts at Amherst; Ph.D., 1989, Maryland. (1990)

Gary A. Klug, associate professor (physiology of exercise). B.S., 1970, M.S., 1973, Wisconsin State; Ph.D., 1980, Washington State. (1985)

Louis R. Osternig, professor (sports medicine); director, graduate studies. B.S., 1965, M.S., 1967, California State, Hayward; Ph.D., 1971, Oregon. (1971)

Richard K. Troxel, senior instructor (sports medicine). B.S., 1975, M.S., 1977, Oregon. (1976)

Maureen R. Weiss, associate professor (social psychology of sport and exercise). B.A., 1974, M.A., 1976, California, Santa Barbara; Ph.D., 1981, Michigan State. (1981)

Marjorie Woollacott, professor (motor control). B.A., 1968, Ph.D., 1973, Southern California. (1980)

Courtesy

Cynthia Adams, courtesy assistant professor (motor control). B.A., 1978, M.A., 1982, California State, Long Beach; Ph.D., 1986, Wayne State. (1988)

Steven Chatfield, courtesy assistant professor. See **Dance**

Vicki Ebbeck, courtesy assistant professor (social psychology of sport and exercise). Diploma in Teaching, 1981, Catholic Teachers College, Sydney; B.Ed.,1984, Catholic College of Education, Sydney; M.S., 1986, Ph.D., 1990, Oregon. (1993)

Donald C. Jones, courtesy associate professor (sports medicine). B.S., 1969, Centenary (Hackettstown); M.D., 1973, Louisiana State. (1983)

Stanley L. James, courtesy professor (sports medicine). B.S., 1953, M.D., 1962, Iowa. (1979)

Steven Keele, courtesy professor. See **Psychology**

Anne Shumway-Cook, courtesy assistant professor (motor control). B.S., 1969, Indiana; M.S., 1979, Ph.D., 1983, Oregon. (1992)

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)

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

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, physics, psychology, and sociology. Human performance is influenced by the quality of physiological regulation, sensorimotor control, social factors, 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, physical, and social 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, sport and exercise psychology, biomechanics, motor control, and physiology of exercise.

Preparation. High school preparation should include a strong liberal arts background of English, mathematics, biology, chemistry, psychology, and sociology. Algebra and trigonometry are strongly recommended.

Transfer students. Transfer students should have completed as many university requirements as possible and as many of the prerequisites to major courses as possible.

Prerequisites	*54–57 credits*
General Biology I,II,III (BI 101, 102, 103) or Molecular Biology (BI 221), Cellular Biochemistry (BI 222), Cellular Physiology (BI 223) with laboratories (BI 226, 227, 228)	12–15
Introductory General Chemistry (CH 211, 212, 213) or General Chemistry (CH 221, 222, 223)	12
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)	12

Major Requirements	*42 credits*
Human Anatomy I,II (BI 311, 312)	6
Human Physiology I,II (BI 313, 314)	6
Social Psychology of Sport and Exercise (EMS 321)	4
Physical Growth and 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
Special-topics seminars (EMS 407) (minimum of two in different areas)	6

Prerequisite and major-requirement courses must be taken for letter grades. Students must maintain a 2.50 overall GPA and a 2.50 GPA in courses required for the major. In prerequisite and major-requirement courses, students must earn a C– or better with no more than two C– grades.

University bachelor's degree requirements are described in the **Registration and Academic Policies** section of this bulletin.

GRADUATE STUDIES

The Department of Exercise and Movement Science offers the master of science (M.S.) and the doctor of philosophy (Ph.D.) degrees with specialization in a variety of areas of concentration including biomechanics, motor

control, physiology of exercise, social psychology of sport and exercise, and sports medicine. An integral part of the graduate program is the exchange of information and inquiry with other disciplines throughout the university such as the biological, physical, and social sciences.

Areas of Concentration

There is a strong emphasis on broad interdisciplinary skills and research among the areas.

Biomechanics. Biomechanics uses the principles of mechanics to investigate biological systems. More specifically, it is a science that investigates motion and the effects of both internal and external forces that occur during the actions performed by living organisms. The primary focus of laboratory research is lower extremity function.

Motor Control. Research in this area examines motor-skill acquisition and human motor control across the life span. Emphasis is on the biomechanical and neurophysiological mechanisms that support skill acquisition and the control of posture and voluntary movement.

Physiology of Exercise. This area's research examines human and animal model adaptations elicited by acute and chronic exercise. Study in biological and chemical sciences is a major emphasis. Primary areas of investigation are the neural control of the cardiovascular system and muscle fatigue.

Social Psychology of Sport and Exercise. Emphasis in this area is on the social and psychological factors related to participation patterns and performance in sport and exercise settings. Specifically, two categories of questions are addressed in sport psychology: (1) how does participation in sport and exercise contribute to the psychological development of its participants? and (2) how do psychological factors influence participation and performance in sport and exercise?

Sports Medicine. Sports medicine focuses on the health implications of human physical activity, with special reference to habitual exercise, in health and disease. Research about musculoskeletal tolerance to exercise is a primary emphasis.

Admission

An application for admission to either the master's or the doctoral degree program can be obtained from the department's Director of Graduate Studies, 127 Esslinger Hall, 1240 University of Oregon, Eugene OR 97403-1240; telephone (503) 346-5430.

Master's Degree

The master's degree program requires a minimum of 45 credits of graduate work, 24 of which must be in exercise and movement science.

Requirements. Applicants to the master's program must have:

1. A minimum cumulative undergraduate grade point average of 2.75 for the last 90 quarter credits or 60 semester credits
2. Minimum qualifying Graduate Record Examinations (GRE) scores of 470 verbal, 500 quantitative, or a combined score (verbal and quantitative) of 1000 with neither portion below 450
3. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English

Prerequisites. Master's degree candidates must complete all undergraduate major requirements or their equivalents. These courses may be taken concurrently with master's degree requirements.

Areas of concentration:

1. Biomechanics
2. Motor control
3. Physiology of exercise
4. Social psychology of sport and exercise
5. Sports medicine

Program of study. Each student must complete a minimum of 12 credits in one area of concentration and a minimum of 18 credits in the support area of integrated exercise science. At least two 600-level courses must be taken in each area of concentration. Candidates may choose one of the following options:

1. Three graduate courses in each of two additional areas of concentration
2. Two graduate courses in each of three additional areas of concentration
3. Two graduate courses in each of two additional areas of concentration and two courses in a related department

All students must satisfactorily complete Statistical Methods I (EMS 691) and Critique and Interpretation of Research (EMS 693). Thesis students must also complete Data Analysis I (PSY 611).

The master's degree requires a thesis, a published research paper, a research project, or a comprehensive examination. The department decides whether a master's degree student will write a thesis, publish a research paper, complete a research project, or take a comprehensive examination.

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.

Requirements. Admission into the doctoral program is based on the applicant's academic record and the following:

1. Favorable recommendation from the area coordinator in the desired area of concentration and by the department's graduate admissions committee
2. Minimum qualifying Graduate Record Examinations (GRE) scores of 520 verbal, 560 quantitative, or a combined score (verbal and quantitative) of 1100 with neither portion below 500
3. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English
4. Candidate's statement of up to 500 words that indicates goals and objectives for pursuing the doctoral degree and the reason for selecting the prospective area of concentration
5. At least two letters of recommendation from individuals who can attest to the applicant's potential for doctoral study

Prerequisites. Doctoral candidates must complete the equivalent of the support area of integrated exercise science that is required for the master's degree program. These courses may be taken concurrently with doctoral courses and integrated into program requirements.

Program of study. Doctoral degrees are granted primarily for achievement and proven ability. The Graduate School requires at least three years of full-time study beyond the bachelor's degree, of which at least one academic year (three consecutive terms) must be spent in continuous residence on the UO campus. It should be noted, however, that most students take three to four years of full-time study beyond the master's degree to complete their doctoral degree. Graduate courses completed with grades of A, B, or P (pass) from other approved institutions may be accepted if they are relevant to the program of study.

Master's thesis. Before taking doctoral comprehensive examinations, candidates who have not written a master's thesis must complete one or be first author on a research paper accepted for publication in a refereed journal. Every candidate must also complete a dissertation.

Research-Tools Requirement. Each of the following options satisfies the research-tools requirement for the Ph.D. degree: (1) proficiency in a foreign language (measured by the Graduate Student Foreign Language Test), (2) 9 to 12 credits of computer science courses, (3) advanced statistics or research-design courses, or (4) a combination of (2) and (3) commensurate with the candidate's program and goals but equal to 9 credits. Course selection must be approved by the student's advisory committee.

Areas of Concentration. Each doctoral candidate must have a minimum of 30 credits in one area of concentration and 21 credits in a support area.

1. Biomechanics
2. Motor control
3. Physiology of exercise
4. Social psychology of sport and exercise

Support Areas. Any of the areas of concentration and approved topics in other departments may be selected for the support area.

Other Areas of Study. A minimum of 20 credits must be earned in graduate courses outside the department. These credits may be applied to the area of concentration or the support area.

Final Examinations. Written and oral doctoral comprehensive examinations in the area of concentration and the support area are taken after completing substantial course work, a master's thesis or equivalent, and the research-tools requirement. 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.

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 was awarded in 1993–94. The application deadline is March 1, and inquiries may be directed to the department's Director of Graduate Studies, 127 Esslinger Hall, 1240 University of Oregon, Eugene OR 97403-1240; telephone (503) 346-5430.

Graduate Teaching Fellowships
The Department of Exercise and Movement Science, in conjunction with Physical Activity and Recreation Services (PARS) offers graduate teaching fellowships (GTFs) to qualified students. GTFs teach undergraduate laboratories or assist in research projects in the academic specialty areas, 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 FTE receives a monetary stipend based on the level of the appointment and pays no tuition on the first 16 credits of course work.

For application information, write or call the department's Director of Graduate Studies, 127 Esslinger Hall, 1240 University of Oregon, Eugene OR 97403-1240; telephone (503) 346-5430.

INTERNATIONAL INSTITUTE FOR SPORT AND HUMAN PERFORMANCE

Bowerman Family Building
Telephone (503) 346-4114
Henriette A. Heiny, Director

The mission of the International Institute for Sport and Human Performance is to promote and synthesize research and to increase knowledge through multidisciplinary and cross-cultural inquiry. The institute also facilitates the analysis, translation, interpretation, and practical application of knowledge in health and sport sciences.

One of the institute's programs is Microform Publications. Since 1949 it has provided international markets with North American research information—theses and dissertations from sport sciences, physical education, health, leisure, and dance.

The institute's objectives complement those of the Department of Exercise and Movement Science. In addition, they address the institute's role as a global communicator and reflect its central goal: to reduce universal health problems created by sedentary lifestyles.

To achieve its goals the institute seeks to:

- encompass a broad spectrum of sport sciences, the natural and social sciences, and the humanities
- provide a center for the collection and dissemination of information
- formulate innovative methods for communicating the value of an active lifestyle to a spectrum of the population from children to senior citizens, from sedentary people to elite competitors
- provide services for the enrichment and future development of physical activity and sports
- address the complex issues surrounding athletics and high-performance sports
- increase understanding between diverse cultures, nationally and internationally, through the medium of sport and related research

EXERCISE AND MOVEMENT SCIENCE COURSES (EMS)

321 Social Psychology of Sport and Exercise (4) Social and psychological factors influencing participation in physical activity, such as feedback, reinforcement, attitudes, motivation, and self-confidence. Prereq: PSY 201, 202.

331 Physical Growth and 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 those 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; pre- or coreq: PHYS 201.

401 Research: [Topic] (1–21R)

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 each of the areas of concentration.

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)

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 Physiology, Motor Control, Social Psychology of Sport and Exercise, and Sports Medicine.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R) Current topics include Clinical and Functional Anatomy and Statistical Methods Laboratory.

621 Social Psychology of Sport: Socialization (3) The emergence of sport psychology as a discipline; topics include socialization, competition, modeling, feedback and reinforcement, personality, aggression, moral development, and self-concept.

622 Social Psychology of Sport: Motivation (3) Motivation influencing individual and group behavior in sport and physical activity. Topics include exercise behavior, participation motivation, intrinsic and extrinsic motivation, competence motivation, self-efficacy, and achievement of goals. Prereq: EMS 621.

623 Psychological Skills in Sport (3) Psychological skills in sport and how these skills can be used to enhance sport performance and cope with stress. Relaxation, cognitive restructuring, mental imagery, and goal setting.

634 Neurological Mechanisms underlying Human Movement (3) Neurophysiology underlying the control of human movement. Prereq: BI 311, 312, 313, 314 or instructor's consent.

635 Theory of Motor Control and Learning (3) Exploration of current theories of motor control from the perspective of neurophysiology, biomechanics, and psychology. Prereq: EMS 634 or instructor's consent.

636 Motor Skill Learning (3) 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.

637 Advanced Motor Skill Learning (3) Identification of variables that influence both the acquisition and retention of motor skill.

638 Motor Development (3) Development of sensory and motor and higher cognitive functions related to the acquisition of postural, locomotor, and eye-hand coordination skills.

663, 664, 665 Sports Medicine (3,3,3S) Health implications of human physical activity. Prereq: BI 311, 312.

668 Muscle Mechanics and Exercise Analysis (3) Analysis of exercise and the principles underlying exercise prescription; normal and abnormal muscle control. 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. Not offered 1994–95.

677 Biochemical Principles of Exercise (3) The physiological and chemical mechanisms underlying the major functions of the body during exercise.

678, 679 Systems of Physiology I,II (3,3) Advanced analysis of the responses of the cardiovascular system and skeletal muscle to acute and chronic exercise.

681, 682, 683 Biomechanics (3,3,3) The basic mechanisms of movement; application of mechanical principles and analysis of selected movement patterns.

691 Statistical Methods I (3) 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).

692 Statistical Methods II (3) Not offered 1994–95.

693 Critique and Interpretation of Research (3) Scientific principles applied to the conduct and examination of research in health, physical education, recreation, gerontology, and dance; application of research results to practical situations.

694 Applied Multivariate Statistics (4) Applied approach to the use of multivariate statistics. Topics include MANOVA, discriminant analysis, multivariate regression and canonical correlation, and factor analysis. Prereq: PSY 611, 612 or equivalent.

695 Experimental Design (4) Not offered 1994–95.

FOLKLORE

466 Prince Lucien Campbell Hall
Telephone (503) 346-3539
Sharon R. Sherman, Program Director

PARTICIPATING FACULTY

Lisa Codman Arkin, dance
Doug Blandy, arts and administration
Richard P. Chaney, anthropology
Edwin L. Coleman II, English
Janet W. Descutner, dance
Dianne M. Dugaw, English
Mark Levy, music
Anne Dhu McLucas, music
Donald L. Peting, architecture
James L. Rice, Russian
Leland M. Roth, art history
Sharon R. Sherman, English
Carol T. Silverman, anthropology
Ronald Wixman, geography
Daniel N. Wojcik, English

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. Special tutorial training in equipment use, fieldwork methodologies, and editing is available. The program has equipment for 16mm bench editing and resources for making videotapes. 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 archive data easily retrievable. Located in 453 Prince Lucien Campbell Hall, the archive is open to the public as well as to the university community.

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
Choose one from Introduction to Cultural Anthropology (ANTH 110), Selected Topics in Ethnology (ANTH 211), or Oregon Native Americans (ANTH 213)	4

Approved Electives	*27 credits*
Practicum: Field Experience (FLR 409) or field-based courses	6
Related upper-division courses	21

Students seeking to qualify for a folklore certificate must consult the folklore director two terms before graduation for course work approval and transcript evaluation and to arrange the field experience.

GRADUATE STUDY IN FOLKLORE

Students may create their own plan of study for a master's degree through the Interdisciplinary Studies: Individualized Program (IS:IP) offered by the Graduate School. With the approval of the Graduate School, students typically select courses taught by folklorists in the English and anthropology departments and combine these with a third interest area such as history, dance, or music. A thesis or fieldwork project is required for completion of the degree with a folklore option. Students working toward M.A. degrees must also demonstrate competence in a foreign language.

Folklore may also be chosen 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)
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 may be included in individual folklore certificate programs by arrangement with the instructors and the folklore director. For descriptions of the following courses, see departmental sections of this bulletin.

Anthropology. Selected Topics in Ethnology (ANTH 211), Oregon Native Americans (ANTH 213), Ethnology of Peasant Societies (ANTH 303), Native North Americans (ANTH 320), Cultural Dynamics (ANTH 415/515), Anthropology of Religion (ANTH 418/518), 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, Historic Preservation (ARH 469/569)

Arts and Administration. Arts 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), Reading and Conference (ENG 405 or 605), Seminar (ENG 407/507), Experimental Course (ENG 410/510), Studies in Mythology (ENG 482/582), Folklore and Mythology of the British Isles (ENG 483/583), American Folklore (ENG 484/584), Film and Folklore (ENG 485/585), African-American Folklore (ENG 486/586), American Popular Literature and Culture (ENG 487/587), 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), Africa (HIST 325, 326), American Indian History (HIST 469/569)

International Studies. Seminar (INTL 407/507), Cross-Cultural Communication (INTL 431/531)

Music. East European Folk Ensemble (MUS 190, 390), Music in World Cultures (MUS 258), Music of the Americas (MUS 259), Seminar (MUS 407/507), 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)

Political Science. Seminar (PS 407/507), Politics of Multi-Ethnic Societies (PS 443/543)

Religious Studies. Great Religions of the World (REL 201, 202, 203), Religions of India (REL 301), Chinese Religions (REL 302), Japanese Religions (REL 303), 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

164 Oregon Hall
Telephone (503) 346-3211
John V. Leahy, Director

Program Committee Faculty

Ralph J. Barnhard, chemistry
Jacob Beck, psychology
Gordon G. Goles, geological sciences
Amit Goswami, physics
Richard M. Koch, mathematics
John V. Leahy, mathematics
John R. Lukacs, anthropology
Nancy Miller, academic advising and student services
Karen U. Sprague, biology
Cathy Whitlock, geography
Christopher B. Wilson, computer and information science
Robert L. Zimmerman, physics

The general science curriculum allows students to design academic programs that satisfy the requirements for a bachelor of science degree and provide more breadth than traditional science programs. Many exciting areas of scientific inquiry, such as the neurosciences, environmental sciences, and biophysical sciences, require broad science backgrounds and encompass several science disciplines. Students planning graduate study or technical careers in one of these areas as well as students preparing for careers in the health sciences, in science education, or in a science-related business or social service might be best served by a well-designed multidisciplinary science program.

One strength of the General Science Program is its diversity and flexibility. To exploit that strength, students need to design their programs carefully, consulting frequently with the general science adviser and taking advantage of the expertise of faculty members who serve on the program committee. Course sequences that meet requirements of professional schools and training programs should be selected in consultation with program advisers or committee members. Students should seek assistance in program planning when they identify or change career goals, because successful application to professional schools and training programs may require 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 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 requirements of the major. A student should notify the general science coordinator of the intention to graduate at least one term before the proposed graduation date.

Preparation. High school students planning to major in general science should take as much mathematics as possible, including two years of algebra and trigonometry. They should also take science courses in their areas of interest. Students planning to transfer into the General Science Program after two years at a community college or at another college or university should complete courses equivalent to the lower-division requirements listed below and as many as possible of the general university graduation requirements for the bachelor's degree. Acceptance of transfer courses and credits is determined by evaluators in the Office of Admissions in consultation with general science advisers or committee members.

Upon admission, transfer students should consult a general science adviser in the Office of Academic Advising and Student Services, 164 Oregon Hall.

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 choose carefully courses that will meet 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 science selected from Introduction to Business-Information Processing (CIS 131), 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-term 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)

Biology. General Biology I: Cells (BI 101), General Biology II: Organisms (BI 102), and General Biology III: Populations (BI 103) ***or*** Explorations in General Biology I: Cells (BI 105), Explorations in General Biology II: Organisms (BI 106), Explorations in General Biology III: Populations (BI 107) ***or*** three from Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222), Cellular Physiology (BI 223) with laboratories (BI 225, 226, 227, 228)

Chemistry. 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) with laboratories (CIS 220, 221, 222)

Geography. The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), and one from Climatology (GEOG 321), Geomorphology (GEOG 322), Biogeography (GEOG 323)

Geological Sciences. Introduction to Geology: The Dynamic Earth (GEOL 101), Introduction to Geology: The Face of the Earth (GEOL 102), Introduction to Geology: The Evolving Earth (GEOL 103) with laboratories (GEOL 104, 105, 106) ***or*** General Geology: Earth's Interior Heat and Dynamics (GEOL 201), General Geology: Earth's Surface Processes and Morphology (GEOL 202), General Geology: Evolution of the Earth (GEOL 203)

Physics. Physics of Energy and Environment (PHYS 161), Solar Energy (PHYS 162), Electric Power Generation (PHYS 163) ***or*** General Physics (PHYS 201, 202, 203) ***or*** General Physics with Calculus (PHYS 211, 212, 213) with Introductory Physics Laboratory (PHYS 204, 205, 206)

Upper Division

1. Complete a minimum of 30 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. While BI 220, 221, 222, 223 do not count as upper-division credits, students who complete three of these courses with grades of mid-C or better need to take only 24 upper-division credits
2. Two areas of emphasis are required: at least 12 upper-division credits must be completed in one area and at least 9 upper-division credits in a second area.
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 the upper-division requirements in general science

Upper-division courses may be selected from:

Anthropology. Courses in human and primate anatomy and evolution (ANTH 461–463, 466, 467, 469)

Biology. BI 311–380 and BI 415–495

Chemistry. CH 331–339 and CH 411–470

Computer and Information Science. CIS 313–342 and CIS 413–471

Exercise and Movement Science. EMS 331, 332, 361, 371, 381

Geography. Physical geography courses (GEOG 421–427, 430, 431)

Geological Sciences. GEOL 311–350 and GEOL 414–493

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, 430–450)

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 centers on a thesis which is the culmination of research conducted under the direction of a faculty adviser. The adviser need not 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 3.75 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, program director, and one other committee member, honors will be awarded.

For guidelines and time schedules, see a general science adviser.

Program Planning

Information about program planning and detailed examples of programs are available from the general science coordinator, Office of Academic Advising and Student Services, 164 Oregon Hall. Prehealth science students who choose the general science major should design their programs to meet the admission requirements of the professional school of their choice. See also the **Preparatory Programs** section of this bulletin.

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. Prospective teachers may obtain information about requirements for entry into teacher education programs from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GEOGRAPHY

107 Condon Hall
Telephone (503) 346-4555
Patricia F. McDowell, Department Head

FACULTY

Patrick J. Bartlein, associate professor (climatology, quantitative methods, water resources). B.A., 1972, M.S., 1975, Ph.D., 1978, Wisconsin, Madison. (1982)

Carolyn L. Cartier, assistant professor (environmental geography, urban geography, Asia). A.B., 1982, M.A., 1985, Ph.D., 1991, California, Berkeley. (1994)

David E. Greenland, professor (climatology, climate and vegetation). B.Sc., 1963, M.Sc., 1965, Birmingham, England; Ph.D., Canterbury, New Zealand, 1971. (1991)

William G. Loy, professor (cartography, geographic education, geographic-name studies). B.A., 1958, Minnesota at Duluth; M.S., 1962, Chicago; Ph.D., 1967, Minnesota. (1967)

Patricia Mace, courtesy instructor (resource policy and environmental analysis). B.A., 1981, Trinity; M.A., 1986, Washington (Seattle). (1992)

Patricia F. McDowell, professor (geomorphology, soils, Quaternary environments). B.A., 1971, M.A., 1977, Illinois Institute of Technology; Ph.D., 1980, Wisconsin, Madison. (1982)

James E. Meacham, research assistant.. B.A., 1984, M.A., 1992, Oregon. (1994)

Alexander B. Murphy, associate professor (cultural geography, political geography, law and geography). B.A., 1977, Yale; J.D., 1981, Columbia; Ph.D., 1987, Chicago. (1987)

Risa I. Palm, professor (urban, housing in American cities, natural hazards); dean, arts and sciences. B.S., 1964, M.A., 1969, Ph.D., 1972, Minnesota. (1991)

Gary H. Searl, assistant professor (geographic education, Oregon). B.B.A., 1959, M.S., 1966, Oregon. (1968)

Everett G. Smith, Jr., professor (social geography, urban geography). B.A., 1953, M.A., 1956, Illinois; Ph.D., 1962, Minnesota. (1965)

Cathy Whitlock, associate professor (biogeography, Quaternary paleoecology). B.A., 1975, Colorado College; M.S., 1979, Ph.D., 1983, Washington (Seattle). (1990)

Ronald Wixman, professor (Soviet Union, eastern Europe, cultural geography). B.A., 1968, Hunter; M.A., 1972, Columbia; Ph.D., 1978, Chicago. (1975)

Emeriti

Stanton A. Cook, professor emeritus (ecology, biogeography). A.B., 1951, Harvard; Ph.D., 1960, California, Berkeley. (1960)

Carl L. Johannessen, professor emeritus (biogeography, cultural geography, Mesoamerica). B.A., 1950, M.A., 1953, Ph.D., 1959, California, Berkeley. (1959)

Clyde P. Patton, professor emeritus (climatology, western Europe, cultural geography). A.B., 1948, M.A., 1950, Ph.D., 1953, California, Berkeley. (1958)

Edward T. Price, professor emeritus (North America, cultural geography, historical geography). B.S., 1937, California Institute of Technology; Ph.D., 1950, California, Berkeley. (1963)

Alvin W. Urquhart, professor emeritus (cultural geography, geographic landscapes, environmental alteration). 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 or one that emphasizes environmental studies. Both bachelor of arts (B.A.) and bachelor of science (B.S.) degrees are offered in the department. A grade of at least C– or P (pass) is required in each of the 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.

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 CIS 133 or 134—introduces computer programming

Geography majors also must demonstrate proficiency in a foreign language either by passing a second-year university foreign language course or an examination indicating an equivalent level of proficiency.

The B.A. degree is recommended for students planning to emphasize cultural or regional geography. The B.S. degree is recommended for students planning to emphasize physical geography or environmental studies.

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 bulletin.

Students majoring in geography should consult their advisers to determine which group-satisfying courses will best support their major.

Major Requirements

Twelve courses, of which eight must be upper division, are required as follows:

Introductory Geography. Four courses including The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), Cultural Geography (GEOG 103), and either Geography and Environment (GEOG 104) or World Regional Geography (GEOG 201)

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), Quaternary Environments (GEOG 430), Quaternary Vegetation History (GEOG 431)

Cultural Geography. Two courses selected from Special Topics in Human Geography (GEOG 418), 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)

Regional Geography. Two courses selected from World Regional Geography (GEOG 201), Geography of European-American Regions (GEOG 202), Geography of Non-European-American Regions (GEOG 203), Advanced Geography of European-American Regions (GEOG 470), Advanced Geography of Non-European-American Regions (GEOG 475)

Geography Major with an Environmental Studies Minor. The basic requirements of the geography major are the following:

The Natural Environment (GEOG 101), Global Environmental Change (GEOG 102), Cultural Geography (GEOG 103), Geography and Environment (GEOG 104)

Two geographic techniques courses

Three upper-division cultural geography courses including two from Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

Three upper-division physical geography courses

One upper-division physical geography course or one environmental geography course selected from GEOG 461–463

Other requirements for the minor outlined by the Environmental Studies Program

Environmental studies minors should request advice about recommended courses from their major advisers.

Honors College Program

The Clark Honors College student majoring in geography must design a course of study in consultation with a major adviser in geography.

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 cultural geography course.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in geography provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

Graduate work leading to both the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees is offered. The department also offers a master of science (M.S.) degree program that emphasizes geography and education. The department's graduate programs emphasize cultural geography, physical geography with an emphasis on Quaternary studies, and environmental studies. The master's program may be a more generalized study of cultural, physical, or environmental geography. The Ph.D. program closely follows the research interests of the geography faculty. Because of the small size of the faculty, most students follow an individualized program that includes courses and seminars in related disciplines.

Although the department requires knowledge of the fundamentals of geography, it welcomes students whose undergraduate work has been in other disciplines and who can apply their training to geographic problems.

Admission

To apply for admission, send to the university Office of Admissions the original copy of the Graduate Admission Application form and the application fee and transcripts as explained in the **Graduate School** section of this bulletin. Applicants whose application materials are received by 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 four carbon copies of the admission application
2. Official transcripts of all undergraduate and graduate college work
3. Three letters of reference from people familiar with the applicant's academic background or relevant professional experience
4. A score from the Graduate Record Examinations (GRE) general test
5. A statement about interests to be pursued at the university. Applicants to the Ph.D. program must include in the statement specific research directions or possible dissertation topics
6. If appropriate, the application for a graduate assistantship or fellowship award
7. International applicants must score at least 550 on the Test of English as a Foreign Language (TOEFL)

General Requirements

The master's degree program emphasizes general education in geography and specialized seminars and research courses. A special option in the master's program emphasizing geography and education is available for students with public school teacher licensure. The Ph.D. degree program requires general preparation in geography, physical geography, and environmental studies. Areas of emphasis in cultural 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, micro-and applied climatology, Quaternary environments, vegetation history, palynology, plant ecology, geomorphology, soils, and geoarchaeology. Environmental studies in the department focus on the historical, philosophical, legal, and perceptual dimensions of human-environment relations. The department also offers course work and faculty expertise in North America, Latin America, Europe (both West and East), and the former Soviet Union.

To ensure breadth of knowledge in the discipline, the department requires all Ph.D. and M.A. candidates to complete the following courses or their equivalents: Cartographic Methods (GEOG 311); Geographic Data Analysis (GEOG 314); Climatology (GEOG 321); Geomorphology (GEOG 322); Biogeography (GEOG 323); Political Geography (GEOG 541) or Urban Geography (GEOG 542); Geography of Languages (GEOG 544), Culture, Ethnicity, and Nationalism (GEOG 545), or Geography of Religion (GEOG 546); Environmental Alteration (GEOG 561), Historical and Contemporary Views of the Environment (GEOG 562), or Geography, Law, and the Environment (GEOG 563). Graduate students cannot receive graduate credit for 300-level courses.

Theory and Practice of Geography (GEOG 620) must be taken during the first fall term the graduate student is in residence. Each graduate student must take 1 credit of Workshop (GEOG 608) every winter and spring term that student is in residence.

For students following the master's degree track in geography and education, some substitutions for these course requirements may be authorized by the departmental director of the special track program.

Master's Degree Program

The general M.A. degree in geography emphasizes broad understanding of physical and cultural 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 607) are required of each M.A. candidate.

Students must demonstrate skill in one foreign language, which may be met either by passing a second-year university foreign language course during the seven-year period prior to the receipt of the master's or doctor's degree or by passing the Graduate Student Foreign Language Test (GSFLT) at a level equivalent to a grade of C– or better.

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.

The geography and education option leads to either the M.A. or the M.S. degree. The option is designed to relate geographic research methods and perspectives to the teaching of social studies at all levels. Course and seminar requirements parallel those for the M.A. program in geography, 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.

Those 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 more specialization of the student, who must demonstrate thorough knowledge of the geography of a major region of the world and competent understanding of one of the systematic fields of geography. While this program is designed to suit each individual's background and interests, prospective candidates should pay particular attention to the systematic specialization and regional interests of the department's faculty members before applying for admission.

The candidate may use the flexibility of Research (GEOG 601) and Reading and Conference (GEOG 605) to follow specific interests with individual members of the faculty. The Ph.D. program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credits.

Ph.D. Requirements

In addition to completing all Graduate School requirements and a master's degree in geography or equivalent study that includes courses required for the M.A. degree in geography at the University of Oregon, the geography Ph.D. program requires at least two graduate-only seminars in geography (GEOG 607) and the completion of a second language or technical skill. The second language or skill requirement may be met in any of the following ways:

1. Proficiency in a foreign language at the level required for the M.A. degree

2. Advanced foreign language training to the level required to pass a third-year university-level course in composition and conversation
3. Mastery of a technique or method of geographic research by passing at least three approved advanced-level courses from outside the department

After completing the appropriate course work, graduate seminars, and language or technical skills requirement, advancement to candidacy is achieved by passing comprehensive written examinations in three areas: a world region, a systematic field of geography, and geographic thought and methodology. The student, in consultation with a faculty committee, writes four questions in each area for the comprehensive examination. Two or three questions in each area are then selected by the advisory committee, and the student prepares written answers to them during a six-week period.

Within nine months of completing the comprehensive examination, the student must present a dissertation proposal for approval by the student's dissertation committee. The completed dissertation, the capstone of the doctoral program, presents the results of substantive and original research on a significant geographic problem. It is defended in a public oral presentation.

Financial Assistance

A limited number of graduate teaching fellowships (GTFs) are available. Fellows receive a modest stipend and are exempt from tuition but must pay a small fee each term. GTFs usually register for 15 credits of course work a term and are assigned duties of 87.5 hours a term for each 0.20 full-time equivalency of their fellowship. Applications for fellowships should be received by January 15.

The College Work-Study Program (under federal funding for students from low-income families) provides an alternative means of financial assistance. The Department of Geography has several positions under this program. For work-study certification and to apply for loans or grants, 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 (4S) The earth's physical landscapes, vegetational patterns, weather, and climate; emphasis on the dynamic interactions among climate, landforms, vegetation, and soils. Greenland, Loy, McDowell, Whitlock. Offered fall term only.

102 Global Environmental Change (4S) Natural and human-induced climatic changes and their impact on different environmental systems. Emphasizes biophysical systems. Prereq: GEOG 101. Bartlein, Greenland, Whitlock. Offered winter term only.

103 Cultural Geography (4) Ways in which various cultures have evaluated and used their environments. Discussion of the changing distributions of major cultural elements. Murphy, Wixman.

104 Geography and Environment (4) Ways in which the major physical systems and ecosystems of the earth have been modified by human actions. Emphasizes human systems. Offered winter term only.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [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 distinctive. Smith, Wixman. Offered spring term only.

202 Geography of European-American Regions (4) Physical and cultural processes that have shaped the rural and urban landscapes of selected European-American regions. Loy, Murphy, Searl, Wixman.

203 Geography of Non-European-American Regions (4) The physical and cultural processes that have shaped the rural and urban landscapes of selected non-European-American regions. Wixman. Not offered 1994–95.

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. Loy.

313 Geographic Field Studies (4) Research techniques in geography applied to local areas and problems. Field trip fee. Majors only. Not offered 1994–95.

314 Geographic Data Analysis (4) Nature of geographical data sets, description and summarization of patterns, distributions, and relationships among geographical data. Bartlein. Majors only. Not offered 1994–95.

321 Climatology (4) Energy and moisture in the atmosphere, atmospheric circulation, controls of regional and microclimates, applied climatology, climatic variations, past and future climates. Prereq: GEOG 102. Bartlein, Greenland.

322 Geomorphology (4) Landforming processes with emphasis on mass movements, rivers, eolian, glacial, and coastal processes. 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.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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 Field Studies: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Seminars offered 1994–95 are Geographic Imagery, Geographic Videos, Oregon Landscapes, Water Resource Issues.

408/508 Workshop: [Topic] (1–16R) P/N only

409 Practicum: [Topic] (1–21R) P/N only

410/510 Experimental Course: [Topic] (1–4R)

411/511 Advanced Cartography (4) Design and production of maps and graphics using computer-aided techniques with emphasis on geographic information systems (GIS) output methods. Prereq: GEOG 311. Meacham.

414/514 Advanced Geographic Data Analysis: [Topic] (4R) Advanced topics in the analysis of spatial data. Prereq: GEOG 314. Bartlein. **R** when topic changes. Not offered 1994–95.

416/516 Introductory Geographic Information Systems (4) Introduces fundamentals of geographic information systems (GIS). Covers data sources, input, manipulation analysis, data output, and product generation. Prereq: GEOG 411/511 or instructor's consent. Meacham.

418/518 Special Topics in Human Geography: [Topic] (4R) Special systematic topics in human geography, such as economic geography, American historical geography, and cultural landscapes. Prereq: GEOG 103 or 104 or instructor's consent. Murphy, Smith. **R** when topic changes.

421/521 Advanced Climatology: [Topic] (4R) Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. Prereq: GEOG 321. Bartlein, Greenland. **R** when topic changes.

422/522 Advanced Geomorphology: [Topic] (4R) Study of one principal landforming process, its characteristics in time and space, and the resulting landforms. Special fee. Prereq: GEOG 322. McDowell. **R** when topic changes. Not offered 1994–95.

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. Prereq: GEOG 323. Whitlock. **R** when topic changes. Not offered 1994–95.

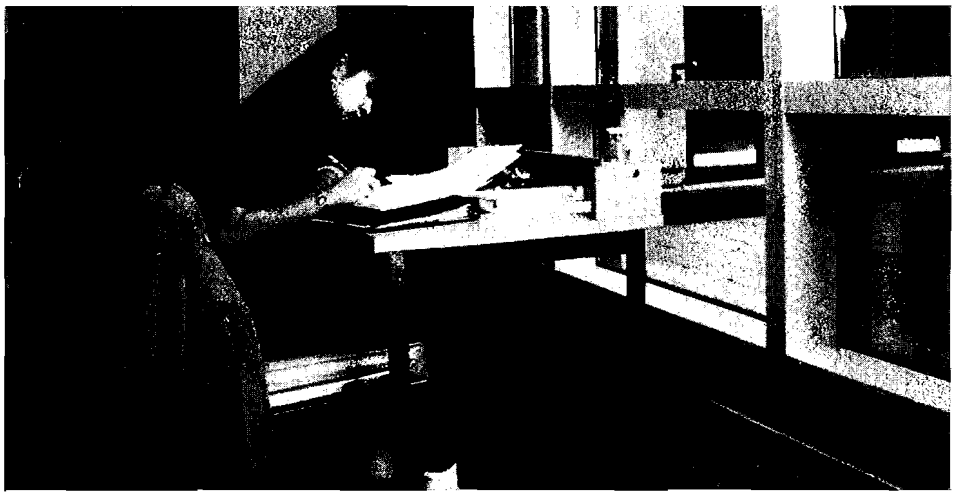
424/524 Soil Genesis and Geography (4) Pedogenic processes; description of soil profiles, soil classification; Quaternary soil stratigraphy and geomorphology; applications of soil information. Special fee. Prereq: GEOG 322 or instructor's consent. McDowell. Required field trips. Not offered 1994–95.

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. Prereq: GEOG 321 or 322 and MATH 111, 112 or instructor's consent. Bartlein. Not offered 1994–95.

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. Special fee. Prereq: GEOG 322; MATH 111, 112. McDowell. Required field trips. Offered 1994–95 and alternate years.

430/530 Quaternary Environments (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 Quaternary Vegetation History (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.

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. Prereq: GEOG 103 or instructor's consent. Smith.

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. Wixman. Not offered 1994–95.

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, Wixman.

446/546 Geography of Religion (4) Origin and diffusion of religions; religion, worldview, environmental perception and alteration; religion, territory, the organization of space. Prereq: GEOG 103 or instructor's consent. Wixman. Not offered 1994–95.

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, Urquhart.

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. Urquhart.

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. Prereq: GEOG 104 or PPPM 331 or instructor's consent. Murphy. Not offered 1994–95.

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. Region of study 1994–95 may be the American West. Prereq: GEOG 201, 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. Prereq: GEOG 416/516. 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. Wixman. **R** when region changes.

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

607 Seminar: [Topic] (1–5R) Seminars offered 1994–95 are Environmental Geography; Ethnicity, Territorialism, and Conflict; Geography of the Willamette Valley.

608 Workshop: [Topic] (1–16R) P/N only

609 Practicum: [Topic] (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R)

620 Theory and Practice of Geography (5) Methods of geographic investigation; theory and practice of developing geographic theses and problems. Prereq: graduate standing in geography. Greenland, Murphy.

GEOLOGICAL SCIENCES

100 Cascade Hall
Telephone (503) 346-4573
Mark H. Reed, Department Head

FACULTY

Sam Boggs, professor (sedimentation, sedimentary petrology). B.S., 1956, Kentucky; Ph.D., 1964, Colorado. (1965)

Katharine V. Cashman, associate professor (volcanology, igneous petrology, crystallization kinetics). B.A., 1976, Middlebury; M.S., 1979, Victoria, New Zealand; Ph.D., 1987, Johns Hopkins. (1991)

Gordon G. Goles, professor (geochemistry). A.B., 1956, Harvard; Ph.D., 1961, Chicago. (1966)

Eugene D. Humphreys, associate professor (seismology, regional tectonics). B.S., 1974, M.S., 1978, California, Riverside; Ph.D., 1985, California Institute of Technology. (1985)

A. Dana Johnston, associate professor (experimental petrology, geochemistry). B.S., 1976, Bates; M.S., 1978, Ph.D., 1983, Minnesota. (1986)

M. Allan Kays, professor (metamorphic and igneous petrology). B.A., 1956, Southern Illinois; M.A., 1958, Ph.D., 1960, Washington (St. Louis). (1961)

William N. Orr, professor (micropaleontology, biostratigraphy). B.S., 1961, Oklahoma; M.A., 1963, California, Riverside and Los Angeles; Ph.D., 1967, Michigan State. (1967)

Mark H. Reed, professor (mineral deposits, hydrothermal geochemistry). B.A., 1971, Carleton; M.S., 1974, Ph.D., 1977, California, Berkeley. (1978)

Gregory J. Retallack, professor (paleobotany, paleosols). B.A., 1973, Macquarie; Ph.D., 1978, New England University, Australia. On leave winter 1995. (1981)

Jack M. Rice, professor (geochemistry, petrology). A.B., 1970, Dartmouth; M.S., 1972, Ph.D., 1975, Washington (Seattle). (1977)

Norman M. Savage, professor (Paleozoic paleontology, stratigraphy). B.Sc., 1959, Bristol; Ph.D., 1968, Sydney. (1971)

Douglas R. Toomey, assistant professor (seismology, tectonics, midocean ridges). B.S., 1981, Pennsylvania State; Ph.D., 1987, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1990)

Harve S. Waff, professor (tectonophysics, electromagnetic depth sounding). B.S., 1962, William and Mary; M.S., 1966, Ph.D., 1970, Oregon. (1978)

Ray J. Weldon, associate professor (structural geology, neotectonics, Quaternary geology). B.A., 1977, Pomona; Ph.D., 1986, California Institute of Technology. (1987)

Courtesy

Erick A. Bestland, courtesy research assistant (stratigraphy, sedimentology). B.S., 1982, Wisconsin, Madison; M.S., 1985, Ph.D., 1990, Oregon. (1991)

Arthur J. Boucot, courtesy professor (paleontology, evolution). A.B., 1948, A.M., 1949, Ph.D., 1953, Harvard. (1989)

Allan B. Griggs, courtesy professor (regional and economic geology); research geologist. B.S., 1932, Oregon; Ph.D., 1952, Stanford. (1980)

David Krinsley, courtesy professor (electron microscopy). Ph.B., 1948, S.B., 1950, S.M., 1950, Ph.D., 1956, Chicago. (1991)

Cathy Whitlock, courtesy associate 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 (stratigraphy, regional geology). B.S., 1938, M.S., 1939, Washington State; Ph.D., 1943, Cornell. (1947)

William T. Holser, professor emeritus (geochemistry). B.S., 1942, M.S., 1946, California Institute of Technology; Ph.D., 1950, Columbia. (1970)

Alexander R. McBirney, professor emeritus (igneous petrology, volcanology). B.S., 1946, United States Military Academy, West Point; Ph.D., 1961, California, Berkeley. (1965)

Lloyd W. Staples, professor emeritus (mineralogy, economic and engineering geology). A.B., 1929, Columbia; M.S., 1930, Michigan; Ph.D., 1935, Stanford. (1939)

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

UNDERGRADUATE STUDIES

The Department of Geological Sciences undergraduate program is designed to provide an understanding of the materials of the earth and the processes that have shaped the earth and generated our surface environment and mineral and energy resources. Geology is a science that applies all the basic sciences—biology, chemistry, mathematics, and physics—to the understanding of earth processes in a historical context of geologic time. It is a science that explores problems by combining field investigations with laboratory experiments and theoretical studies.

Preparation. High school students planning to major in geological sciences should include in their high school program algebra, geometry, trigonometry, geography, and science (physics, chemistry, biology, earth science, or general science).

Students transferring to the UO Department of Geological Sciences following two years of college work should have completed a year of general chemistry, a year of general physics, and a year of calculus. If available to the student, a year of general geology with laboratory is also recommended. In addition, transfer students should have completed as many as possible of the university requirements for undergraduate degrees.

Careers. Career opportunities for geologists are best for students holding advanced degrees. A variety of professional positions are open to students with master of science degrees, including work in applied geology with petroleum and mining companies, environmental consulting firms, and state and federal agencies. Geologists and geophysicists with doctor of philosophy degrees have opportunities in university and college teaching and research positions in federal agencies and private industry. Students are therefore advised to obtain a graduate degree for most professional positions. Graduates with bachelor's degrees can qualify for positions as laboratory technicians or field assistants and for limited professional positions as junior geologists or geophysicists.

Geological Sciences Curriculum

Core Requirements ***72–75 credits***

Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOL 101, 102, 103) with Introductory Geology Laboratory (GEOL 104, 105, 106) *or* General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201, 202, 203) 12–15

Calculus I,II,III (MATH 251, 252, 253) 12

Introductory General Chemistry (CH 211, 212, 213) *or* General Chemistry (CH 221, 222, 223) 12

General Physics (PHYS 201, 202, 203) *or* General Physics with Calculus (PHYS 211, 212, 213) *or* General Biology I,II,III: Cells, Organisms, Populations (BI 101, 102, 103) 12

Mineralogy I: Physics and Chemistry of Minerals (GEOL 311), Mineralogy II: Systematic Minerology (GEOL 312) 10

General Petrology (GEOL 313) 5

Field Geology (GEOL 450) 9

Set I Requirements ***13–16 credits***

Four courses selected from:

Sedimentology and Stratigraphy (GEOL 334)

Structural Geology (GEOL 350)

Geology of Ore Deposits (GEOL 425)

Paleontology I: Paleozoic Marine Fossils (GEOL 431), Paleontology II: Mesozoic and Cenozoic Marine Fossils (GEOL 432), or Paleontology III: Nonmarine Fossils (GEOL 433)

Physics of the Earth's Interior (GEOL 463)

Not more than two courses from Introduction to Geochemistry (GEOL 470), Thermodynamic Geochemistry (GEOL 471), Aqueous Geochemistry (GEOL 472), Isotope Geochemistry (GEOL 473)

Set II Requirements ***20 credits***

Students must take 20 credits of additional course work from the following list of courses. At least 9 of the required 20 credits must be taken in the Department of Geological Sciences. Some courses not on this list may be accepted by petition.

Biology. Biology courses numbered 221 or above

Chemistry. Quantitative Analysis (CH 238, 239), Organic Chemistry 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)

Geography. Geomorphology (GEOG 322)

Geological Sciences. The Fossil Record (GEOL 304), any Set I course not taken to satisfy Set I requirements, and any 400-level course offered by the Department of Geological Sciences

Mathematics. Several-Variable Calculus I,II (MATH 281, 282), Differential Equations I,II (MATH 420, 421), Statistical Methods I,II (MATH 425, 426)

Physics. Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413), X-ray Crystallography (PHYS 427)

Grade Options and Standards. Geological sciences undergraduates must take for letter grades (pass/no pass not acceptable) all geological sciences courses required in their program for graduation. Required courses taken outside the Department of Geological Sciences (e.g., mathematics, chemistry, physics, biology) must also be taken for letter grades. All required courses must be completed with grades of C– or better.

Minor Requirements

Students with majors in other departments who want a minor in geological sciences must begin with either Introduction to Geology: The Dynamic Earth, The Face of the Earth, The Evolving Earth (GEOL 101, 102, 103) with laboratories (GEOL 104, 105, 106) or General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (GEOL 201, 202, 203). In addition, a minimum of 15 credits must be earned in other geological sciences courses numbered 300–400. Any five 300- to 400-level geological sciences courses listed in the *UO Undergraduate and Graduate Bulletin* may be used to meet this requirement, except that no more than three courses may be selected from GEOL 304, 307, 308, 310. Some possible choices of courses are offered 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), Mineral Spectroscopy (GEOL 418), 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), Physics of the Earth's Interior (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 three courses from: 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). Two additional geological sciences courses must also be chosen. Students with stronger 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), Pacific Coast Geology (GEOL 446)

Group Requirements

Eleven geological sciences courses are approved to satisfy university science group requirements. For details see the Group Requirements section of this bulletin under **Registration and Academic Policies.**

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of science teachers, an academic major in geological sciences provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

The Department of Geological Sciences offers programs of graduate study leading to master of science (M.S.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees with opportunity for research in a wide variety of specialty fields. Course work is designed to meet individual needs, and students may pursue independent research in mineralogy, petrology, geochemistry, volcanology, paleontology, stratigraphy, sedimentary petrology, geophysics, structural geology, and economic geology. The master's degree program requires two years or more for completion.

Admission to the graduate program is competitive and based on academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. International students must also submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

Responsibility for advising graduate students lies with a guidance committee consisting of three faculty members. This committee meets with each student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes.

Requirements

The basic university requirements for graduate degrees are described in the **Graduate School** section of this bulletin. The department sets additional examination, course work, seminar, and thesis requirements. Applicants should write directly 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 and after circulating a thesis proposal to the full geological sciences faculty for comment.

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 and tectonics of the lithosphere and the asthenosphere.

Stratigraphy-Sedimentary Petrology-Paleontology. The research interests of faculty members in this group encompass a broad range of geologic problems related to sedimentary rocks. Current research programs include study of coastal and oceanic sediments; provenance and depositional environments of Tertiary sedimentary rocks of Oregon; provenance and diagenesis of deep-sea sands from the Japan sea; regional stratigraphy of the Pacific Northwest; Paleozoic brachiopod and conodont biostratigraphy of Australia, western North America, and northwest Europe; 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. Laboratory and theoretical studies address both the microscopic and macroscopic nature of partial melting in the upper mantle. Complementary field studies using electromagnetic soundings probe deep lithospheric structure as well as the location of magma bodies and geothermal sources in the Oregon Cascades and other regions of the West.

Seismic imaging techniques using regional arrays (e.g., tomography) provide powerful tools for understanding regional tectonics. Studies of upper-mantle and lithospheric structure in and around the Basin and Range province in California and the Pacific Northwest subduction zone are resulting in essential constraints, unavailable from surface geology, for detailed dynamical models of plate-lithospheric deformation. The more general study of mantlewide convection, particularly the large-scale role of subduction, is a rapidly developing field. Geophysical observations including long wave-length gravity, seismic studies of large-scale mantle heterogeneity, and plate tectonic reconstructions are being combined with theoretical fluid mechanics to map roughly the global pattern of convection and plate motions.

Structural geology focuses on applying modern field and analytical techniques to solving problems in the Cenozoic tectonics of the western United States. Detailed field mapping, trench logging, and geomorphic analysis are combined with seismic array data, land- and space-based geodetic data, electromagnetic imaging, and theoretical modeling to address problems including Oregon coastal deformation, active tectonics of the San Andreas fault system, the dynamics of the Basin and Range province, and seismic risk along the Pacific margin of the United States.

Geophysical experiments conducted at sea investigate the nature of sea-floor spreading including the segregation, transport, and storage of melt; the rifting of oceanic lithosphere; and the spatial and temporal connectivity between magmatic, tectonic, and hydrothermal processes. Seismic tomography, gravimetric, and magnetic methods are being used to explore the three-dimensional structure of the axial magma chamber beneath the fast-spreading East Pacific Rise. Expeditions to the slow-spreading Mid-Atlantic Ridge will study seismicity associated with lithospheric rifting.

Mineral Deposits. Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, sediment-hosted base metal deposits, and active geothermal systems. These research efforts combine field mapping, petrography, and chemical analyses with theoretical chemical modeling of processes of ore fluid generation, alteration, and mineralization (e.g., red bed-brine reaction, boiling epithermal solutions, effects of cooling hydrothermal solutions).

Related Research Activities

The 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, X-ray diffraction, atomic absorption and emission, and wet-chemical analysis. Four piston-cylinder apparatus with pressure-temperature capability to 60 kilobars and 1500°C are available for studying crystalline, partially molten, and molten silicates under mantlelike conditions. Other equipment measures transport properties and viscosity in melts and rocks at high temperatures.

An experimental petrology laboratory covers a wide range of crustal temperatures and pressures and includes equipment for doing experiments in controlled atmospheres.

Computers are used for much of the research in the department including acquisition of analytical and magnetotelluric data, acquisition and processing of seismic and gravity data, and numerical modeling of geophysical processes and geochemical reactions. Two geochemistry laboratories are equipped with

various sophisticated computer programs for thermodynamic calculations of gas-liquid-solid equilibria and reaction processes important in metamorphic volcanic gas, hydrothermal, and diagenetic systems. The department houses a local network of SunSPARC stations and a SPARC server 4/370, which supports the seismic array, as well as a Novell network for PCs and Macintosh computers. Bitnet and Internet can be accessed through the UONet fiber-optic link. A student computer facility, equipped with five IBM Model 70 computers, a Macintosh computer, and two 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 catalogue of foraminifera, an acid room, and a conodont-processing laboratory.

Financial Aid for Graduate Students

The department provides support to a limited number of graduate students through graduate teaching fellowships. Other students receive research assistantships from individual faculty members whose research is supported by grant funds. Sponsors of grant-funded research include the American Chemical Society, Murdock Foundation, National Aeronautics and Space Administration, National Science Foundation, Office of Naval Research, Oregon State Department of Geology and Mineral Industries, United States Geological Survey, and the Western Mining Corporation, Australia.

Approximately one-half of the department's graduate students are fully or partially supported through teaching and research assistantships. More information about financial assistance and department policies for awarding and renewing teaching and research fellowships may be obtained by writing to the department.

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.

102 Introduction to Geology: The Face of the Earth (4) Surface materials, landforms, and processes. Rocks and minerals; weathering, erosion, sedimentation; groundwater, streams, glaciers, deserts, oceans, and coastlines.

103 Introduction to Geology: The Evolving Earth (4) Origin and early history of the earth; time scales; fossilization; correlation; sedimentary environments; sea-floor spreading; orogenesis; stratigraphic history of North America; evolution of plants and animals.

104, 105, 106 Introductory Geology Laboratory (1,1,1) Properties of minerals and rocks; reading topographic and geologic maps; use of aerial photographs; model simulations of geologic processes; fossils.

198 Laboratory Projects: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Studies of special geologic topics combine background lectures with guided field trips to areas of particular geologic interest.

201 General Geology: Earth's Interior Heat and Dynamics (4) Origin and differentiation of the earth. Internal processes including heat, gravity, magnetism, and plate tectonics. Internal structure, seismology, earthquakes, volcanism, mountain building, and deformation of the crust. Includes a weekly two-hour laboratory. Designed for science majors, Clark Honors College students, and students with science backgrounds.

202 General Geology: Earth's Surface Processes and Morphology (4) Chemical and physical processes that shape the face of the earth. Topics include classification of crustal materials; rocks and minerals; evolution of the crust through metamorphism and plutonism; weathering. Includes a weekly two-hour laboratory. Designed for science majors, Clark Honors College students, and students with science backgrounds.

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.

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.

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.

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.

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.

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.

311 Mineralogy I: Physics and Chemistry of Minerals (5) Basic and compound symmetry, Miller indices, crystal structure, chemical bonding. Prereq: GEOL 201, 202 or GEOL 101, 102, 104, 105; concurrent or previous enrollment in CH 211, 212, 213, or 221, 222, 223; or instructor's consent.

312 Mineralogy II: Systematic Mineralogy (5) Optical mineralogy. Silicates and nonsilicates in hand samples and under petrographic microscopes. Prereq: GEOL 311 or instructor's consent.

313 General Petrology (5) Introduction to igneous, metamorphic, and sedimentary petrology with laboratory. Prereq: GEOL 311, 312.

334 Sedimentology and Stratigraphy (4) Sedimentary processes; characteristic properties of sedimentary rocks and their use in interpreting depositional environments; principles of lithostratigraphy, magnetostratigraphy, seismic stratigraphy, and chronostratigraphy. Prereq: GEOL 101–106 or 201–203; GEOL 311, 312, 313.

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.

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.

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.

401 Research: [Topic] (1–21R) P/N only

405 Reading and Conference: [Topic] (1–21R) P/N only

406 Field Studies: [Topic] (1–3R)

407/507 Seminar: [Topic] (1–5R)

408/508 Laboratory Projects: [Topic] (1–3R)

409 Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–5R) Recent topics include Geochemistry of Natural Waters and Geodynamics.

414/514 Igneous Petrology (5) Origin, occurrence, and classification of igneous rocks. Emphasis on the effects of tectonic setting and physical conditions on the evolution of magmatic liquids. Laboratory work in both. Prereq: CH 221, 222, 223; GEOL 311, 312. PHYS 201, 202, 203 recommended.

415/515 Metamorphic Petrology (5) Origin, occurrence, and classification of metamorphic rocks; emphasizes petrologic principles and assemblages of major facies series. Includes laboratory microscopic examination of assemblage textures and fabrics. Prereq: CH 221, 222, 223; GEOL 311, 312.

416/516 Sedimentary Petrology (5) Petrologic properties, classification, origin, and occurrence of sedimentary rocks. Laboratory work emphasizes microscopic examination of sandstones and limestones. Prereq: GEOL 311, 312, 334.

418/518 Mineral Spectroscopy (3) Applications of Mössbauer, visible, ultraviolet, and infrared spectroscopy data to petrologic problems. Prereq: CH 221, 222, 223; GEOL 311, 312; or instructor's consent.

419/519 Electron Beam Analysis in Mineralogy and Petrology (4) Electron probe microanalysis and scanning electron microscopy for analyzing minerals and rocks. Instrumental functions and beam-sample interactions. Correction procedures for quantitative X-ray analysis. Prereq: GEOL 311, 312, and first-year physics or instructor's consent.

422/522 Accreted Terranes (4) Evolution and accretion of tectonostratigraphic terranes

to form the Cordilleran Mountain belt of western United States. Focus on structure, petrology, and stratigraphy. Prereq: GEOL 313, 334.

425/525 Geology of Ore Deposits (4) 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.

427/527 Petroleum Geology (3) Petroleum occurrence, distribution, reserves; chemical and physical properties; geologic framework of petroleum entrapment and accumulation; origin and migration; exploration and drilling techniques. Prereq: GEOL 334, 350.

431/531 Paleontology I: Paleozoic Marine Fossils (4) Biostratigraphy, evolution, and paleoecology of life on earth: Paleozoic and some Mesozoic marine invertebrates. Lectures and laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent.

432/532 Paleontology II: Mesozoic and Cenozoic Marine Fossils (4) Mesozoic and Cenozoic marine invertebrates. Lectures and laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent.

433/533 Paleontology III: Nonmarine Fossils (4) Fossil plants, fish, amphibians, reptiles, and mammals. Lectures and laboratory exercises on fossil specimens. Prereq: GEOL 103 or 203, GEOL 106, or instructor's consent.

435/535 Paleopedology (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.

446/546 Pacific Coast Geology (3) Special problems in the geological interpretation of the western United States. Prereq: GEOL 101, 102, 103 or GEOL 201, 202, 203.

450 Field Geology (9) Geological 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 Hydology (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; one year each of calculus, chemistry, and physics.

452/552 Neotectonics and Quaternary Geology (3) Interpretation of active structures from deformed Quaternary sediments and surfaces using case histories. Field project uses air photos and field techniques. Prereq: GEOL 350, GEOL 334 or 463/563.

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.

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. **R** with instructor's consent for maximum of 9 credits.

463/563 Physics of the Earth's Interior (4) Origin and composition of the earth, gravity and isostasy, geomagnetism, seismic wave propagation and deep seismic structure, heat flow, and plate tectonics. Prereq: one year of calculus and physics or instructor's consent.

464/564 Exploration Geophysics (3) Theory and methods used in geophysical mapping and resource exploration; exploration seismology; gravity and magnetic surveys and their interpretation; electrical and electromagnetic methods. Prereq: one year of calculus and physics; GEOL 350, 463/563 or instructor's consent.

470/570 Introduction to Geochemistry (3) Analytical techniques of geochemistry; distributions of elements; lunar and planetary geochemistry; overview of terrestrial igneous, metamorphic, and sedimentary geochemistry; oceans and atmosphere. Prereq: GEOL 311, 312 or CH 411/511, 412/512, 413/513 or instructor's consent.

471/571 Thermodynamic Geochemistry (4) Introduction to geologic application of classical chemical thermodynamics. Gibbs free energy and its temperature, pressure, and composition derivatives; fugacity, activity, and chemical potential. Solutions, ideal and nonideal. Prereq: GEOL 311, 312; CH 221, 222, 223; MATH 251, 252, 253.

472/572 Aqueous Geochemistry (4) Principles of aqueous chemistry and their application to natural waters (geothermal, diagenetic, continental brines). Application of equilibrium calculations. Prereq: CH 211, 212, 213 or 221, 222, 223; MATH 251, 252, 253.

473/573 Isotope Geochemistry (3) Introduction to nuclear physics and isotopic systematics; techniques of isotopic analysis; applications of stable (nonradiogenic and radiogenic) and radioactive isotopes in geochronology and as tracers for geological processes. Prereq: GEOL 470/570 or equivalent.

BI 485/585 Paleobiology and Paleoecology (3) See **Biology**.

490/590 Perspective Overview of Geology (2) Lectures by various department faculty members on the development and present trends of geological research. Lectures and reading combined with preparation of written and oral reports. Prereq: geological sciences major with upper-division standing.

493/593 Geometrics (3) Analytical techniques for the study of geologic data. Techniques include stratigraphic comparisons, compositional data analysis, contouring geological data, and paleontologic study. Prereq: GEOL 312 or two upper-division geological sciences courses; MATH 251, 252, 253 or instructor's consent. CIS 133 or 210 or some computing background strongly recommended.

BI 495/595 Methods of Pollen Analysis (5) See **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)

620 Advanced Igneous Petrology (3) Igneous rocks of the ocean basins, continental margins, and stable continental interior including basalts, calcalkaline series, and granites. Content varies according to research interests. Prereq: GEOL 414/514, 471/571 or equivalents.

621 Advanced Metamorphic Petrology (3) Advanced topics in metamorphic petrology. Thermodynamics of heterogeneous equilibria involving silicate minerals and fluids. Quantitative formulation of intensive variables governing metamorphism. Prereq: GEOL 415/515, 471/571.

626 Advanced Topics in Ore Genesis: [Topic] (3R) Geologic setting and geochemical conditions of ore formation involving metal source-transport-trap configurations. Particular ore types and geologic environments vary. Prereq: GEOL 425/525, 472/572. **R** when topic changes.

636 Advanced Paleontology I: Topics in Evolution: [Topic] (3R) Examination of recent developments in paleontology and evolution theory. Readings of current literature followed by group discussions. Prereq: GEOL 431/531, 432/532, or 433/533, or instructor's consent. **R** when topic changes.

637 Advanced Paleontology II: Topics in Paleoecology: [Topic] (3R) Examination of recent developments in paleontology and paleoecological theory. Readings from current literature followed by group discussion. Prereq: GEOL 431/531, 432/532, or 433/533, or instructor's consent. **R** when topic changes.

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.

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. **R** when topic changes.

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. **R** when topic changes.

641 Advanced Topics in Clastic Sedimentology: [Topic] (3R) Recent developments in study of the provenance, depositional environments, and diagenesis of clastic sedimentary rocks. Topics may change from year to year. Prereq: GEOL 334, 416/516, or instructor's consent. R when topic changes.

642 Advanced Topics in Carbonate Sedimentology: [Topic] (3R) Recent developments in study of the characteristics, depositional environments, and diagenesis of carbonate sedimentary rocks. Topics may change from year to year. Prereq: GEOL 334, 416/516, or instructor's consent. 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. R twice with instructor's consent for maximum of 9 credits.

658 Metamorphic Field Geology (4) Field observations of metamorphic rocks. Recognition of fabrics, facies, and structures that provide the basis for understanding chronologies of metamorphic terranes. Field project and report.

666 Electromagnetic Methods (3) Mathematical treatment of electromagnetic wave theory. Emphasis on natural and controlled-source methods—self-potential (SP), magnetotellurics, controlled-source audio-magnetotellurics (CSAMT), and geomagnetic depth sounding, and on the electrical properties of rocks. Prereq: PHYS 414/514 or instructor's consent.

667 Advanced Seismology (3) Mathematical treatment of waves in solids; rays, body and surface waves, head waves. Methods discussed include WKBJ, Kirchoff migration, Caniard-D'Hoop, tomography, and finite difference wave-field continuation. Prereq: partial differential equations and PHYS 211, 212 or instructor's consent.

675 Hydrothermal Geochemistry (3) Calculation of simultaneous mineral-gas-aqueous equilibria. Applications to boiling, water-rock reactions, fluid-fluid mixing, and evaporation in relation to ore genesis, diagenesis, weathering. Prereq: GEOL 472/572.

676 Cosmochemistry (3) Origin of elements and the solar system; petrological and geochemical characteristics, ages, and origins of meteorites; lunar petrology, geochemistry, structure, and origin; geochemical features of extraterrestrial planets and satellites. Prereq: CH 412/512, 470/570, or instructor's consent.

677 Topics in Terrestrial Igneous Geochemistry and Tectonics: [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. R when topic changes.

681 Archaeological Geology (3) Principles of mineralogy, petrology, stratigraphy, and geochronology; materials of lithic industries and ceramics; paleoenvironment and paleodiet. Prereq: graduate standing or instructor's consent; previous course work in a physical science recommended. Two lectures plus laboratory and fieldwork. Primarily for archaeology graduate students. Offered intermittently.

692 Volcanology (3) Products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes.

GERMANIC LANGUAGES AND LITERATURES

202 Friendly Hall
Telephone (503) 346-4051
Elke Liebs, Department Head

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, acting assistant professor (Norwegian and Old Norse literatures, gender theory and cultural criticism, Scandinavian studies). B.A., 1986, M.A., 1988, Wisconsin, Madison. (1994)

Kenneth S. Calhoon, associate professor (romanticism, literary theory, film studies). B.A., 1979, Louisville; M.A., 1981, Ph.D., 1984, California, Irvine. (1987)

Jan S. Emerson, assistant professor (medieval studies, feminist literature and theory, pedagogy). B.A., 1971, Indiana; M.A., 1975, Massachusetts; Ph.D., 1990, Brown. (1990)

Elke Liebs, professor (18th- to 20th-century literature and theory, feminist literature and theory, popular literature). B.A., 1964, Heidelberg; M.S., 1968, Ph.D., 1975, Stuttgart; Habilitation, 1984, Münster. (1989)

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, associate 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)

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 (20th-century literature, drama, poetry). A.B., 1954, Haverford; M.A., 1956, Princeton; Ph.D., 1958, Munich. (1961)

Walther L. Hahn, professor emeritus (romanticism, 19th-century novel and *Novelle*). Dip., Teachers College, Berlin, 1949; M.A., 1954, Rice; Ph.D., 1956, Texas at Austin. (1961)

Wolfgang A. Leppmann, professor emeritus (Goethe, 18th-century literature). B.A., 1948, M.A., 1949, McGill; Ph.D., 1952, Princeton. (1954)

Beth E. Maveety, associate professor emerita (teacher training, German literature). B.A., 1937, M.A., 1966, San Jose State; Ph.D., 1969, Oregon. (1970)

James R. McWilliams, associate professor emeritus (19th- and 20th-century literature). B.A., 1951, M.A., 1957, Ph.D., 1963, California, Berkeley. (1960)

Roger A. Nicholls, professor emeritus (drama, 19th-century literature). B.A., 1949, Oxford; Ph.D., 1953, California, Berkeley. (1963)

Helmut R. Plant, associate professor emeritus (Germanic philology, paleography). B.A., 1957, Fairmont; M.A., 1961, Ph.D., 1964, Cincinnati. (1966)

Ingrid A. Weatherhead, senior instructor emerita (Norwegian language, literature). B.A., 1950, M.A., 1951, Puget Sound. (1962)

Astrid M. Williams, professor emerita. B.S., 1921, M.A., 1932, Oregon; Ph.D., 1934, Marburg. (1935)

Jean M. Woods, professor emerita (16th-century, baroque, and 18th-century literature). B.A., 1948, Wellesley; M.A., 1965, Ph.D., 1968, Oregon. (1965)

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

UNDERGRADUATE STUDIES

The Department of Germanic Languages and Literatures offers two options leading to the bachelor of arts (B.A.) degree in German: German language, literature, and culture; 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 a second foreign language. They should also take related courses either in English or in another European literature, or both, or in philosophy or history.

Careers. A bachelor's degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, and translation and editorial work. Graduates of the department have been especially successful in being accepted into graduate programs in German, Scandinavian, linguistics, history, and comparative literature. Many professional schools look favorably on a student with a degree in Germanic languages. Recent graduates of the department have had considerable success being admitted to schools of law and business.

Major Requirements

The following courses do not count toward the major: German for Reading Knowledge (GER 327, 328, 329), Special Studies (GER 199), Innovative Education (GER 200, 400), Genres in German Literature (GER 350), Periods in German Literature (GER 351), Authors in German Literature (GER 352), German Gender Studies (GER 354), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

Both options require twelve graded upper-division courses (48 credits) as listed below. 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 Option

1. Five upper-division German language courses (20 credits)
2. Seven upper-division German literature and culture courses (28 credits); these courses must include Introduction to German Literature (GER 360, 361, 362)
3. Of these twelve courses:
   a. Six courses must taken at the UO
   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

Students who want to study in Germany should plan their course work carefully.

German and Scandinavian Option

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 DANE, NORW, or SWED 203. A Scandinavian adviser should be consulted about using Finnish to fulfill this requirement
2. Four graded upper-division GER courses (16 credits)
3. 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

Honors Program

To earn a bachelor of arts with honors, a student must maintain a 3.50 grade point average (GPA) and write an honors essay or thesis approved by the departmental honors committee for 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 and one in Scandinavian.

The following courses do not count toward the German minor: Special Studies (GER 199), Innovative Education (GER 200, 400), German for Reading Knowledge (GER 327, 328, 329) Literature in translation courses (GER 350, 351, 352, 354), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum (GER 409).

German Minor. The German minor correlates well with areas involving 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 foreign 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. No courses from other departments count toward the minor in German. Grades of at least mid-C or P (pass) must be earned in all courses used to satisfy requirements for the minor. One course may be taken pass/no pass.

Since not all courses are offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to departmental undergraduate advisers in German.

Scandinavian Minor. The Scandinavian minor correlates well with areas involving international or European concentration. It is particularly useful for students of international business, European history, sociology, political science, theater, and art history.

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 DANE, NORW, or SWED 203. A Scandinavian adviser should be consulted about using Finnish to fulfill this requirement
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

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 three University of Oregon-sponsored exchange programs—the year-long Baden-Württemberg program, the spring intensive German language program in Tübingen, or the spring-term program in Cologne. Another opportunity is to study 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 **Special Studies** section of this bulletin.

For more information students should consult departmental representatives and the Office of International Education and Exchange. Students majoring or minoring in German must consult them about their proposed courses of study in the Baden-Württemberg program before beginning their year abroad. Special Studies: Study in Germany (GER 399) is also recommended in preparation for the German university language-qualifying examination and for general orientation.

German majors are required to complete six courses on the Eugene 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 bulletin.) Students working toward a German major or minor must consult an undergraduate adviser before beginning any study-abroad program in order to ensure that departmental requirements can be met.

Students may submit petitions to the Germanic languages and literatures department requesting exceptions to the above.

Norway, Sweden, and Finland. Students in Scandinavian are strongly encouraged to spend a year studying in an exchange program at the

University of Bergen in Norway, at the Universities of Linköping and Uppsala in Sweden, or at the University of Tampere in Finland. For more information consult departmental advisers in Scandinavian.

Secondary School Teaching

Students interested in licensure as an Oregon secondary teacher with the German endorsement may obtain information from the Office of Academic Advising and Student Services, 164 Oregon Hall.

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 purpose of the graduate curriculum is to acquaint students with the history of German letters, to place this history in the European context, and to provide tools for a critical analysis of the discourses involved. This flexible program encourages comparative, theoretically oriented work.

The core curriculum consists of six courses offered as Seminar (GER 607), one each term. These courses are grouped according to common themes to give the program a topical and critical coherence. The core courses are paired with seminars of related or complementary content, and students are encouraged to explore connections between courses.

In the first year the core courses are genre oriented (narrative, drama, and lyric), and, while their content may vary with the instructor, they are intended to present in general terms the history of the genre itself and of critical thinking about that genre. In the second year the core courses have less traditional themes and present a broader concept of textuality:

1. Critical and Philosophical Prose acquaints students with important aspects of German philosophical discourse since Kant
2. Translations-Transformations presents the theory and practice of translation. "Transformations" is added to suggest that translation is not limited to written texts (e.g., the sister arts, literature into film)
3. Experimental and Extra-Canonical Writing addresses writing that has traditionally been excluded from the literary canon, such as autobiography, letters, travelogues, diaries, children's literature, and popular literature

Students should consult the appropriate adviser in the Germanic languages and literatures department for information about the M.A. degree in teaching German.

GERMAN COURSES (GER)

Because every course listed here cannot be offered every year, students are advised to consult the most recent UO Schedule of Classes.

101, 102, 103 First-Year German (5,5,5S) Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language.

104, 105 First-Year German (7,7S) Covers the same work as GER 101, 102, 103. For students who want to begin German winter term.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

201, 202, 203 Second-Year German (4,4,4S) Grammar and composition, reading selections from representative authors, conversation. Prereq: GER 103, GER 105, or the equivalent.

204, 205 Intensive Second-Year German (6,6S) Covers the same work as GER 201, 202, 203. Prereq: one year of college German or equivalent or instructor's consent. Offered only during summer session.

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.

327, 328, 329 German for Reading Knowledge (4,4,4S) Intensive practice in grammar; reading texts in the student's own field. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation.

340, 341 Introduction to German Culture and Society (4,4) Writings by such figures as Kant, Marx, Freud, and Weber. Readings, discussion, and written assignments in German. **340:** the emergence of Germany as a cultural and political entity explored through literature, film, and art. **341:** the German crisis of modernization. Prereq: two years of college German or instructor's consent.

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 Periods in German Literature (4) Studies on such topics as romanticism, expressionism, postwar literature. No knowledge of German required; readings and discussions in English.

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.

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 Selected Works of 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 1994–95.

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.

400 Innovative Education: [Topic] (1–5R)

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 may include Finland-Swedish Modernism. This topic explores Swedish language and literature in Finland.

408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–5R) Recent titles include Adorno, Courtly Epic, Faust, 19th-Century Narrative, Romanticism.

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 1994–95.

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 Topics in 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.

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 Critical and Philosophical Prose, Drama, Experimental and Extracanonical Writing, Lyric, Narrative, Philosophical Traditions, Translations-Transformations.

608 Colloquium: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R)

660 Theory and Methods of Second-Language Teaching (4) Graded only. 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.

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.

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.

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.

SCANDINAVIAN COURSES (SCAN)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

350 Introduction to Scandinavian Culture and Society (4) Presentation of Scandinavian life and achievement in art, music, science, architecture, theater, and film in the context of social and political developments. Readings and discussions in English.

351 Periods in Scandinavian Literature (4) Student discussion, oral presentations, and written papers. Possible topics are modern breakthrough and modernism in Scandinavian literature. Readings and discussions in English.

352 Topics in Scandinavian Literature (4) Student discussion, oral presentations, and written papers. Topics include war and peace, folk literature, film as narrative. 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) Student discussion, oral presentations, and written papers. Recent topics include short narrative fiction and Scandinavian drama. Readings and discussions in English.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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)

408 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–3R)

410 Experimental Course: [Topic] (1–5R)

605 Reading and conference: [Topic] (1–16R)

DANISH COURSES (DANE)

101, 102, 103 First-Year Danish (5,5,5S) Thorough grammatical foundation in idiomatic Danish with emphasis on both reading and speaking the language.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Danish (4,4,4S) Review of grammar; composition, conversation. Selections from representative texts in Danish.

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)

199 Special Studies: [Topic] (1–5R)

NORWEGIAN COURSES (NORW)

101, 102, 103 First-Year Norwegian (5,5,5S) Thorough grammatical foundation in idiomatic Norwegian with emphasis on both reading and speaking the language.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Norwegian (4,4,4S) Review of grammar; composition, conversation. Readings from various texts in Norwegian.

301, 302, 303 Third-Year Norwegian (4,4,4S) Introduction to the history of the language, reading of literary texts, spoken and written practice. 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 (5,5,5S) Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking.

199 Special Studies: [Topic] (1–5R)

201, 202, 203 Second-Year Swedish (4,4,4S) Review of grammar; composition, conversation. Readings from contemporary texts in Swedish.

301, 302, 303 Third-Year Swedish (4,4,4S) Historical survey of Sweden, reading of modern Swedish texts, spoken and written practice. 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

175 Prince Lucien Campbell Hall
Telephone (503) 346-4802
James C. Mohr, Department Head

FACULTY

Raymond Birn, professor (Europe: 1600–1815). A.B., 1956, New York; M.A., 1957, Ph.D., 1961, Illinois. (1961)

Howard Brick, associate professor (20th-century America). B.A., 1975, M.A., 1976, Ph.D., 1983, Michigan. On leave 1994–95. (1987)

Cynthia J. Brokaw, associate professor (premodern China). B.A., 1972, Wellesley; M.A., 1974, Ph.D., 1984, Harvard. On leave 1994–95. (1987)

Roger P. Chickering, professor (20th-century Germany). B.A., 1964, Cornell; M.A., 1965, Ph.D., 1968, Stanford. (1968)

Matthew Dennis, associate professor (early America). B.A., 1977, California, Irvine; M.A., 1979, Ph.D., 1986, California, Berkeley. On leave 1994–95. (1988)

Laura Fair, assistant professor (Africa). B.A., 1985, Northern Illinois; M.A., 1988, Wisconsin-Madison; Ph.D., 1994, Minnesota. (1994)

Andrew E. Goble, assistant professor (premodern Japan, East Asia). B.A., 1975, M.A., 1981, Queensland; Ph.D., 1987, Stanford. (1990)

Bryna Goodman, assistant 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)

R. Alan Kimball, associate professor (modern Russia). B.A., 1961, Kansas; M.A., 1963, Ph.D., 1967, Washington (Seattle). (1967)

Robert G. Lang, associate professor (Tudor and Stuart England). A.B., 1955, Columbia; D.Phil., 1963, Oxford. (1964)

Jack P. Maddex, professor (Civil War). B.A., 1963, Princeton; Ph.D., 1966, North Carolina. (1966)

Mavis Howe Mate, professor (medieval, women). B.A., 1956, M.A., 1961, Oxford; Ph.D., 1967, Ohio State. (1974)

Glenn A. May, professor (American foreign relations, Southeast Asia). B.A., 1966, M.Phil., 1971, Ph.D., 1975, Yale. (1983)

John McCole, assistant professor (European intellectual, cultural, and social). B.A., 1975, Brown; M.A., 1982, Ph.D., 1988, Boston. (1994)

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, assistant professor (American West). B.A., 1979, Utah; M.A., 1984, Ph.D., 1990, Iowa. On leave 1994–95. (1990)

Daniel A. Pope, associate professor (American economic). B.A., 1966, Swarthmore; M.A., 1968, Ph.D., 1973, Columbia. (1975)

Elizabeth S. Reis, assistant professor (early American, women's). A.B., 1980, Smith; M.A., 1981, Brown; Ph.D., 1986, California, Berkeley. On leave 1994–95. (1989)

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)

Quintard Taylor, Jr., professor (African-American). B.A., 1969, St. Augustine; M.A., 1971, Ph.D., 1977, Minnesota, Twin Cities. (1990)

John Theibault, assistant professor (early Germany). B.A., 1979, California, Santa Cruz; M.A., 1981, Ph.D., 1986, Johns Hopkins. (1988)

Louise Carroll Wade, professor (U.S. social, urban, and labor). B.A., 1948, Wellesley; Ph.D., 1954, Rochester. (1975)

Emeriti

Gustave Alef, professor emeritus (medieval Russia). B.A., 1949, M.A., 1950, Rutgers; M.A., 1952, Ph.D., 1956, Princeton. (1956)

Edwin R. Bingham, professor emeritus (American cultural, Pacific Northwest). B.A., 1941, M.A., 1942, Occidental; Ph.D., 1951, California, Los Angeles. (1949)

Richard Maxwell Brown, professor emeritus (American West). B.A., 1952, Reed; A.M., 1955, Ph.D., 1959, Harvard. (1977)

Leslie Decker, professor emeritus (American economic). B.A., 1951, Maine; M.A., 1952, Oklahoma State; Ph.D., 1961, Cornell. (1969)

G. Ralph Falconeri, professor emeritus (Japan, modern China). B.A., 1949, Nevada; M.A., 1958, Ph.D., 1967, Michigan. (1963)

William S. Hanna, professor emeritus (colonial America). A.B., 1949, M.A., 1954, Ph.D., 1959, California, Berkeley. (1965)

Paul S. Holbo, professor emeritus (American foreign relations); vice provost emeritus, academic affairs. B.A., 1951, Yale; M.A., 1955, Ph.D., 1961, Chicago. (1959)

Stanley A. Pierson, professor emeritus (cultural and intellectual European). B.A., 1950, Oregon; A.M., 1951, Ph.D., 1957, Harvard. (1957)

Earl Pomeroy, Beekman Professor Emeritus of Northwest and Pacific History (20th-century American). B.A., 1936, San Jose State; M.A., 1937, Ph.D., 1940, California, Berkeley. (1949)

Robert W. Smith, professor emeritus (modern Britain). B.A., 1937, Chicago; M.A., 1940, Ph.D., 1942, California, Los Angeles. (1947)

Lloyd Sorenson, professor emeritus (history of civilization). B.A., 1938, North Dakota; M.A., 1945, Ph.D., 1947, Illinois. (1947)

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

Participating

Joseph G. Fracchia, honors college

Barbara Corrado Pope, women's studies

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 planning to major in history should include in their high school courses four years of social studies, four years of English, and as much preparation as possible in a foreign language. It is recommended that students transferring to the university at the end of their sophomore year should have completed a year of Western civilization, a year of United States history, and at least one year of a foreign language.

Careers. History provides a broad foundation for a variety of careers in teaching and research, law, journalism, international endeavors, foreign service, business, government, the ministry, librarianship, museum and archival work, and historic preservation. Work beyond the bachelor's degree is required in many of these fields.

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 session involves a review of the departmental requirements and the development of a plan that not only directs the course of study but also ensures timely completion of the requirements. Students may obtain a checklist outlining the major in the history office and the history peer advising office.

The advising coordinator assigns a faculty adviser from whom approval of a program of courses must be obtained. The faculty adviser is available for periodic review of the program and of progress in the major. A staff of undergraduate peer advisers is available in the history peer advising office to help majors and prospective majors at any stage of their academic careers. They are trained in university and history major requirements, and they serve as a resource on graduate programs in history, careers in history, and history-related activities in the university and the community.

Major Requirements

The history major requirements that follow apply to students entering the history major after the end of summer session 1994. Students enrolled as history majors prior to that time may fulfill 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 foreign language requirement of the university's bachelor of arts degree. They must demonstrate proficiency in a foreign language by (a) satisfactory completion (C– or P or better) of at least the third term, second year of a foreign language or by (b) an examination, administered by the appropriate department, showing 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 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 reqirements
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 are to enroll in Reading and Conference (HIST 405) for 2 graded credits.

   The arrangement for writing a research paper based on the term paper is one that requires not only the approval of the director of undergraduate studies but also the agreement of the instructor in the relevant 400-level course to teach the reading and conference course and to supervise the writing of the research paper. This procedure for writing a research paper does not duplicate the seminar experience. It should not be used to compensate for a student's lack of planning or preparation. It should be permitted only when there are strong pedagogical reasons for pursuing it in particular cases

5. A grade point average (GPA) of 2.50 or higher in history courses taken at the University of Oregon. A mid-C or better is required in courses taken to fulfill the research paper requirement

History Honors Program

The honors program in history provides an opportunity for capable and highly motivated history majors to develop their interests in historical research by writing a thesis in the senior year. To be eligible for admission to the program, students must have completed at least 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.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in history provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

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 do graduate work in history include the following:

1. A completed Graduate Admission Application
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the verbal and quantitative sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores are required for international students
6. A sample of written work and a statement of academic purpose

A number of graduate awards in the form of graduate teaching fellowships are available each year for entering graduate students.

Fields of Study

The primary fields are ancient history, medieval Europe, Europe 1400–1815, Europe since 1789, Britain and its empire, Russia, 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 foreign language.

Students must write a master's thesis in the primary field and take at least 9 credits in their secondary field. They must pass a written examination in their primary field and defend the thesis in an oral examination.

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). They must take two seminars or colloquia (HIST 507 or 607, HIST 508 or 608). They must pass an oral examination in a primary field in history and a written examination in a secondary field in history. A second secondary field, in history or in a discipline other than history, is satisfied by completing at least 9 graded credits of course work in that field. Before advancing to candidacy, students must demonstrate competence in at least one foreign language. Additional language requirements may be set by individual faculty advisers according to the demands of their fields. Upon satisfactory completion of the field requirements and demonstration of language competence, the doctoral student advances to candidacy. The doctoral candidate must prepare a dissertation prospectus and write a dissertation showing evidence of originality and ability in independent investigation. The candidate finally defends the dissertation in a formal, public session.

HISTORY COURSES (HIST)

101, 102 Western Civilization (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.

120, 121 World History to 1700 (4,4) Survey of major world cultures and civilizations, and their interactions, from ancient times to ca. 1700. **120:** Middle East, China, India, Mediterranean through Islamic emergence; introduction to civilizations of Japan, Sub-Saharan Africa, Meso-America. **121:** interactions of civilizations to ca. 1700, especially missionary religions, "barbarian" invasions, imperial organization, and trade.

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 may or may not become majors.

200 Innovative Education: [Topic](1–5R)

220, 221 United States (4,4) Economic and social change in America; the development of political, diplomatic, and cultural traditions; and the rise of urbanization and industrialization. **220:** Native Americans, settlement, Puritanism, Enlightenment, Revolution, Republic, Jacksonian era, expansion, slavery, disunion, reconstruction. **221:** Gilded Age, progressivism, the 1920s, New Deal, world wars and Cold War, solical and intellectual change.

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. Not offered 1994–95.

245 U.S.A.-USSR Shared History (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. Not offered 1994–95.

250, 251 African-American History (4,4) **250:** the African background, development of slavery, the Civil War and Reconstruction. **251:** the 20th-century African-American experience. Taylor.

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. Taylor.

290 Foundations of East Asian Civilization (4) Comparison of traditional Chinese and Japanese civilizations; contrast of both to the West. Confucian ethics to bureaucratic empire in China, feudalism and roots of modern Japan. Goble.

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 emphasizing persistence and change in value and social behavior. Topical and analytical approach stressing interdependence of Japanese institutions and processes. Hanes.

301, 302, 303 Europe since 1789 (4,4,4) Political, social, economic, and cultural trends from the French Revolution to the present. **301:** 1789 to 1870. **302:** 1870 to 1918. **303:** 1918 to the present. McCole.

307 The Study of History (4) Introduction to historical reasoning and research methods. Not offered 1994–95.

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. Mate.

318, 319, 320 Europe in the Middle Ages (4,4,4) Social, political, and economic conditions in Western Europe from 476 to 1450. **318:** 476–1000—the collapse of the Roman Empire and the rise of Carolingian Europe. **319:** 1000–1250—the development of the French and English monarchies, the growth of towns and trade, and the flowering of the 12th-century renaissance. **320:** 1250–1450—the growth of parliament, changes in religious and intellectual life, and the effects of war and the Black Death on 14th-century economy and society. Mate.

325, 326 Africa (4,4) **325:** explores the development of African history to 1800 and analyzes ancient kingdoms, slave trade, and coming of Europeans. **326:** European colonial rule and African reaction; emergence of independent nations past 1960. 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. Not offered 1994–95.

328 The Crisis of the 17th Century (4) Seventeenth-century Europe in crisis. Economic depression, warfare, social dislocation, mid-century revolutions; the plight of peasants and townspeople; traditional culture, science and rationalism. Birn, Theibault. Not offered 1994–95.

329 Enlightenment to Revolution: Europe, 1715–1789 (4) Eighteenth-century Europe: the Golden Age of aristocratic society, the liberal-bourgeois challenge, the origins of the French Revolution; the Enlightenment and its effects on elite and popular culture. HIST 102 recommended. Birn.

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:** political, religious, economic, and social change from the Tudor age to the Industrial Revolution. **333:** the Victorian age and the 20th century with emphasis on the background of modern Britain's social and economic problems and position in Europe and the world. Lang, McGowen.

335, 336, 337 France (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. Chickering, Theibault.

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. **347:** revolutionary Russia, 1861 to the present. 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, Socialism, Communism, African-American freedom struggle, nationalist movements of people of color, women's rights and feminism, student activism. Brick, Pope. Not offered 1994–95.

353, 354 American Foreign Relations since 1933 (4,4) **353:** World War II and background of the Cold War, 1941–45; military, political, and diplomatic developments. **354:** origins of the Cold War; diplomacy and politics, 1945–49; and the Korean War. May. Not offered 1994–95.

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) Political, social, and economic development of urban America. Topics include **I:** To 1990, **II:** 20th Century. 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. Not offered 1994–95.

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.

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.

390, 391, 392 East Asia in Modern Times (4,4,4) Political, social, and diplomatic history of China and Japan, with some attention to Korea and Southeast Asia, from 1800 to the present. Not offered 1994–95.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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 Japan, Medicine and Society in America, Ancient Slavery, Machiavelli, and African Americans in the West.

408/508 Colloquium: [Topic] (1–6R) Current topics include Southeast Asian Historiography.

409 Supervised Tutoring Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–6R) Topics include Age of Reform.

411/511 Topics in Social History: [Topic] (4R) Variable topics include popular culture, peasants, family history, elites, popular upris-

ings, and popular movements. **R** when topic changes.

412/512 Ancient Greece: [Topic] (4R) Political, cultural, and intellectual history of ancient Greece. Topics include **I:** Classical Greece, **II:** Hellenistic World, **III:** Greek Science. Nicols. **R** when topic changes. Not offered 1994–95.

414/514 Ancient Rome: [Topic] (4R) Political, social, cultural, and intellectual history of ancient Rome from its foundation to late antiquity. Topics include **I:** Roman Republic, **II:** Roman Empire, **III:** Roman Society. Nicols. **R** when topic changes.

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: HIST 319, 320 or instructor's consent. Mate. Not offered 1994–95.

425/525 Economic History of Modern Europe (4) Industrial revolution and comparative industrialization in Europe, especially Britain, France, Germany, and Russia, 1750–1914; economic crisis, growth, and institutional change in Europe, 1914–present. Sheridan.

426/526, 427/527 Modern European Thought and Culture (4,4) Major issues in the cultural and intellectual life of Europe. **426/526:** 1790–1850. **427/527:** 1870–1920.

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 1914–1918 through the present. Prereq: HIST 302 or 303 or equivalent. **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. Topics include **I:** Tudor England, **II:** Stuart England, **III:** Social and Economic History. Lang. **R** when topic changes.

434/534 Topics in Modern British History: [Topic] (4R) Selected topics in modern British history from 1700 to the present. Emphasis varies. **R** when topic changes.

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) Variable topics include bourgeois society and culture of the 18th and 19th centuries, religious culture and politics, women in culture and society. Prereq: HIST 335, 336, 337 or equivalents. Birn, Sheridan. **R** when topic changes.

439/539 Renaissance Italy (4) Renaissance culture and its social foundations from ca. 1350 to ca. 1530. Humanism from Petrarch to Machiavelli.

441/541 Germany in the Age of Reformation (4) The German Reformation as a religious and social movement; the revolt of Luther; the Peasants' War; Anabaptism; the urban reform; the rise of Protestantism. Theibault. Not offered 1994–95.

442/542 Topics in Early Modern German History: [Topic] (4R) Variable topics include peasant society, the foundations of absolutism, the German Enlightenment, protoindustrialization. **R** when topic changes.

443/543 Topics in Modern German History: [Topic] (4R) Variable topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. **R** when topic changes.

446/546 The Russian Revolution: [Topic] (4R) Transition and instability in prerevolutionary Russia, the revolution and war, the place of the 1917 revolution in European and world revolutionary traditions. Kimball. **R** when topic changes. Not offered 1994–95.

450/550 Topics in American History: [Topic] (4R) Reviews current scholarly literature on American history. Selected major problems may include Oregon, California, or New York history and culture, crime and violence. **R** when topic changes.

451/551 American Foreign Relations: [Topic] (4R) Chronological and thematic topics in American foreign relations. May. **R** when topic changes.

455/555 Colonial American History (4) Native Americans; motives, methods, implications of European colonization; origins of American slavery; interaction of diverse peoples in shaping colonial North American societies, economies, polities. Dennis.

456/556 Revolutionary America (4) Origins, consequences, meanings of American Revolution; changing social, economic, and political context; intellectual, religious, and ideological trends; Constitution, institutional, and mythic legacy. Dennis.

457/557 19th-Century United States: [Topic] (4R) Political, social, economic, and cultural history. Topics include **I:** Jacksonian Era, **II:** Civil War, **III:** Reconstruction, **IV:** Gilded Age. Maddex. **R** when topic changes.

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. Topics include **I:** To 1800, **II:** 19th Century, **III:** 20th Century. Brick. **R** when topic changes.

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) The American frontier. **466/566:** the early American frontier. **467/567:** the Great Plains and the Far West. Brown, Ostler.

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 (4) American Indian peoples from aboriginal times to the present; the diversity of native North America; the impact of European and American colonialism; Indian cultural vitality and adjustment. Dennis.

470/570 American Social History: [Topic] (4R) Issues of ethnicity, race, religion, class, and gender. Topics include **I:** To 1900, **II:** 20th Century, **III:** Labor History. Wade. **R** when topic changes. Not offered 1994–95.

473/573 American Environmental History: [Topic] (4R) Relationship between nature and culture in North America. Topics include **I:** To 1865, **II:** Since 1865. Dennis, Ostler. **R** when topic changes.

476/576 United States in the 20th Century: [Topic] (4R) Political, social, economic, and cultural history. Topics include **I:** Progressive Era, **II:** Depression and World War II, **III:** Since 1950. Ostler. **R** when topic changes.

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 The Caribbean and Central America (4) The Caribbean and Central America since the late 18th century, focusing on Cuba, Haiti, and Nicaragua. Topics include the impact of monoculture, struggles for independence, slavery and peonage. Sophomore standing and HIST 380, 381, 382 recommended. Haskett.

482/582 Latin America's Indian Peoples (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 Topics in Latin American History: [Topic] (4R) Variable topics include the experience of blacks and Indians; the struggle for land, reform, and revolution. Haskett. **R** when topic changes.

484/584 Philippines (4) Philippine history from pre-Hispanic times to the present with particular emphasis on the past hundred years. May.

485/585, 486/586 Thought and Society in East Asia (4,4) Intellectual life of China or Japan or both with emphasis on the interaction between ideas and beliefs and their social, political, and economic context. **485/585:** the premodern period. **486/586:** the modern period.

487/587, 488/588, 489/589 China (4,4,4) **487/587:** from Neolithic times to the Song dynasty—the development of Confucianism, Daoism, and Buddhism; the growth of bureaucracy and the early imperial state. **488/588:** from the Song through the later imperial period—the growth of autocracy; neo-Confucianism and popular culture; Qing dynastic decline and confrontation with the West. **489/589:** the modern period—imperialism in China; the revolutions of the 20th century; contemporary government and society.

490/590, 491/591, 492/592 Japan (4,4,4) **490/590:** early Japan to 1333—origins, formation of Imperium, growth of higher culture, transition from aristocratic to warrior rule. **491/591:** medieval and early modern to

1800—warrior culture, Zen institutions, age of the samurai, growth of urban centers, emergence of common man as cultural definer, popular arts. **492/592:** to the present—democracy, ultranationalism and the New Order, World War II disaster, United States Occupation, and postwar surge to superstate status. Goble, Hanes.

493/593 The Chinese Revolution (4) Origins of the revolution; developmental stages of the revolutionary process; nationalism, class struggle, and party organization; consequences of revolution; prototype for other peasant revolutions.

495/595 Modern Southeast Asian History (4) Social, economic, and political transformations since 1800.

498/598 Topics in Asian History: [Topic] (4R) Variable topics include elites in society, peasants, revolution, feudalism, the family, education. R when topic 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 (5,5,5S) Exploration of the historiography, bibliographical aids, research tools, and methods of professional historians. History graduate students only.

HONORS COLLEGE

320 Chapman Hall
Telephone (503) 346-5414
Barbara Corrado Pope, Director

FACULTY

Henry M. Alley, associate professor (creative writing, 19th-century British fiction). B.A., 1967, Stanford; M.F.A., 1969, Ph.D., 1971, Cornell. (1982)

Frances B. Cogan, associate professor (Victorian, 19th-century literature). B.A., 1969, M.A., 1970, Ph.D., 1981, Oregon. (1981)

Joseph G. Fracchia, assistant professor (European intellectual history). B.A., 1972, California, Davis; M.A., 1975, California, Santa Barbara; Ph.D., 1985, California, Davis. (1986)

David A. Frank, associate professor (rhetoric and communication); director, forensics. B.A., 1978, M.A., 1979, Western Washington; Ph.D., 1982, Oregon. (1979)

Barbara Corrado Pope, associate professor. See **Women's Studies**

Dennis Todd, assistant professor (ecology, evolution). B.S., 1969, Oregon; M.S., 1971, Scripps; Ph.D., 1984, Oregon. (1984)

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

Participating

Deborah Baumgold, political science
William E. Bradshaw, biology
Stephen W. Durrant, East Asian languages and literatures
Micheal N. Dyer, mathematics
Deborah Frisch, psychology
Gordon G. Goles, geological sciences
Joseph A. Hynes, Jr., English
David Jacobs, political science
Benton Johnson, sociology
M. Allan Kays, geological sciences
Van W. Kolpin, economics
James W. Long, chemistry
Monza L. Naff, English
Kenneth R. O'Connell, fine and applied arts
John M. Orbell, political science
Barbara Corrado Pope, women's studies
Robert Proudfoot, international studies
F. Regina Psaki, Romance languages
Mary Romero, sociology
Cheyney C. Ryan, philosophy
George J. Sheridan, Jr., history
Anne D. Simons, psychology
Richard C. Stevenson, English
Mark A. Thoma, economics
Robert L. Zimmerman, physics

ROBERT DONALD CLARK HONORS COLLEGE

The Robert Donald Clark Honors College is a small liberal arts college of close to 400 students. The purpose of the college is to bring together excellent students and 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.) 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.

Clark Honors College courses are taught by its own faculty as well as by faculty members from other campus departments. Two writing specialists are on the college staff.

Clark Honors College courses provide an alternative to university group requirements with a balanced curriculum of humanities, social sciences, and sciences. Survey courses taken in the first two years are supplemented with special colloquia and seminars in the junior and senior years. Course enrollments rarely exceed twenty-five students.

Each Clark Honors College student selects a major from the academic departments or professional schools of the university.

Work in the major begins by the first term of the junior year. The student's undergraduate education culminates in an advanced research project in the major field of study. The senior thesis, which results from this work, is presented to an oral examination committee made up of faculty members from the major department and the Clark Honors College. In this way, each student is given the opportunity to join the virtues of a liberal arts education with those of professional and specialized learning in departments.

Students and Faculty

Those who study and teach in the Clark Honors College share an openness to new ideas, a commitment to the energetic pursuit of excellence, and a concern for the full, harmonious development of the individual. Clark Honors College students represent interests in all the scholarly disciplines and come from all over the nation and beyond.

Clark Honors College students participate in a wide range of campus and community activities: student and university government and committees; the student newspaper, the *Oregon Daily Emerald*; University Theatre; *The Honors College Creative Arts Journal*; the Honors College Student Community Board; School of Music productions; debate; and intramural and varsity athletics.

Many Clark 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 a wide variety of endeavors in such areas as public service, private enterprise, and the Peace Corps.

Facilities

The Clark Honors College is located on the third floor of Chapman Hall on the west side of the University of Oregon campus, near both the Knight Library and the UO Bookstore.

The Clark Honors College area consists of a classroom, a seminar room, faculty and administrative offices, the Clark Honors College Lounge, a kitchen, the Robert D. Clark Library, and a computer laboratory.

ENTERING THE HONORS COLLEGE

High school seniors and students currently enrolled in the university or elsewhere are encouraged to consider entering the Clark Honors College.

Application Procedure

Application must be made to both the university and the Clark Honors College. Information on applying to the university is available from the university's Office of Admissions.

Clark Honors College application materials are contained in a brochure that may be obtained from the college office. A complete application consists of the following parts, all of which must be sent directly to the Clark Honors College office:

1. Completed application form
2. A concise, well-organized essay of 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 Clark Honors College might affect his or her future education
3. Two letters of recommendation from two of the applicant's current teachers
4. High school grade transcripts and results of the College Board Scholastic Assessment Test (SAT I) or American College Test (ACT)

Students who have attended another higher education institution, or who are currently enrolled in the university but not in the Clark Honors College, may apply for admission if they (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) have a strong desire for a challenging liberal arts education in addition to specialized work in a major.

Transfer students should forward to the Clark Honors College transcripts of all college work to date.

Applications and questions concerning the Clark Honors College may be addressed to: Director, Robert D. Clark Honors College, 1293 University of Oregon, Eugene OR 97403-1293; telephone (503) 346-5414.

ACADEMIC REQUIREMENTS

Requirements for the bachelor of arts degree in the Clark Honors College substitute for the group requirements that other University of Oregon students must meet for graduation. Although carefully structured, Clark Honors College requirements have inherent flexibility and may be adjusted appropriately to suit individual needs and backgrounds. In consultation with advisers, students take full responsibility for understanding and shaping their study programs within the broad context provided by these requirements. This process is itself a significant part of the education offered at the Clark Honors College.

Full-Year Sequences

History. Honors College History (HC 107H, 108H, 109H)

Literature. Honors College Literature (HC 101H, 102H, 103H)

Additional Courses

Arts and Letters. Honors College Arts and Letters (HC 311H, 312H), Women Writers (HC 315H)

Mathematics. Honors College Topics in Modern Mathematics (HC 171H, 172H): a course in such topics as logic and set theory, topology, game theory, theory of numbers, probability, nonstandard geometry, and computers; ***or*** courses chosen from mathematics courses numbered MATH 105 and higher; PSY 302, 303; SOC 411, 412, 413; or other approved courses

Science. Approved courses: for example, Honors General Chemistry (CH 224H, 225H, 226H) with laboratories: first-year college chemistry for selected students with excellent backgrounds in high school chemistry, mathematics, and physics; or Honors College Introduction to Experimental Psychology (HC 211H, 212H): some of the major concepts and areas of research in modern psychology; ***or*** Honors College Science (HC 207H, 208H, 209H); or other approved courses

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*** approved courses in one of the social science departments

Cultural Diversity. Students must take one approved course that deals with a non-European-American topic or an issue of race or gender. See the **Registration and Academic Policies** section of this bulletin for a list of approved courses.

Colloquia (generally taken in the junior or senior year). Topics and fields are diverse. Recent topics include African-American Women Writers; Discourses on Race and Gender; Frontiers of Medicine and Science; the History of Sexuality; International Perspectives; Life Histories; Literatures of Skepticism; Rivers and Wetlands; and the Short Story Renaissance.

Senior Seminar. Coordinated with major departments. Senior Seminar (HC 407H) aids students in the preparation of the senior thesis or creative project.

Other Requirements. Clark Honors College requirements represent roughly one-third of a student's total four-year schedule, leaving time for general university requirements, major requirements, and electives.

The Clark Honors College is especially committed to excellence in writing. The program integrates instruction and practice in fundamental rhetorical skills—writing, reading, speaking, and listening—with the subject matter of the core courses, particularly in Honors College Literature (HC 101H, 102H, 103H), Honors College History (HC 107H, 108H, 109H), and the Senior Seminar (HC 407H). Students who graduate in the Clark Honors College ordinarily do not take separate required writing courses. Students who transfer out of the Clark Honors College before completing their degree work must satisfy the university writing requirement.

The general university requirements for a bachelor of arts (B.A.) degree include demonstration of second-year competence in a foreign language by completing at least the third term, second year of a foreign language course taught in the language or by a waiver examination.

Before graduating, Clark Honors College students must also meet the particular requirements, listed elsewhere in this bulletin, of their major department or professional school. 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) Selected topics chosen to illustrate broad streams of mathematical thought, interwoven with an introduction to a programming language and personal computers. Does not provide preparation for calculus. Prereq: MATH 95 or satisfactory placement test score. Not offered 1994–95.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 (H) Special Studies: [Topic] (1–5R) Topics of current interest.

200 Innovative Education: [Topic] (1–5R)

GEOL 201, 202, 203 General Geology: Earth's Interior Heat and Dynamics, Earth's Surface Processes and Morphology, Evolution of the Earth (4,4,4) See **Geological Sciences.**

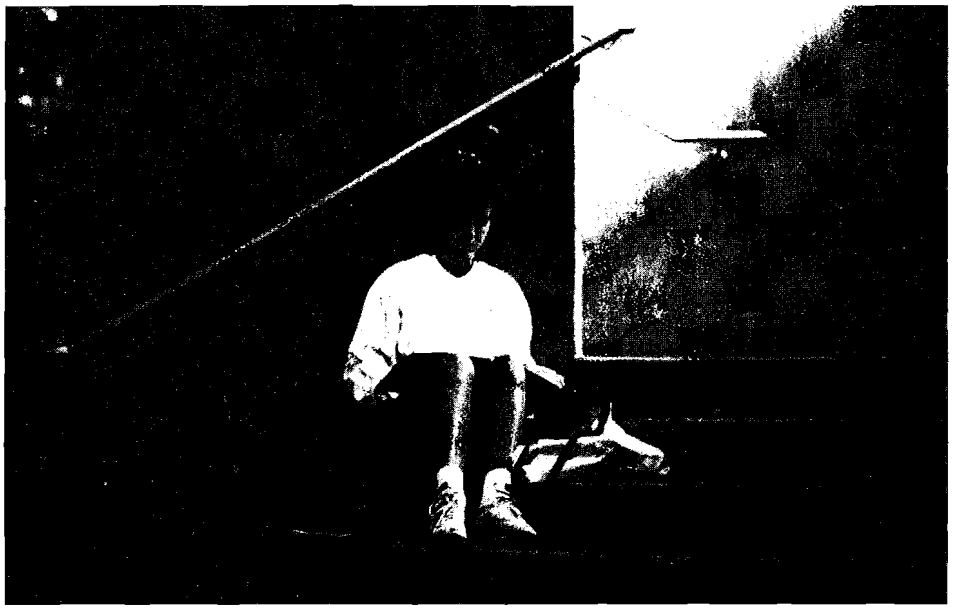
204 (H) Honors College Introduction to Microeconomics (4) Principles of microeconomic analysis; focus is on demand and supply behavior in a decentralized market economy.

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) Origins of the universe, the chemical origins of life, and evolution. Taught by science department faculty members and designated for nonscience students.

211, 212 (H) Honors College Introduction to Experimental Psychology (4,4S) 211: introduction to perception, memory, learning, and cognition. With laboratory. **212:** introduction to the psychological processes affecting social perception and behavior as well as personality development. With discussion.

CH 224, 225, 226 (H) Honors General Chemistry (4,4,4) See **Chemistry.**



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.

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)

400 Innovative Education: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

402 Independent Study: [Topic] (1–17R) Open only to students accepted in the Independent Study Program described below.

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 3-credit Sophomore and Junior Seminar explores basic research methods and initiates work on the senior thesis or project. The 2-credit Senior Seminar supports early work on the senior thesis or independent scholar project.

408/508 (H) Colloquium: [Topic] (1–21R) Offered in a wide range of topics.

409 (H) Practicum: [Topic] (1–21R)

410 Experimental Course: [Topic] (1–5R)

412 (H) Topics in Gender Studies: [Topic] (4R) Historical, cultural, and social scientific explorations of topics that focus on gender, e.g., sexuality, the family, and androgyny. Subjects vary. 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 three times when topic changes for maximum of 16 credits.

INDEPENDENT STUDY PROGRAM

In addition to the curriculum designed for students who have been admitted to the Clark Honors College, the university has a special program that is administered by the Clark Honors College but not limited to students enrolled in it. The undergraduate Independent Study Program is designed for students who want to pursue extended scholarly studies in an area not represented within established academic departments or schools.

Students working for a bachelor of arts (B.A.) with a major in independent study are usually juniors or seniors. In addition to Independent Study (HC 402), these students must complete basic university B.A. requirements including group requirements, two years of college-level foreign language study, and writing. They must also have specific, coherent plans for independent work. A proposal of these plans demonstrating that this program of study is not available through any other department or school must be presented to a faculty committee. Students must also 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 3.00 grade point average in college-level work.

Applications for the Independent Study Program are available in the Clark Honors College, 320 Chapman Hall; telephone (503) 346-5414.

HUMANITIES

307 Prince Lucien Campbell Hall
Telephone (503) 346-4069
John Nicols, Program Director

Program Committee

James W. Earl, English
Charles H. Lachman, art history
Mavis Howe Mate, history
Grant F. McKernie, theater arts
John Nicols, history
F. Regina Psaki, Romance languages
Forest Pyle, English
Steven Shankman, English
George J. Sheridan, Jr., history
Marian Elizabeth Smith, music

Participating Faculty

Catherine Anne Laskaya, English
Steven Lowenstam, classics
Augustine C. A. Thompson, religious studies
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 in today's global society. As an added benefit, these courses provide preparation for a wide range of careers.

Major Requirements

The humanities major is an interdisciplinary bachelor of arts (B.A.) degree program.

1. All majors must complete the requirements for a bachelor of arts degree and the following program requirements or the requirements for the medieval studies program. Any student who enters the major as a junior must take a minimum of 53 credits; 16 of those credits may be taken at the lower-division level.

Introduction to the Humanities I,II,III (HUM 101, 102, 103) 9
Three sequences (a minimum of six courses) in each of the following fields. One sequence may be lower division. A list of suggested courses that satisfy these requirements may be obtained from an adviser or from the Humanities Program Office, 307 Prince Lucien Campbell Hall.
Two courses in an arts sequence (including art history, theater arts, music) 8
Two courses in a philosophy sequence 8
Two courses in a classics sequence 8
Five upper-division courses, at least one in history, in a concentration area approved by a program adviser 20

2. No upper-division course may be used to satisfy more than one major requirement
3. Grades of mid-C must be earned in all courses taken to satisfy major requirements. For graduation humanities majors must also maintain a 2.50 grade point average (GPA) in required courses
4. Students are encouraged to complete 407 (Seminar) in any field

5. Proficiency in at least one foreign language, a requirement for the B.A. degree, is considered a central element of 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 at the upper-division level

Honors Program

The honors program in humanities provides an opportunity for a student to present the area of concentration in a written thesis. The requirements for a bachelor's degree with honors are the following:

1. Satisfaction of the requirements for the major
2. A grade point average (GPA) of 3.50 or better in courses taken to meet the upper-division requirements of the major
3. A senior thesis of substantial quality, approved by the thesis director and at least one member of the program committee

Courses from Other Departments

In addition to courses required for the humanities major, students may be interested in the following courses. See home departments for descriptions.

Biology. Global Ecology (BI 124)

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), Modern European Thought and Culture (HIST 426, 427)

Landscape Architecture. Landscape Perception (LA 484), Contemporary American Landscape (LA 485)

Mathematics. Mathematical Symmetry (MATH 132)

Philosophy. Philosophy in Literature (PHIL 331), Introduction to Philosophy of Science (PHIL 339)

Theater Arts. Studies in Theater and Culture (TA 471)

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 (3) Ideas and modes of vision Western culture has inherited from the classical period. Readings and discussions focus on literature, philosophy, history, the arts, and religion. Lowenstam.

102 Introduction to the Humanities II (3) Ideas and modes of vision Western culture has inherited from the medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion. Thompson.

103 Introduction to the Humanities III (3) Ideas and modes of vision Western culture has inherited from the Age of Enlightenment to the modern period. Readings and discussions focus on literature, philosophy, the arts, and science. McKernie.

199 Special Studies: [Topic] (1–5R) Recent topics are Ancient Science and Culture, Asian Odyssey, Heroism and Humanity.

210 Special Topics in the Humanities: [Topic] (3R) 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] (3R) Topics vary and may include problems or ideas that cross traditional disciplinary boundaries in the humanities. A recent topic is Ethics and the Environment.

350 Multicultural Studies in the Humanities: [Topic] (3R) Addresses non-European-American issues that cross cultural boundaries. Current topics include Postmodern Literature of Race.

351 Studies in Medieval Culture: [Topic] (3R) Interdisciplinary survey of medieval culture with focus on literature, art and architecture, philosophy, music, and daily life. Geographic areas or motifs vary. Typical offerings are Medieval History as Drama, Women's Voices in Medieval Culture. **R** twice when topic changes for maximum of 9 credits.

352 Studies in Renaissance Culture: [Topic] (3R) Interdisciplinary survey of the Renaissance with focus on literature, art and architecture, music, philosophy, and daily life. Geographic areas or motifs vary. Typical offerings are Revival of Greek in Renaissance Florence, Venice, Cultural Anatomy, Renaissance Music and Culture. **R** twice when topic changes for maximum of 9 credits.

354 Studies in Modern Culture: [Topic] (3R) Interdisciplinary survey of modern culture with focus on literature, art and architecture, music, philosophy, and social problems. Geographic areas or motifs vary. Typical offerings are Contemporary Germany, Culture against Capitalism, *Sho-gun* and Modern Japan. **R** twice when topic changes for maximum of 9 credits.

399 Special Studies: [Topic] (1–5R) Problem-oriented course designed to explore new topics or approaches to studies in the humanities. Recent topics include Myth, Symbol, and Landscape; Relativism and Interpretation.

403 Thesis (1–6R)

405 Reading and Conference: [Topic] (1–6R)

407 Seminar: [Topic] (1–5R) A recent topic is Medieval Studies. Laskaya.

410 Experimental Course: [Topic] (1–5R) Recent topics are Reconsidering "The Subject" of the Humanities, Time and the Human Experience, What is Humanism?

413 Contemporary Issues in the Humanities: [Topic] (3R) Topics vary and may include the analysis of current issues and critical methodologies in humanities study. Recent topics include Fictions and Postmodernism, Madness, Turner and Ruskin.

INTERNATIONAL COLLEGE

111 Riley Hall
Telephone (503) 346-6625
Helen Gernon, Director

The International College is a University of Oregon residential learning-living, general-education program that complements any undergraduate major in the College of Arts and Sciences or one of the professional schools. The curriculum of general-education courses is enhanced by a residential experience. Together they foster an understanding and appreciation of other cultures and a capacity to articulate and analyze global issues from a variety of disciplines and regional perspectives. The program challenges students to expand their cultural horizons by participating in discussions on international topics and exchanges. Students also acquire several international competencies, especially proficiency in foreign languages.

Central to the program is the learning experience provided by close interaction between students native to the United States and international students. The 1993–94 pilot program had seventy entering undergraduate students, about one-third of whom are international students.

March 1, 1994, was the application deadline for admission to the program for 1994–95. Students accepted into the pilot program reside together in Riley Hall and take a number of courses together as described below.

INTERNATIONAL COLLEGE PILOT PROGRAM CURRICULUM

Students take a year-long sequence, International Perspectives (ICOL 101, 102, 103), taught by a team of faculty members from several disciplines. Students in the program

also take a freshman seminar, typically in either winter or spring term, chosen from a group of seminars approved for the program. Students continue or begin study of a foreign language and are advised about overseas study or internship opportunities. Special activities are organized in the residence hall, some of which are integrated with the program's courses. Students in the program are advised about how to integrate their pilot program experience into future academic plans.

INTERNATIONAL COLLEGE COURSES (ICOL)

101, 102, 103 International Perspectives (4,4,4S) Provides perspectives, forms, and methods of understanding broad international themes, both contemporary and historical, and of articulating concepts applicable to international topics. International College students only.

199 Special Studies: [Topic] (1–5R) Freshman seminars and independent study on global and cross-cultural issues. Designed primarily for International College students.

201, 202, 203 Advanced International Perspectives (4,4,4S) Interdisciplinary study of special topics in culture, society, and politics from national, regional, and global perspectives. Prereq: ICOL 101, 102, 103. International College students only.

INTERNATIONAL STUDIES

837 Prince Lucien Campbell Hall
Telephone (503) 346-5051
Philip D. Young, Program Director

University Committee on International Studies

Gerald S. Albaum, marketing (international marketing, marketing research)

Samuel K. Coleman, anthropology (cultural anthropology, Japan)

Colette G. Craig,* linguistics (language and culture, Latin America)

Vernon R. Dorjahn, anthropology (Africa, political development, Liberia)

Linda O. Fuller, sociology (political economy of developing areas, comparative socialism)

Maradel K. Gale, planning, public policy and management (environmental and resource planning, Micronesia)

Peter B. Gontrum, Germanic languages and literatures (20th-century literature, Germany)

Jon L. Jacobson, law (international law, law of the sea)

Kenneth M. Kempner, learning and instructional leadership (educational policy and management, comparative and international education, Brazil)

R. Alan Kimball,* history (modern Russia)

Elke Liebs, Germanic languages and literatures (modern German literature)

Glenn A. May, history (U.S. foreign policy, Philippines, Southeast Asian studies)

Thomas Mills, international education and exchange (*ex officio*)

Geraldine Moreno-Black, anthropology (human ecology, nutritional anthropology, Southeast Asia)

Alexander B. Murphy,* geography (cultural and political geography, Western Europe)

Deanna M. Robinson, journalism and communication (communication and cultural change)

Carol T. Silverman, anthropology (folklore and Eastern Europe)

Clarence Spigner, anthropology (international public health)

H. Leslie Steeves, journalism and communication (public relations, international journalism, East Africa)

Richard P. Suttmeier, political science (comparative politics, science policy, China and Japan)

Anne Tedards, music (Western Europe)

Ronald Wixman, geography (cultural geography, Soviet Union, Eastern Europe)

Philip D. Young,* anthropology (social anthropology, rural development, Latin America)

M. George Zaninovich, political science (Yugoslavia, Eastern Europe)

FACULTY

Gerald W. Fry, professor (Pacific regional studies, Thailand, development theory); director, Center for Asian and Pacific Studies. B.A., 1964, Stanford; M.P.A., 1966, Princeton; Ph.D., 1977, Stanford. (1981)

Ann P. Hawkins, assistant professor (environment and development, social movements and social change, Asia and the Pacific). B.A., 1975, Prescott; M.S., 1985, Ph.D., 1990, Cornell. (1991)

Robert Proudfoot, associate professor (American and Southeast Asian cultures, cultural and environmental survival, cultural foundations of education). B.A., 1968, Fairfield; M.A., 1981, Oregon; Ph.D., 1985, Oregon State. (1985)

Anita 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

Robert B. Textor, courtesy professor (Thailand, cultural anthropology, ethnographic futures research). B.A., 1945, Michigan; Ph.D., 1960, Cornell. (1991)

*Executive Committee

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

UNDERGRADUATE STUDIES

The undergraduate International Studies Program offers an interdisciplinary bachelor of arts (B.A.) degree to students who want a rigorous education in the basic elements of the field. The program provides a sound general education for the student interested in the complex interrelationships (political, economic, social, and cultural) that exist among nations in the highly interdependent modern world.

The program also provides preprofessional training for careers in government, communications, law, business, philanthropic foundations, and voluntary organizations.

Advising. The role of the faculty adviser is central to the program. Students admitted as majors in international studies should consult their advisers at least once each term. Students interested in applying to the program should seek a faculty member with whom they have a common area of interest to act as their adviser, generally one of the committee members named above.

Admission. Students who want to major in international studies must apply for admission during their sophomore or junior year at the university. A minimum 3.00 grade point average (GPA) is required to be considered for admission to the program. Pass/no pass (P/N) grades are not considered in computing the GPA. Premajor advising and help with application procedures are available at the international studies office. Applicants must meet with an undergraduate adviser to review the application before submitting it for consideration. Applications are accepted at the midpoint of each term.

Core Program and Major Requirements

The major consists of work in three core blocks: international relations, regional cultures and area studies, and global perspectives and issues. A minimum of 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 foreign 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.

The program does not offer a minor.

Block A: International Relations. The student concentrates on the basic features of the international system including international governmental relations and foreign policy, international law and organizations, international trade and finance, economic development and transnational corporations, and international communications.

Suggested Block A courses are listed later in this section.

Block B: Regional Cultures and Area Studies. This block pertains to groups of nations sharing common historical, geographic, linguistic, and religious experiences. In satisfying the Block B requirement, students are expected to concentrate on one regional culture or area. The foreign language should be relevant to the region chosen.

Areas of focus may include Asia, Southeast Asia, Eastern Europe, and Latin America, in which the university has programs with curricular offerings from various departments. (See **Asian Studies, Latin American Studies, Russian and East European Studies,** and **Southeast Asian Studies** sections of this bulletin.) In developing a program of study, a student may want to consult committee members affiliated with these programs.

For Western European studies, Pacific region studies, or African studies, the student may develop a program of courses by consulting an academic adviser with experience in the area of interest.

Suggested Block B courses are listed later in this section.

Block C: Global Perspectives and Issues. To fulfill the requirements for Block C, students are strongly encouraged to take two introductory courses: Value Systems in Cross-Cultural Perspective (INTL 250), Cooperation, Conflict, and Global Resources (INTL 251). After this overview of global perspectives and issues, students should take two or more specialized classes that will enable them to concentrate on one of the following: (a) world cultures, (b) population and resources, or (c) problems of development. Students are encouraged to take most of their Block C courses in only one of these subareas.

Suggested Block C courses are listed later in this section.

Senior Seminar Paper. Graduating seniors must submit a twenty- to thirty-page research paper previously written for a university seminar or other course. The content and format must meet the approval of the International Studies Program director, include a one-page abstract, use foreign language sources, and address an international or cross-cultural topic.

International Studies Honors Thesis. Students who have a minimum grade point average (GPA) of 3.50 and want to graduate with program honors are required to write a thirty- to fifty-page thesis. An adviser must be selected and a proposal approved by the program director two terms prior to graduation. Students may receive up to 6 credits toward the appropriate block of the 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 using foreign language sources for all projects including the Clark Honors College thesis.

Language Requirement. Students must achieve proficiency in a single foreign language at a level associated with three years of study. The language should be relevant to the regional area chosen in Block B. Proficiency in the language may be demonstrated by passing the third term of a 300-level language sequence with a grade of mid-C or better or by an advanced placement examination. The student must be proficient in a single foreign language in order to satisfy this requirement.

Overseas Experience. At least one term of study or work in a foreign country is required of students majoring in international studies. The international studies internship 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 bulletin 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 Program office.

Suggested Core Block Courses

The courses listed below are illustrative only and should not be considered comprehensive. These lists usually include only the first term of recommended sequences and generally reflect courses being offered during the current academic year. With prior approval from an adviser, other courses—including those numbered 407 and 410—may be selected from these and other departments.

Block A: International Relations

International Studies. Cooperation, Conflicts, and Global Resources (INTL 251), Seminar: Global Environmental Change (INTL 407), Aid to Developing Countries (INTL 422)

Business Administration. International Management (MGMT 420), International Finance and Investment (FINL 463), International Marketing Management (MKTG 475)

Economics. International Economic Issues (EC 380), Problems and Issues in the Developing Economies (EC 390), International Finance (EC 480), International Trade (EC 481)

Geography. Political Geography (GEOG 441), Advanced Geography of European-American Regions (GEOG 470), Advanced Geography of Non-European-American Regions (GEOG 475)

History. War and the Modern World (HIST 240), U.S.A.-USSR Shared History (HIST 245), American Foreign Relations since 1933 (HIST 353), American Foreign Relations (HIST 451)

Journalism and Communication. International Journalism (J 492)

Political Science. Modern World Governments (PS 101), Crisis and Response in International Politics (PS 105), Introduction to Comparative Politics (PS 204), International Relations (PS 205), United States Foreign Policy I (PS 326), International Political Economy (PS 340), International Organization (PS 420), Theories of International Politics (PS 455), International Environmental Politics (PS 477), National Security Policy (PS 496)

Sociology. Sociology of Developing Areas (SOC 450), Systems of War and Peace (SOC 464)

Block B: Regional Cultures and Area Studies

AFRICAN STUDIES

Anthropology. Peoples of South Africa (ANTH 426), Peoples of Central and East Africa (ANTH 427), Peoples of West Africa and the Sahara (ANTH 428), Topics in Old World Prehistory (ANTH 440)

English. African-American Prose (ENG 310), African-American Folklore (ENG 486)

History. African-American History (HIST 250), Africa (HIST 325)

ASIAN STUDIES

See the **Asian Studies** section of this bulletin.

CANADIAN STUDIES

See the **Canadian Studies** section of this bulletin.

LATIN AMERICAN STUDIES

See the **Latin American Studies** section of this bulletin.

PACIFIC REGION STUDIES

International Studies. The Pacific Challenge (INTL 440)

Anthropology. Pacific Basin: Polynesia and Micronesia (ANTH 323), Pacific Basin: Melanesia and Australia (ANTH 324), Pacific Islands Archaeology (ANTH 343), Topics in Pacific Ethnology (ANTH 425)

RUSSIAN AND EAST EUROPEAN STUDIES

See the **Russian and East European Studies** section of this bulletin.

SOUTH ASIAN STUDIES

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)

Anthropology. Peoples of India (ANTH 321)

Art History. History of Indian Art (ARH 207)

Geography. Geography of Non-European-American Regions (GEOG 203)

History. History of India (HIST 385, 386)

Music. Music of the Americas (MUS 259), Seminar: Music of India (MUS 407), Musical Instruments of the World (MUS 452), Folk Music of the Balkans (INTL 453)

Religious Studies. Religions of India (REL 301), Buddhism and Asian Culture (REL 330)

SOUTHEAST ASIAN STUDIES

See the **Southeast Asian Studies** section of this bulletin.

WESTERN EUROPEAN STUDIES

Geography. Geography of European-American Regions (GEOG 202)

History. Europe since 1789 (HIST 301), Economic History of Modern Europe (HIST 425), Modern European Thought and Culture (HIST 426), Europe in the 20th Century (HIST 428)

Political Science. Politics of Western Europe (PS 424), Politics of the European Community (PS 425)

Students who want to focus on one Western European country should see related course offerings in the **Economics, Germanic Languages and Literatures, History,** and **Romance Languages** sections of this bulletin.

Block C: Global Perspectives and Issues

WORLD CULTURES

International Studies. Special Studies: Becoming International (INTL 199), Value Systems in Cross-Cultural Perspective (INTL 250), Seminar: International Indigenous Peoples (INTL 407), World Value Systems (INTL 430), Cross-Cultural Communication (INTL 431)

Anthropology. Introduction to Cultural Anthropology (ANTH 110), Introduction to Language and Culture (ANTH 180), Selected Topics in Ethnology (ANTH 211), Ethnology of Hunters and Gatherers (ANTH 301), Women and Culture II: Creativity and Symbols (ANTH 315), Food and Culture (ANTH 365), Culture and Personality (ANTH 413), Cultural Dynamics (ANTH 415), Race, Culture, and Sociobiology (ANTH 468), Anthropological Perspectives of Health and Illness (ANTH 469), Polythematic World Human Science (ANTH 485)

Dance. Dance and Folk Culture (DAN 301), Tribal Dance Cultures (DAN 452)

Education. Values and Human Behavior (CPSY 493)

English. World Literature (ENG 107), Introduction to Folklore (ENG 250), Studies in Mythology (ENG 482), Race and Representation in Film (ENG 488)

Geography. Cultural Geography (GEOG 103), World Regional Geography (GEOG 201), Geography of Languages (GEOG 444), Culture, Ethnicity, and Nationalism (GEOG 445), Geography of Religion (GEOG 446)

Humanities. Multicultural Studies in the Humanities (HUM 350)

Journalism and Communication. Communication Economics (J 386)

Linguistics. Introduction to Linguistics (LING 290), Language, Culture, and Society (LING 295), Language, Mind, and Culture (LING 421)

Music. Music in World Cultures (MUS 258)

Philosophy. Social and Political Philosophy (PHIL 307), Philosophy of Religion (PHIL 320)

Political Science. Introduction to Contemporary Political Theory (PS 207), Introduction to the Tradition of Political Theory (PS 208), Art and the State (PS 301), Political Theory: Modern and Contemporary (PS 432), Politics of Multi-Ethnic Societies (PS 443)

Psychology. Psycholinguistics (PSY 440)

Religious Studies. Great Religions of the World (REL 201)

Sociology. America's Peoples (SOC 305), Political Economy (SOC 420), Sociology of Race Relations (SOC 445), Marxist Sociological Theory (SOC 475), Sociology of Education (SOC 491)

POPULATION AND RESOURCES

International Studies. Cooperation, Conflict, and Global Resources (INTL 251), Seminar: Natural Resources and Development (INTL 407)

Anthropology. Evolution of Human Adaptation (ANTH 172), Human Ecology (ANTH 360), Human Biological Variation (ANTH 362), Food and Culture (ANTH 365), Human Adaptation (ANTH 367)

Biology. Global Ecology (BI 124), Ecology (BI 370)

Economics. Resource and Environmental Economics (EC 433)

English. Literature and the Environment (ENG 469)

Geography. The Natural Environment (GEOG 101), Geography and Environment (GEOG 104), Environmental Alteration (GEOG 461), Historical and Contemporary Views of the Environment (GEOG 462), Geography, Law, and the Environment (GEOG 463)

Geological Sciences. Oceanography (GEOL 307), Earth Resources and the Environment (GEOL 310)

Physics. Physics of Energy and Environment (PHYS 161)

Planning, Public Policy and Management. Introduction to Environmental Studies (PPPM 331), Environmental Planning (PPPM 426), Natural Resource Policy (PPPM 443)

Political Science. Introduction to Environmental Politics (PS 297), Politics and Ecology (PS 474), Environmental Politics (PS 497)

Sociology. World Population and Social Structure (SOC 303), Issues in Sociology of Environment (SOC 416)

PROBLEMS OF DEVELOPMENT

International Studies. Cooperation, Conflict, and Global Resources (INTL 251), International Community Development (INTL 420), Gender and International Development (INTL 421), Aid to Developing Countries (INTL 422), Development and the Muslim World (INTL 423)

Anthropology. Political Anthropology (ANTH 411), Economic Anthropology (ANTH 412), Cultural Dynamics (ANTH 415), World Health Problems (ANTH 492)

Economics. Problems and Issues in the Developing Economies (EC 390), Economic Growth and Development (EC 490)

Geography. Urban Geography (GEOG 442)

Political Science. Marxist Political Theories (PS 433), Politics and Ecology (PS 474), Political Development and Revolution (PS 475), International Environmental Politics (PS 477), Environmental Politics (PS 497)

Sociology. Urbanization and the City (SOC 442), Sociology of Developing Areas (SOC 450)

GRADUATE STUDIES

An interdisciplinary master of arts (M.A.) degree program in international studies is offered for students who contemplate careers in foreign affairs, international organizations, or domestic organizations with international activities. A minimum of 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, and it provides the flexibility of interdisciplinary study. In close consultation with his or her adviser, the student develops a program of study that combines expertise in a specific professional area with interdisciplinary training in international studies. Areas of professional concentration include, for example, planning, public policy and management; journalism; international and cross-cultural communication; health education and nutrition; international business; international education; international community development; environment and development; development and technical assistance. Concentrations in other professional areas, such as community development, can be arranged.

Graduates of the International Studies Program serve as international technical advisers, career diplomats, international business and trade experts, analysts in developing countries, international educators, community development professionals, administrators of international programs, and cross-cultural communication consultants.

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 permit an appropriate degree of specialization.

Interdisciplinary Core. All students take 16 credits of interdisciplinary courses in international studies that form the common core of the curriculum. The core is composed of three major competence areas: cross-cultural understanding and communication; understanding the dynamics of relations between the United States and other countries; understanding major development theories, approaches, and cross-cultural research methods. Students may select from a range of specified courses to satisfy this requirement. A minimum of one course must be taken from each competence area.

Professional Concentration Area. All students take a minimum of 24 credits in their area of professional concentration. Courses in the concentration area are chosen in consultation with an adviser from the relevant cooperating department or professional school. Concentration areas vary according to student interests and needs. For example,

given the rapid influx of international students into United States universities, counseling is likely to become an increasingly important professional concentration area. For students interested in agricultural extension and rural development, courses may be taken at Oregon State University. (For information on concurrent enrollment, see the **Registration and Academic Policies** section of this bulletin.) With both the United States and the state of Oregon turning greater attention to export expansion, professional concentration in international economics and trade in the Pacific region represents another area of expanding opportunities.

Students interested in a general international studies program (for example, in preparation for the United States Foreign Service) may satisfy this requirement by taking 24 credits emphasizing international political, historical, economic, and cultural factors. Students interested in international communications and journalism might also concentrate on this area.

Each term the International Studies Program conducts a required 1-credit proseminar in which students and faculty members explore the field of international studies. Fall term this is Proseminar (INTL 655); winter term, Research and Writing in International Studies (INTL 656); and spring term, Seminar: Ethical Issues in International Research (INTL 607).

Geographic Focus. All students take a minimum of 12 credits in their area of geographic specialty (e.g., East Asia, Africa, Latin America, the Pacific region). An area specialty is also possible as a professional concentration. American 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.

Language Study and Competence. Students must demonstrate a third-year level of proficiency in a foreign language relevant to their professional or geographic focus prior to completion of the program. Students who want to improve their language skills as part of their M.A. program may take second- and third-year Chinese, Japanese, or Russian, or they may take third- and fourth-year Romance- or Germanic-language courses in lieu of up to 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 foreign language study may be applied toward fulfillment of program requirements. Through completion of their master's degree requirements, international students whose high school or university instruction was not in English demonstrate proficiency in English as a second language.

Field Internship. A 12-credit internship is required. The program staff assists students in locating internships, both domestic and overseas, with international organizations. If possible, the internship experience should be related to the student's career plans in order to enhance future job opportunities. International students may do their internship in the United States. For most internships all costs must be paid by the student. Therefore students should budget the cost of an internship into the cost of their education. Internship costs vary considerably, depending on transportation costs and cost of living in the country where the internship is served. To estimate the potential cost to you, add the cost of one term's tuition, round-trip transportation to your proposed country, living expenses for three months (food, lodging, miscellaneous), and an emergency fund of about $500.

The international studies faculty expects the student to gain 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. In some instances it may not be possible to achieve all three of these purposes during a single one-term internship; nevertheless, they represent an ideal to strive for, both in the selection and the implementation of the internship.

Exit Project. To complete requirements, each student is required to write a thesis or policy paper or have an article accepted for publication in an approved refereed journal. Nine credits are awarded for a thesis and 6 to 9 credits for a policy paper or published article.

International Students. International as well as United States students are encouraged to apply. Their study programs are individually designed to meet their professional needs and those of the home country. Approximately half of the program's graduate students are international students.

INTERNATIONAL STUDIES COURSES (INTL)

196 Field Studies: [Topic] (1–2R)

198 Colloquium: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

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. Weiss.

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. Hawkins.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

401 Research: [Topic] (1–12R) P/N only. 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 Global Environmental Change, Global Perspectives and Issues, International Indigenous Peoples, Natural Resources and Development, Postwar Vietnam-U.S. Relations, Thai 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) A current topic is Current Issues in Peacemaking. **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. Hawkins.

421/521 Gender and International Development (4) Analysis of the changing roles, opportunities, and expectations of Third World women as their societies undergo social upheavals associated with the problematic effects of development. Weiss.

422/522 Aid to Developing Countries (4) Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues. Weiss.

423/523 Development and the Muslim World (4) Introduction to discourse on current development in various Muslim societies. Focuses on North Africa, the Middle East, South Asia, and Southeast Asia. Weiss. Not offered 1994–95.

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. 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. Not offered 1994–95.

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. Not offered 1994–95.

442/542 South Asia: Development and Social Change (4) Introduction to the vast social changes and development issues confronting the South Asian subcontinent. Weiss.

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) Current topics include Ethical Issues in International Research.

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: program director's consent.

610 Experimental Course: [Topic] (1–5R)

650 International Research Methods (3) Survey of quantitative and qualitative research approaches relevant to international research. Emphasis on practical applications and strategies for linking research to policy in international settings. Proudfoot.

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.

LATIN AMERICAN STUDIES

837 Prince Lucien Campbell Hall
Telephone (503) 346-5053
Linda O. Fuller, Coordinator

Participating Faculty

C. Melvin Aikens, anthropology
Jorge R. Ayora, Romance languages
Colette G. Craig,* linguistics
Lawrence N. Crumb, library
Robert L. Davis, Romance languages
Don E. Dumond, anthropology
Juan A. Epple, Romance languages
John B. Foster, sociology
Linda O. Fuller,* sociology
Leonardo García-Pabón,* Romance languages
Daniel Goldrich,* political science
Robert S. Haskett,* history
Ann P. Hawkins, international studies
Robert T. Jiménez, special education and rehabilitation
Barbara D. May, Romance languages
George W. Shipman, library
Stephanie Wood,* history
Philip D. Young,* anthropology
*Executive Committee

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 both at the bachelor of arts (B.A.) and at the master of arts (M.A.) levels in anthropology, history, international studies, and Spanish. See the appropriate sections of this bulletin.

Study Abroad

See index entries in this bulletin under "Overseas study." In addition, individuals may make arrangements to study in Spain (see Barbara D. May).

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

UNDERGRADUATE STUDIES

Preparation. High school students who have taken courses in political science, economics, history, or other approaches to international affairs, or who have participated in extracurricular activities (such as the Oregon High School International Relations League) may well be interested in Latin American studies.

Community college students who have taken courses in international relations may be interested in specializing in Latin American studies.

Careers. Career opportunities for students completing Latin American studies are available through such avenues as the Peace Corps, the United States Foreign Service (including U.S. Information Agency), the foreign aid programs of the American government, the United Nations, and through private foundations, international businesses, and international non-governmental organizations (including church 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 two years of college-level Spanish or Portuguese or both
3. A major in one of the following: anthropology, history, or Spanish
4. A minimum of 12 credits in Latin American area courses (listed below)

Anthropology. Students choosing a major in anthropology must complete all requirements for the major as outlined in the **Anthropology** section of this bulletin. Students 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), South American Prehistory (ANTH 445).

The adviser for Latin American anthropology is 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 bulletin. Students 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), The Caribbean and Central America (HIST 481), Latin America's Indian Peoples (HIST 482), Topics in Latin American History (HIST 483)

The adviser for Latin American history is Robert S. Haskett.

Spanish Literature. Students choosing a major in Spanish must complete all requirements for the major as outlined in the **Romance Languages** section of this bulletin. Offerings include Survey of Spanish-American Literature (SPAN 318, 319), Hispanic Literature (SPAN 328), Spanish-American Short Story (SPAN 435), and Novel of the Mexican Revolution (SPAN 436)

The advisers for Spanish are Jorge R. Ayora, Juan A. Epple, and Leonardo García-Pabón.

Latin American Area Courses. In addition to courses in a student's major concentration, a minimum of 12 credits are required, chosen from the following courses:

International Community Development (INTL 420), Native Central Americans (ANTH 433), Native South Americans (ANTH 434), Middle American Prehistory (ANTH 444), South American Prehistory (ANTH 445), Advanced Geography of European-American Regions (GEOG 470), Mexico (HIST 480), The Caribbean and Central America (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 (an interdisciplinary master's degree program), political science, sociology, and Spanish (in the Romance languages department) have faculty members competent and interested in the area. It is possible to arrange graduate programs in these fields with a concentration in Latin American studies.

LINGUISTICS

233 Straub Hall
Telephone (503) 346-3906
Colette G. Craig, Department Head

FACULTY

Kathie L. Carpenter, assistant professor (Thai, psycholinguistics, child language acquisition). B.A., 1975, California, San Diego; M.A., 1983, Ph.D., 1987, Stanford. (1989)

Colette G. Craig, professor (syntax, semantics, language typology, language contact and bilingualism, language and culture, Latin American studies; Romance and Amerindian languages). License, 1968, Maîtrise, 1969, Université de Paris-Nanterre; Ph.D., 1975, Harvard. (1974)

Scott DeLancey, 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, syntax, semantics, discourse; Amerindian languages). B.S., 1974, Wheaton; M.A., 1976, Texas at Arlington; Ph.D., 1985, California, Los Angeles. (1987)

Jacquelyn Schachter, professor (second-language acquisition, applied linguistics). B.A., 1959, M.A., 1965, Ph.D., 1971, California, Los Angeles. (1991)

Russell S. Tomlin, associate professor (discourse analysis, syntax, semantics, second-language acquisition, English as a second language, typology and language universals). B.A., 1973, Knox; M.A., 1975, Ph.D., 1979, Michigan. (1979)

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

Participating

James L. Boren, English

Robert L. Davis, Romance languages

Sarah A. Douglas, computer and information science

Noriko Fujii, East Asian languages and literatures

Sarah Klinghammer, American English Institute

Michael I. Posner, psychology

Patricia Rounds, American English Institute

Theodore Stern, anthropology

Marjorie Taylor, psychology

Jack Whalen, sociology

GENERAL INFORMATION

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, computer-science education, journalism, linguistics, literature and languages, philosophy, psychology, sociology, or speech pathology. It is also a strong entry point into the various practical applied fields listed above.

Advising. Undergraduate students in linguistics consult the departmental undergraduate adviser each term about their study program.

Major Requirements

1. Two years of one foreign language and one year of another
2. The following required courses in linguistics:

	31 credits
Introduction to Linguistics (LING 290)	4
Languages of the World (LING 311)	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 Proseminar (LING 407)
4. All courses applied toward the major in linguistics must be taken for letter grades. A course in which a grade of D+ or lower is earned cannot count toward the major

5. The study program of linguistics undergraduate majors must be approved by the departmental undergraduate adviser

Minor Requirements

The Department of Linguistics offers a minor in linguistics that gives the student a grounding in the basics of linguistic analysis and the opportunity to pursue areas of special interest. The minor in linguistics requires a total of at least 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) *or* Language, Mind, and Culture (LING 421)	4
Language, Culture, and Society (LING 295) *or* Language and Cognition (LING 296)	4
Languages of the World (LING 311)	4
Phonetics (LING 411)	4
Introduction to Phonology (LING 450)	4
Syntax and Semantics I,II (LING 451, 452)	8

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 an indispensable requirement for any specialization at the graduate level, applied as well as theoretical. Although the faculty and courses deal with a wide variety of linguistic topics and issues, four facets of linguistics are strongly emphasized in the graduate program:

1. A functional approach to the study of language structure and use
2. An empirical, live-data, 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, some students may be assigned a faculty member to advise them in the areas of their academic interest. The performance of each graduate student is reviewed at the end of each academic term by the faculty. In case a student falls below what the faculty considers minimal standards of performance in the graduate program, a representative of the faculty notifies the student and suggests appropriate remedial steps.

Financial Aid

The department offers several graduate teaching fellowships (GTFs) in linguistics and at the American English Institute (AEI) as well as a number of graduate research fellowships. Other types of support are occasionally available. Qualified applicants for graduate admission are eligible to apply for support.

Master of Arts

The master of arts (M.A.) program in linguistics offers two options—one in linguistics, the other in applied linguistics (AL) with emphasis on second-language acquisition and teaching (SLAT). Both options require solid course work in language structure, function, and use. Students in the AL-SLAT option are expected to take most of their elective courses within the SLAT curriculum; other students may pursue a variety of electives in both linguistics and related disciplines.

Admission Requirements. Admission into the M.A. program assumes the completion of the equivalent of the courses required for the B.A. in linguistics. Students may be admitted into the program without having previously completed such courses, but they are then required to take and pass (with grades of B– or better) the following courses: Introduction to Phonology (LING 550), Syntax and Semantics I,II (LING 551, 552).

Required Courses. The following courses are required for an M.A. in linguistics:

One Proseminar (LING 507) or Seminar (LING 607)

Linguistic Theory: Phonology (LING 614)

Linguistic Theory: Syntax (LING 615)

Linguistic Theory: Semantics (LING 616)

Elective Courses. Students working toward an M.A. degree must take an additional 32 credits in graduate-level courses—excluding LING 550, 551, and 552—chosen either from linguistics or from relevant related disciplines and approved by the departmental graduate adviser. M.A. students pursuing the AL-SLAT option are advised to include the following:

Second-Language Acquisition (LING 544)

Second-Language Teaching (LING 545)

Second-Language Teaching Practice (LING 546)

English Grammar (ENG 595)

Teaching English as a Second Language: Practicum (LING 609)

Advanced Second-Language Acquisition (LING 644)

Advanced Second-Language Teaching (LING 645)

Foreign Language Requirement. Candidates for the M.A. must have completed two years of a foreign language during the previous seven years.

M.A. Examination. The M.A. degree in linguistics is granted upon successful completion of required course work, maintenance of the university-prescribed grade point average, and the passing of a written examination. M.A. examinations are administered twice a year, at the end of the fall and spring terms. No course with a grade lower than B– can be counted to satisfy degree requirements.

M.A. Thesis. Students in good standing in the program may be invited by the faculty to write an M.A. thesis rather than take the written M.A. examination. The faculty sitting as a committee of the whole must approve such an option, and one linguistics department faculty member must be willing to serve as thesis adviser. The thesis adviser makes recommendations to the faculty about the acceptability of the M.A. thesis, and the faculty either accepts or rejects the thesis.

Doctor of Philosophy

The doctor of philosophy (Ph.D.) program in linguistics is individually tailored to meet the needs and professional goals of the student, drawing strong interdisciplinary support from related fields on the university campus. These may include—but are not limited to—animal communication, anthropological linguistics, applied linguistics, cognitive science, discourse and text analysis, English linguistics, first- and second-language acquisition, language-data processing, neurolinguistics, psycholinguistics, sociolinguistics, and speech pathology and speech therapy.

Admission Requirements. Applicants must have an M.A. in linguistics or its equivalent. Applicants without an M.A. may be admitted conditionally and must complete all prerequisite M.A.-level linguistics courses before they receive unconditional doctoral status. Each applicant is required to submit, along with the graduate application, a sample graduate research paper (or M.A. thesis) at least thirty pages in length.

Residency Requirement. The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. The Department of Linguistics interprets the latter requirement to mean that at least six courses, including seminars, must be taken in the program while the student is in continuous residence for three academic terms.

Foreign Language Requirement. Students in the Ph.D. program must demonstrate proficiency in two foreign languages, either by examination or through course work. These languages are typically Chinese, French, German, Japanese, Russian, or Spanish, but the student may submit a petition to substitute another language for one of the above if the student's study program or other special circumstances justify such a substitution.

Required Courses. A student must complete at least 32 credits of graduate courses in linguistics or related fields approved by a doctoral adviser. 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 (AEI), directed by a linguistics department faculty member, provides English as a second language (ESL) instruction to nonnative speakers of English. It offers teaching, training, and employment opportunities for graduate linguistics students in ESL methodology, second-language acquisition, and curriculum development as well as research opportunities in the acquisition and teaching of language and related fields.

Cognitive and Decision Sciences

Several linguistics faculty members are associated with the Institute of Cognitive and Decision Sciences. For more information, see that institute in the **Research Institutes and Centers** section of this bulletin.

Neuroscience

See the **Neuroscience** section of this bulletin for information about the study of neuroscience at the university.

Southeast Asian Languages

Three years of Thai and Indonesian languages are offered, and students can make arrangements with linguistics faculty members for more advanced study. The Southeast Asian Languages Program stresses proficiency in all four basic skills—listening, speaking, reading, and writing—through use of dialogues, exercises, communication games, and discussions. Most class time is spent in communicative interaction with native speakers. Once a week a linguist specializing in Southeast Asian languages discusses grammatical and stylistic points. Classes are offered sequentially beginning fall term. See also the **Southeast Asian Studies** section of this bulletin.

INDONESIAN COURSES (INDO)

101, 102, 103 First-Year Indonesian (5,5,5S) Basic grammar of Indonesian; practice in conversation, reading, and writing.

201, 202, 203 Second-Year Indonesian (5,5,5S) Intermediate Indonesian grammar, conversation, reading, and composition. Prereq: INDO 103 or equivalent.

301, 302, 303 Third-Year Indonesian (3,3,3S) 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. Prereq: INDO 203, Southeast Asian Studies Summer Institute second-year Indonesian, or instructor's consent.

THAI COURSES (THAI)

101, 102, 103 First-Year Thai (5,5,5S) Provides essentials of grammar, basic conversational skills, and a thorough grounding in the writing system.

201, 202, 203 Second-Year Thai (5,5,5S) Additional grammatical patterns, practice in speaking, reading, and writing Thai. Prereq: THAI 103 or equivalent.

301, 302, 303 Third-Year Thai (3,3,3S) 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. Prereq: THAI 203, Southeast Asian Studies Summer Institute second-year Thai, or instructor's consent.

LINGUISTICS COURSES (LING)

81 English Pronunciation for International Students (2) Practice in the pronunciation ofEnglish; diagnosis of pronunciation problems; practice in accurately producing English sounds, sound sequences, stress, and intonation.

82 Listening Comprehension for International Students (3) Practice in developing listening comprehension and in note taking; practice in listening to spoken English with emphasis on identifying main ideas and relationships.

83 Oral Communication for International Students (3) Participation in conversation groups aimed at developing expository and expressive oral skills; emphasis on improving conversational skills dealing with academic subject matter.

84 Reading and Vocabulary Development for International Students (3) Development of reading and vocabulary skills in academic subjects. Readings selected from areas of student interest.

91 Beginning Writing for International Students (3) Beginning written and spoken English for students whose native language is not English. Emphasis is on written English to prepare students for other writing courses. Placement based on examination administered by the university Testing Office.

92 Intermediate Writing for International Students (3) Intermediate written and spoken English for students whose native language is not English. Emphasis is on written English to prepare students for other writing courses. Placement based on examination administered by the university Testing Office.

93 Advanced Writing for International Students (3) Advanced written and spoken English for students whose native language is not English. Emphasis is on written English to prepare students for other writing courses. Placement based on examination administered by the university Testing Office.

150 Structure of English Words (3) Word structure and derivation in English Greek- and Latin-derived vocabulary; Germanic- and Romance-derived derivational rules. Understanding the dynamic structure of the English lexicon; prefixes, suffixes, and morphology.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Survey of various topics in linguistics.

200 Innovative Education: [Topic] (1–5R)

211 Articulatory Phonetics (4) Transcription and production of the sounds of natural language. *Offered only at Summer Institute of Linguistics.*

290 Introduction to Linguistics (4) Study of human language and linguistics as a scientific and humanistic discipline. Basic concepts of the lexicon, phonology, syntax, semantics, and language change. *Students 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.

296 Language and Cognition (4) How human thought is coded by language. Topics include meaning, categorization; linguistic units and speech behavior; language use and memory. Lecture, discussion.

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.

350 Analytical Methods in Phonology (4) Methods for determining the phonological pattern of a language. *Offered only at Summer Institute of Linguistics.*

351 Analytical Methods in Morphology and Syntax (4) Methods of determining the morphological and syntactic patterns of natural language data. Prereq: LING 290 or 421/521.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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 Proseminar: [Topic] (1–5R) Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, applied linguistics. Prereq: LING 452/552.

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 acoustic basis for the classification and description of speech sounds; relevance of this phonetic base to phonological analysis. Pre- or coreq: LING 290.

421/521 Language, Mind, and Culture (4) Language communication, mirror of mind, reflection of culture. Fundamental concepts: phonology, morphology, syntax, semantics, pragmatics. Language change, acquisition, and evolution. Primarily for advanced nonmajors or graduate linguistics majors. *Students cannot receive credit for both LING 290 and 421/521.*

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 421/521 or instructor's consent.

423/523 Fieldwork Methods and Ethics (3) Qualitative methodology in corss-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.

444/544 Second-Language Acquisition (4) Introduction to cognitive and social processes of acquiring second languages. Prereq: LING 290 or 421/521. One extra hour a week of field research; research paper.

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 foreign languages. Prereq: LING 445/545.

450/550 Introduction to Phonology (4) Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words, sound production, and sound perception. Prereq: LING 411/511 or equivalent.

451/551 Syntax and Semantics I (4) Syntax within grammar; its interaction with lexical meaning, propositional semantics, and discourse pragmatics; syntactic structure; case roles; word order; grammatical morphology; tense, aspect, modality, and negation; definiteness and referentiality. Prereq: LING 290 or 421/521.

452/552 Syntax and Semantics II (4) Complex syntactic structures and their discourse function; embedded, coordinate, and subordinate clauses; nondeclarative speech acts, topicalization, contrast, and focusing; transitivization and detransitivization. Data from various languages. Prereq: LING 451/551.

460/560 Historical and Comparative Linguistics (4) Principles of language change and the methods of comparative and internal reconstruction; typological change in phonology, morphology, and syntax; language families and protolanguages. Prereq: LING 450/550, 451/551.

490/590 Sociolinguistics (3) Language in relation to social and interpersonal interaction. Topics may include dialect geography, social and ethnic dialects, language contact, bilingualism and multilingualism, pidgins and creoles, or conversational analysis. Prereq: LING 450/550, 452/552.

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 (TESL) either 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 issues in 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 (5,5,5S) 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. 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.

MATHEMATICS

218 Fenton Hall
Telephone (503) 346-4705
Gary M. Seitz, Department Head

FACULTY

Frank W. Anderson, professor (algebra). B.A., 1951, M.S., 1952, Ph.D., 1954, Iowa. (1957)

Bruce A. Barnes, professor (Banach algebras, operator theory). B.A., 1960, Dartmouth; Ph.D., 1964, Cornell. (1966)

Boris Botvinnik, associate professor (algebraic topology). M.S., 1978, Novosibirsk State; Ph.D., 1984, USSR Academy of Sciences, Novosibirsk. (1993)

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., 1966, M.A., 1967, Yale; Ph.D., 1972, Harvard. (1981)

James A. Isenberg, associate professor (mathematical physics, differential geometry, nonlinear partial differential equations). A.B., 1973, Princeton; Ph.D., 1979, Maryland. (1982)

Jens C. Jantzen, professor (Lie theory and algebraic groups). Ph.D., 1973, Bonn. (1988)

William M. Kantor, professor (finite geometries, finite groups, combinatorics). B.S., 1964, Brooklyn; M.A., 1965, Ph.D.,1968, Wisconsin, Madison. (1971)

Richard M. Koch, professor (differential geometry). B.A., 1961, Harvard; Ph.D.,1964, Princeton. (1966)

John V. Leahy, professor (algebraic and differential geometry). Ph.D., 1965, Pennsylvania. (1966)

Shlomo Libeskind, professor (mathematics education). B.S., 1962, M.S., 1965, Technion-Israel Institute of Technology; Ph.D., 1971, Wisconsin, Madison. (1986)

Theodore W. Palmer, professor (analysis). B.A., 1958, M.A., 1958, Johns Hopkins; A.M., 1959, Ph.D., 1966, Harvard. (1970)

N. Christopher Phillips, associate professor (functional analysis). A.B., 1978, M.A., 1980, Ph.D., 1984, California, Berkeley. (1990)

Kenneth A. Ross, professor (harmonic analysis). B.S., 1956, Utah; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1964)

Gary M. Seitz, professor (group theory). A.B., 1964, M.A., 1965, California, Berkeley; Ph.D., 1968, Oregon. (1970)

Brad S. Shelton, associate professor (Lie groups, harmonic analysis, 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)

J. Nicholas Spaltenstein, associate professor (algebra and algebraic geometry). Diplôme, 1974, École Polytechnique Fédérale, Lausanne; M.Sc., 1975, Ph.D., 1978, University of Warwick. (1986)

Stuart Thomas, instructor; assistant to department head. A.B., 1965, California State, Long Beach; M.A., 1967, California, Berkeley. (1990)

Kathleen L. M. Triguiero, senior instructor. B.A., 1970, Wisconsin, Madison; M.A., 1975, California State, San Francisco. (1979)

James M. Van Buskirk, professor (topology, knot theory). B.S., 1954, Wisconsin, Superior; M.S., 1955, Ph.D., 1962, Wisconsin, Madison. (1962)

Marie A. Vitulli, 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)

Charles R. B. Wright, professor (group theory). B.A., 1956, M.A., 1957, Nebraska; Ph.D., 1959, Wisconsin, Madison. (1961)

Xiaojing Xiang, assistant professor (statistics). B.S., 1982, Nankai University; M.S., 1984, Beijing Institute of Aeronautics and Astronautics; Ph.D., 1992, Chicago. (1992)

Daming Xu, assistant professor (statistics). B.A., 1965, University of Science and Technology of China; Ph.D., 1988, Chicago. (1988)

Yuan Xu, assistant professor (numerical analysis). B.S., 1982, Northwestern University (Xi'an China); M.S., 1984, Beijing Institute of Aeronautics and Astronautics; Ph.D., 1988, Temple. (1992)

Sergey Yuzvinsky, professor (representation theory, combinatorics, multiplication of forms). M.A., 1963, Ph.D., 1966, Leningrad. (1980)

Emeriti

Fred C. Andrews, professor emeritus (statistics). B.S., 1946, M.S., 1948, Washington (Seattle); Ph.D., 1953, California, Berkeley. (1957)

Richard B. Barrar, professor emeritus (applied mathematics, differential equations). B.S., 1947, M.S., 1948, Ph.D., 1952, Michigan. (1967)

Glenn T. Beelman, senior instructor emeritus. B.S., 1938, South Dakota State; A.M., 1962, George Washington. (1966)

Paul Civin, professor emeritus (Banach algebras). B.A., 1939, Buffalo; M.A., 1941, Ph.D., 1942, Duke. (1946)

Charles W. Curtis, professor emeritus (algebra). B.A., 1947, Bowdoin; M.A., 1948, Ph.D., 1951, Yale. (1963)

Robert S. Freeman, associate professor emeritus (partial differential equations, operator theory). B.A.E., 1947, New York; Ph.D.,1958, California, Berkeley. (1967)

Kenneth S. Ghent, professor emeritus (number theory). B.A., 1932, McMaster; S.M., 1933, Ph.D., 1935, Chicago. (1935)

David K. Harrison, professor emeritus (algebra). B.A., 1953, Williams; Ph.D., 1956, Princeton. (1963)

Henry L. Loeb, professor emeritus (numerical analysis, approximation theory). B.S., 1949, Wisconsin, Madison; M.A., 1958, Columbia; Ph.D., 1965, California, Los Angeles. (1966)

Ivan M. Niven, professor emeritus (number theory). B.A., 1934, M.A., 1936, British Columbia; Ph.D., 1938, Chicago. (1947)

Paul Olum, professor emeritus (algebraic topology); president emeritus, Oregon. A.B., 1940, Harvard; M.A., 1942, Princeton; Ph.D., 1947, Harvard. (1976)

Robert F. Tate, professor emeritus (statistics). B.A., 1944, California, Berkeley; M.S., 1949, North Carolina; Ph.D., 1952, California, Berkeley. (1965)

Donald R. Truax, professor emeritus (statistics). B.S., 1951, M.S., 1953, Washington (Seattle); Ph.D., 1955, Stanford. (1959)

Marion I. Walter, professor emerita (mathematics education). B.A., 1950, Hunter; M.S., 1954, New York; D.Ed., 1967, Harvard. (1977)

Lewis E. Ward, Jr., professor emeritus (topology). A.B., 1949, California, Berkeley; M.S., 1951, Ph.D., 1953, Tulane. (1959)

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

Facilities

The department office and the Mathematics Library are located in Fenton Hall. A reading and study area is located in the Moursund Reading Room of the Mathematics Library.

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 complete the major requirements in mathematics at the University of Oregon in two years.

Science Group Requirement. The department offers a variety of courses that satisfy the science group requirement. These courses are MATH 105, 106, 107; MATH 130, 131, 132, 133, 134; MATH 211, 212, 213; MATH 231, 232, 233; MATH 241, 242, 243; MATH 251, 252, 253; MATH 271, 272. The 100-level courses present ideas from areas of important mathematical activity in an elementary setting, stressing concepts more than computation. They do not provide preparation for other mathematics courses but are compatible with further study in mathematics.

Enrollment in Courses

New students and transfer students must take a placement examination before enrolling in their first university mathematics course; the examination is given during each registration period. Students who transfer credit for calculus to the university are excused from the examination.

To enroll in courses that have prerequisites, students must complete the prerequisite courses with grades of C– or P 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 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 341, 342, 315 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. Mathematics 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 Linear Algebra (MATH 341, 342), Elementary Analysis (MATH 315), 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 possibilities of 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 major 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 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:

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)

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)

Economics, Business, and Social Science. Mathematical Modeling (MATH 455), Introduction to Mathematical Methods of Statistics I,II (MATH 461, 462)

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.

Honors Program

Students preparing to graduate with honors in mathematics should notify the chair of the undergraduate affairs committee not later than the first term of their senior year. They must complete two of the following four sets of courses with at least a 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 honors degree 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 also 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.

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 DeCou Prize, which honors 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 Wood Scholarship, created in memory of Frank E. Wood, is awarded each year to the best continuing student majoring in mathemetics. The Stevenson Prize, funded by Donald W. and Jean Stevenson, is awarded annually to the outstanding senior graduating with the precollege teaching option.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of mathematics teachers, an academic major in mathematics provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

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 previous academic record—both overall academic quality and adequate mathematical background for the applicant's proposed degree program. Application forms for admission to the Graduate School may be obtained by writing to the head of the Department of Mathematics. Prospective applicants should take note of the general university requirements for graduate admission that appear in the **Graduate School** section of this bulletin.

Transcripts from all undergraduate and graduate institutions attended and copies of Graduate Record Examinations (GRE) scores in the verbal, quantitative, and mathematics tests should be submitted to the department.

In addition to general Graduate School requirements, the specific graduate program courses and conditions listed below must be fulfilled. More details can be found in the Department of Mathematics *Graduate Student Handbook*, available in the department office. All mathematics courses applied to degree requirements, including associated reading courses, must be taken for letter grades. A final written or oral examination or both is required for master's degrees except under the pre-Ph.D. option outlined below. This examination is waived under circumstances outlined in the departmental *Graduate Student Handbook*.

Master's Degree Programs

Pre-Ph.D. Master's Degree Program. Of the required 45 credits, at least 18 must be in 600-level mathematics courses; at most, 15 may be in graduate-level courses other than mathematics.

Students must complete two 600-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, they must complete either one other 600-level sequence or a combination of three terms of 600-level courses approved by the master's degree subcommittee of the graduate affairs committee.

Master's Degree Program. Of the required 45 credits, at least 9 must be in 600-level mathematics courses, excluding MATH 605; at most, 15 may be in graduate-level courses other than mathematics.

Students must take a minimum of two of the following sequences and one 600-level sequence, or two 600-level sequences and one of the following: MATH 513, 514, 515; MATH 531, 532, 533; MATH 544, 545, 546; MATH 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 any specific number of courses or after attendance in Graduate School for a given number of years.

The department offers programs leading to the Ph.D. degree in the areas of algebra, analysis, applied mathematics, combinatorics, geometry, mathematical physics, numerical analysis, probability, statistics, and topology. Advanced graduate courses in these areas are typically offered in Seminar (MATH 607); see the course description for current seminar topics. Each student, upon entering the graduate degree program in mathematics, reviews previous studies and objectives with the graduate advising committee. On the basis of this consultation, conditional admission to the master's degree program or the pre-Ph.D. program is granted. A student in the pre-Ph.D. program may also be a candidate for the master's degree.

Pre-Ph.D. Program. To be admitted to the pre-Ph.D. program, an entering graduate student must have completed a course of study equivalent to the graduate preparatory bachelor's degree program described above. Other students are placed in the master's degree program and may apply for admission to the pre-Ph.D. program following a year of graduate study. Students in the pre-Ph.D. program must take the qualifying examination at the beginning of their second year during the week before classes begin fall term. The qualifying examination consists of examinations on two basic 600-level graduate courses, one each from two of the following three categories: (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 foreign 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 re-

quirement. Additional fee. Prereq: MATH 70 or satisfactory placement test score.

105 University Mathematics I (4S) 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 (4S) Topics include decision-making with applications to voting and apportionment. Game theory; study of growth with applications to finance, biology. Patterns and symmetry. S with 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.

130 Introduction to Probability (3) Elementary survey emphasizing basic concepts of probability; applications to problems in many fields. Prereq: MATH 95 or satisfactory placement test score. Not offered 1994–95. *Students cannot receive credit for both MATH 130 and 243.*

131 Graph Theory (3) Elementary treatment of graphs, networks, and trees; directed and undirected graphs; weighted and unweighted graphs. Traversal problems. Trees and sorting. Applications. Prereq: MATH 95 or satisfactory placement test score. Not offered 1994–95.

132 Mathematical Symmetry (3) A mathematical investigation of geometric symmetry, with applications to ornamental design. Prereq: MATH 95 or satisfactory placement test score. Not offered 1994–95.

133 Chaos (3) Elementary introduction to fractals, dynamical systems, and chaos. Prereq: MATH 95 or satisfactory placement test score. Not offered 1994–95.

134 Elementary Number Theory (3) Basic properties of whole numbers. Topics include prime numbers, congruences, Fermat's theorem, equations in integers, and famous unsolved problems. Prereq: MATH 95 or satisfactory placement test score. Not offered 1994–95.

HC 171, 172, 173 (H) Honors College Topics in Modern Mathematics (4,4,4) See **Honors College.**

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

211, 212, 213 Fundamentals of Elementary Mathematics I,II,III (3,3,3S) Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem solving are used when appropriate. Covers the mathematics needed to teach grades K–8. Prereq for 211: high school algebra and geometry and satisfactory placement test score. Prereq for 212: MATH 211 with grade of C– or better. Prereq for 213: MATH 212 with grade of C– or better.

231, 232, 233 Elements of Discrete Mathematics I,II,III (4,4,4S) 231: sets, mathematical logic, induction, sequences, and functions. **232:** relations, theory of graphs and trees with applications, permutations and combinations. **233:** discrete probability, Boolean algebra, elementary theory of groups and rings with applications. Prereq: MATH 111 or satisfactory placement test score. *Students cannot receive credit for both MATH 231 and 271, MATH 232 and 272.*

241, 242 Calculus for Business and Social Science I,II (4,4S) Introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. Prereq: MATH 111 or satisfactory placement test score. 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. *Students cannot receive credit for both MATH 130 and 243.*

251, 252, 253 Calculus I,II,III (4,4,4S) Standard sequence for students of physical, biological, and social sciences and of mathematics. **251:** differential calculus and applications. **252:** integral calculus. **253:** introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. Prereq for 251: MATH 112 or satisfactory placement test score. *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 (4,4S) Survey of structures that pervade modern mathematics; foundational material in logic, set theory, number theory, structure of real numbers, discrete probability, group theory, and topology. Prereq: MATH 251 or instructor's consent. *Students may not receive credit for MATH 231 and 271, MATH 232 and 272.*

281, 282 Several-Variable Calculus I,II (4,4S) Introduction to calculus of functions of several variables including partial differentiation; gradient, divergence, and curl; line and surface integrals; Green's and Stokes's theorems. Linear algebra introduced as needed. Prereq for 281: MATH 256 or instructor's consent.

315 Elementary Analysis (4) Rigorous treatment of certain topics introduced in calculus including continuity, differentiation and integration, sequences and series, uniform convergence and continuity, power series. Prereq: MATH 253 or equivalent.

341, 342 Elementary Linear Algebra (4,4S) Vector and matrix algebra; *n*-dimensional vector spaces; systems of linear equations; linear independence and dimension; linear transformations; rank and nullity; determinants; eigenvalues; inner product spaces; theory of a single linear transformation. Prereq: MATH 253 or instructor's consent.

346 Number Theory (3) Topics include congruences, Chinese remainder theorem, Gaussian reciprocity, basic properties of prime numbers. Prereq: MATH 253 or instructor's consent.

351, 352 Elementary Numerical Analysis I,II (4,4S) Basic techniques of numerical analysis and their use on computers. Topics include root approximation, linear systems, interpolation, integration, and differential equations. Prereq: MATH 253, CIS 210.

391, 392, 393 Fundamentals of Abstract Algebra I,II,III (3,3,3) 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 (4S) 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.

395 Geometries from an Advanced Viewpoint II (4S) 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.

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)

408/508 Workshop:[Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–4R)

411/511, 412/512 Functions of a Complex Variable I,II (4,4S) Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, harmonic functions, contour integration, conformal mapping, infinite products. Prereq: MATH 281 or instructor's consent.

413/513, 414/514, 415/515 Introduction to Analysis I,II,III (4,4,4S) Differentiation and integration on the real line and in *n*-dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Prereq: MATH 282, 315 or instructor's consent.

420/520 Differential Equations I (4S) Linear differential equations, applications, series solutions of differential equations. Prereq: MATH 256.

421/521 Differential Equations II (4S) 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 (4,4S) Statistical methods for upper-division and graduate students anticipating research in nonmathematical disciplines. Presentation of data, sampling distributions, tests of significance, confidence intervals, linear regression, analysis of variance, correlation, statistical software. Prereq: MATH 111 or satisfactory placement test score. *Only nonmajors may receive upper-division or graduate credit.*

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 (4,4S) Elementary point-set topology with an introduction to combinatorial topology and homotopy. Prereq: upper-division mathematics sequence or instructor's consent.

433/533 Introduction to Differential Geometry (4) Plane and space curves, Frenet-Serret formula, surfaces. Local differential geometry, Gauss-Bonnet formula, introduction to manifolds. Prereq: MATH 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. Offered only during summer session. *Only nonmajors may receive upper-division or graduate credit.*

441/51 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, 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 (4,4S) Discrete and continuous probability models; useful distributions; applications of moment-generating functions; sample theory with applications to tests of hypotheses, point and confidence interval estimates. Prereq: MATH 253.

463/563 Mathematical Methods of Regression Analysis and Analysis of Variance (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 (4,4,4S) Random variables; generating functions and characteristic functions; weak law of large numbers and central limit theorem; point and interval estimation; Neyman-Pearson theory and likelihood tests; sufficiency and exponential families; linear regression and analysis of variance. Pre- or coreq: MATH 282, 341, 342.

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.

608 Workshop: [Topic] (1–16R)

610 Experimental Course: [Topic] (1–5R)

616, 617, 618 Real Analysis (4–5,4–5, 4–5S) Measure and integration theory, differentiation, and functional analysis with point-set topology as needed.

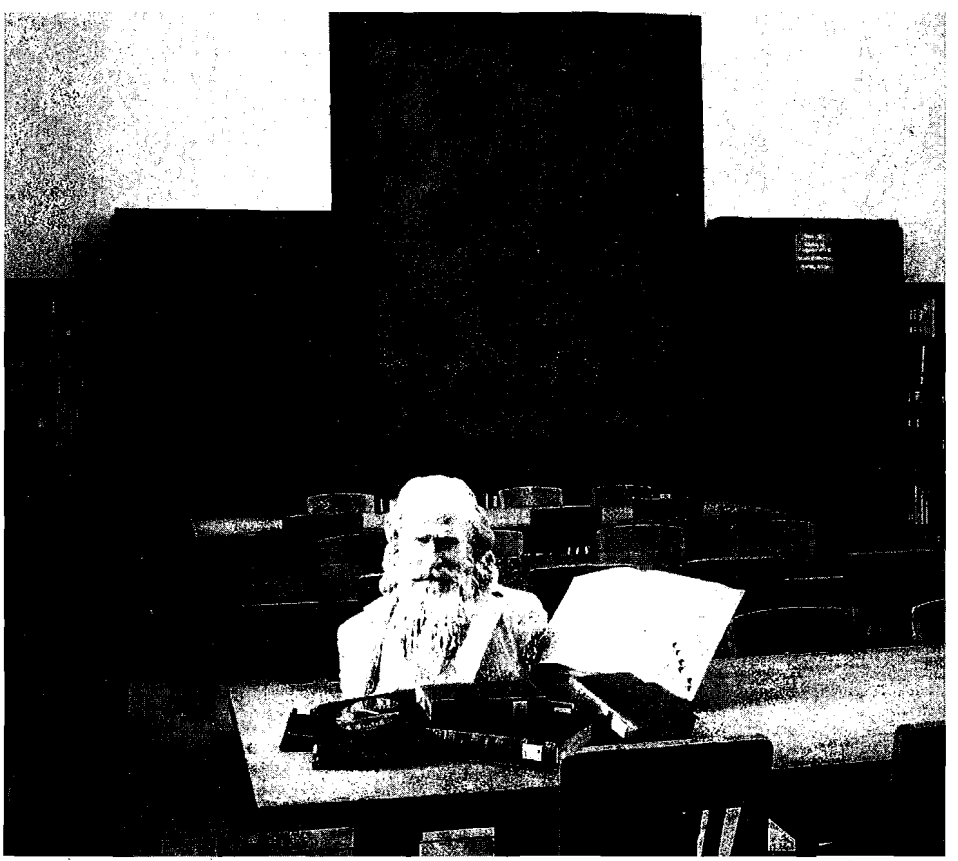
619 Complex Analysis (4–5) The theory of Cauchy, power series, contour integration, entire functions, and related topics.

634, 635, 636 Algebraic Topology (4–5, 4–5,4–5S) Development of homotopy, homology, and cohomology with point-set topology as needed.

637, 638, 639 Differential Geometry (4–5,4–5,4–5S) Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, forms and integration. Offered 1994–95 and alternate years.

647, 648, 649 Abstract Algebra (4–5, 4–5,4–5S) Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras.

656, 657, 658 Numerical Analysis (4–5, 4–5,4–5S) Analysis of numerical methods for solving a variety of mathematical problems including the solution of linear and nonlinear



equations, the computation of eigenvalues and eigenvectors, interpolation, integration, and the solution of differential equations. Rates of convergence and numerical stability. Prereq: MATH 413/513, 421/521, 441/541.

659 Approximation Theory (4–5) Theory of approximation of a function by members of a given family of functions. Questions of existence, uniqueness, and rates of convergence. Prereq: MATH 342, 616, 619.

667, 668, 669 Theory of Estimation and Testing Hypotheses (4–5,4–5,4–5S) Point estimation of parameters including exact (small-sample) theory and asymptotic (large-sample) theory. Uniformly most powerful tests, unbiased tests, theory of invariance as applied to testing hypotheses, univariate and multivariate linear-hypotheses tests.

671, 672, 673 Theory of Probability(4–5,4–5,4–5S) Measure and integration,probability spaces, laws of large numbers, central-limit theory,conditioning, martingales, random walks.

681, 682, 683 Advanced Topics in Algebra: [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.

696, 697, 698 Advanced Topics in Numerical Analysis: [Topic] (4–5,4–5,4–5R) Topics selected from interpolation theory, spline theory, numerical linear algebra, numerical approximations, error analysis. Applications to differential equations, Fourier analysis, and computer graphics. Not offered 1994–95.

MEDIEVAL STUDIES

307 Prince Lucien Campbell Hall
Telephone (503) 346-4069
James W. Earl and Mavis Howe Mate, Program Codirectors

Participating Faculty

Alfred Acres, art history
Barbara K. Altmann, Romance languages
Martha J. Bayless, English
Louise M. Bishop, English
Cynthea Bogel, art history
James L. Boren, English
Zoe Borovsky, Germanic languages and literatures
Mary-Lyon Dolezal, art history
James W. Earl, English
Jan S. Emerson, Germanic languages and literatures
Andrew E. Goble, history
Charles H. Lachman, art history
Catherine Anne Laskaya, English
Clare A. Lees, comparative literature
Mavis Howe Mate, history
F. Regina Psaki, Romance languages
Jennifer F. Rondeau, history
Christine L. Sundt, library
Richard A. Sundt, art history
Augustine C. A. Thompson, religious studies
Kyoko Tokuno, religious studies
Julian Weiss, Romance languages

General Information

Medieval studies, an interdisciplinary undergraduate program, integrates various approaches to the Middle Ages by medievalists in several departments. The program is administered by the Humanities Program. Medieval studies provides an excellent general education or a solid base for graduate work in a more specialized area. It can be an area of specialization for students majoring in any of the related departments. Medieval studies concentrates on the period from 300 to 1500, combining courses in art and architecture, history, religion, philosophy, language, and literature. Study abroad is strongly encouraged. 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.

Major Requirements

Courses offered for a major in humanities with a specialization in medieval studies must be passed with grades of mid-C or better. Variations in these requirements can be approved by the program directors 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), the medieval studies seminar (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 the medieval studies seminar (HUM 407) and six medieval courses in at least two departments. Two years of Latin are recommended.

Suggested Courses

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 I,II (ARH 434, 435), Romanesque Architecture (ARH 437), Gothic Architecture (ARH 438, 439), Islamic Art and Architecture (ARH 490)

English. The Bible and Literature (ENG 421), Early Medieval Literature (ENG 423), Medieval Romance (ENG 425), Chaucer (ENG 427)

History. Europe in the Middle Ages (HIST 318, 319, 320), The Age of Discoveries (HIST 327), Social and Economic History of Medieval England, 1050–1500 (HIST 418)

Humanities. Studies in Medieval Culture (HUM 351)

Philosophy. History of Philosophy: Ancient to Renaissance (PHIL 303)

Religious Studies. History of Christianity (REL 322), 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), Introduction to French Literature (FR 317), Survey of Italian Literature (ITAL 317), Boccaccio and His Influence (ITAL 441), Dante and His Influence (ITAL 444, 445)

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 a program codirector.

NEUROSCIENCE

222 Huestis Hall
Telephone (503) 346-4556
Monte Westerfield, Institute Director

Participating Faculty

Judith S. Eisen, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Jody L. Jensen, exercise and movement science
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
Peter M. O'Day, biology
Michael I. Posner, psychology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Nathan J. Tublitz, biology
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 four departments: 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, or developmental neurobiology. Elective courses are available in a large variety of subjects (see Neuroscience Courses below).

Faculty-Student Seminars. Faculty members and graduate students participate in weekly informal seminars that feature lively discussion of research papers in specific areas of neuroscience. Faculty members and students also participate in the Neuroscience Seminar, a weekly series featuring visiting scientists. The purpose of the Neuroscience Seminar is to keep both the faculty and students abreast of current developments in the broad field of neuroscience.

Research. Students are encouraged to begin participating in laboratory research at the very beginning of their graduate training. A laboratory rotation program is directed toward this objective. In the rotation program new students take part in the activities of a different laboratory group during each of the three terms of the first year. Participation may include a research project, ongoing experiments, or other activities. This program allows students to learn firsthand about different approaches to the study of neuroscience before choosing an area of concentration.

Doctoral Study

Students wanting to enter the neuroscience program should apply to the Ph.D. program of a participating department and indicate their interest in neuroscience. Such applications are reviewed by the neuroscience faculty as well as the departmental admission committee. 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, Institute of Neuroscience, University of Oregon, Eugene OR 97403. See also the **Research Institutes and Centers** section of this bulletin.

NEUROSCIENCE COURSES

Biology. Neurobiology (BI 360), Systems Neuroscience (BI 461/561), Systems Neuroscience Laboratory (BI 462/562), Cellular Neuroscience (BI 463/563), Cellular Neuroscience Laboratory (BI 464/564), Developmental Neurobiology (BI 466/566), Hormones and the Nervous System (BI 467/567), Neuroethology (BI 468/568), Neurochemistry (BI 469/569)

Chemistry. Biochemistry (CH 461/561, 462/562, 463/563), Biochemistry Laboratory (CH 467/567), Advanced Biochemistry (CH 662, 663), Physical Biochemistry (CH 664, 665)

Computer and Information Science. Artificial Intelligence (CIS 671), Visual Information Processing (CIS 674)

Exercise and Movement Science. Physical Growth and 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), Advanced Motor Skill Learning (EMS 637), Motor Development (EMS 638)

Psychology. Learning and Memory (PSY 433/533), Cognition (PSY 435/535), Human Performance (PSY 436/536), Perception (PSY 438/538), Brain Mechanisms of Behavior (PSY 445/545), Human Neuropsychology (PSY 449/549), Hormones and Behavior (PSY 450/550)

PACIFIC ISLANDS STUDIES

110 Gerlinger Hall
Telephone (503) 346-5087, -5119, or -1522
William S. Ayres, Chair

Program Committee

William S. Ayres, anthropology
Aletta Biersack, anthropology
Shirley Ann Coale, special education and rehabilitation
Julie A. Fischer, planning, public policy and management
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, leisure studies and services
Deanna M. Robinson, journalism and communication
Peter L. Stark, library
Richard A. Sundt, art history
Mary C. Wood, law
Hilda Yee Young, academic advising and student services
Richard W. Zeller, special education and rehabilitation

The Pacific Islands Studies Program, in the Center for Asian and Pacific Studies, offers individualized programs of study and research emphasizing Pacific island cultures. The University of Oregon has a long-standing educational and scholarly interest in the Pacific islands involving active researchers and teachers in many fields. The committee began as a formal body in 1987 and has worked since to coordinate instruction, research, and exchange programs at the university that are related to the Pacific islands. Interdisciplinary perspectives essential for understanding natural and cultural environments, cultural history and change, and educational and modern socioeconomic issues in the Pacific are stressed.

Courses on Pacific subjects cover a wide range of topics. Students can enroll in undergraduate courses and advanced degree programs in various departments and through the Asian Studies Program. Pacific islands studies participates in the Asian studies B.A. and M.A. degree programs by providing courses that may be used to satisfy degree requirements, e.g., in developing a secondary cultural or geographical area with Southeast Asia. Undergraduate- and graduate-level courses are available in anthropology and archaeology, art history, biology, geological sciences, international studies, 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. The Micronesia and South Pacific Program, directed by Maradel K. Gale, enables students to visit Micronesia and to carry out consulting and research projects in a variety of areas.

Training in selected Pacific island languages is possible through individual study using

tutors and materials developed at the Yamada Language Center. The center now has language-study modules for Pohnpeian and Kosraen. Limited support to study a Pacific language is available from a U.S. Department of Education grant.

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), Seminar: Pacific Islands Studies (ANTH 407/507), Experimental Course (ANTH 410/510), Topics in Pacific Ethnology (ANTH 425/525), Cultures of Island Southeast Asia (ANTH 436/536), Topics in Old World Prehistory (ANTH 440/540), Seminar: Pacific Islands Studies (ANTH 607)

Art History. Art of the Pacific Islands I,II (ARH 391, 392)

Geography. Experimental Course (GEOG 410/510)

Geological Sciences. Oceanography (GEOL 307), Archaeological Geology (GEOL 681)

History. Seminar (HIST 407/507)

Interdisciplinary Studies. Seminar (IST 607)

International Studies. The Pacific Challenge (INTL 440/540)

Political Science. Seminar (PS 407/507)

Sociology. Sociology of Developing Areas (SOC 450/550)

PEACE STUDIES

308 Chapman hall
Telephone (503) 346-4198
David A. Frank and Cheyney C. Ryan, Committee Cochairs

Steering Committee

Irene Diamond, political science
David A. Frank, honors college
Gregory McLauchlan, sociology
Cheyney C. Ryan, philosophy
Diana B. Sheridan, Center for the Study of Women in Society

The peace studies program offers students the opportunity to study, systematically, the problem of peace—what it means and how it is achieved. Interdisciplinary in its orientation, peace studies encourages students to approach the problem of peace from a variety of viewpoints. The focus of the program is threefold: it addresses the conditions that give rise to violence, and how to prevent them; the conditions that constitute alternatives to violence, and how to promote them; and the strategies for achieving peace in its various forms.

The peace studies minor is available to all university undergraduate students. There are no requirements for admission to the program.

Graduate students who want to concentrate 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 24 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 7–8 credits:

History. War and the Modern World (HIST 240), American Foreign Relations since 1933 (HIST 353, 354)

Political Science. Crisis in Central America (PS 235), National Security Policy (PS 496)

Psychology. Attitudes and Social Behavior (PSY 456)

Sociology. Race, Class, and Ethnic Groups (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), Introduction to Environmental Studies (PPPM 331), Communities and Regional Development (PPPM 445), Environmental Health Planning (PPPM 459)

Political Science. Political Ideologies (PS 225), Feminist Theory (PS 483), Environmental Politics (PS 497)

Sociology. Sociology of Developing Areas (SOC 450)

Women's Studies. History and Development of Feminist Theory (WST 412)

Group III: Strategies for Achieving Peace

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 an adviser's consent, students may substitute a course numbered 199, 407, 408, or 410 for one approved group-satisfying course for the peace studies minor.

For more information about peace studies, write or call Peace Studies, 308 Chapman Hall, 1295 University of Oregon, Eugene OR 97403-1295; telephone (503) 346-4198. Or contact the International Studies Program office, 837 Prince Lucien Campbell Hall, 5206 University of Oregon, Eugene OR 97403-5206; telephone (503) 346-5051.

PHILOSOPHY

338 Prince Lucien Campbell Hall
Telephone (503) 346-5547
Department Head

FACULTY

William E. Davie, associate professor (ethics, Wittgenstein, history of philosophy). 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, associate professor (logic, philosophy of mathematics). B.A., 1956, Wisconsin, Madison; M.A., 1961, Ph.D., 1962, Harvard. (1964)

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)

Arnulf Zweig, professor (Kant, philosophy of law, history of philosophy). B.A., 1952, Rochester; Ph.D., 1960, Stanford. (1956)

Emeriti

Henry A. Alexander, Jr., associate professor emeritus (epistemology, history of philosophy). B.A., 1947, Princeton; M.A., 1951, Ph.D., 1955, California, Berkeley. (1964)

Robert T. Herbert, professor emeritus (metaphysics, philosophy of religion). B.A., 1952, M.A., 1954, Ph.D., 1962, Nebraska. (1966)

John Wisdom, professor emeritus (philosophical methods). B.A., 1923, M.A., 1934, Cambridge. (1968)

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

UNDERGRADUATE STUDIES

The study of philosophy offers students an opportunity to evaluate human experiences and institutions critically. Philosophical texts of the past and present can help students formulate and revise their own beliefs. Most of the department's courses use primary sources, and the ability to write precise, analytical, coherent essays is essential in most philosophy courses.

The department offers 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 bulletin, in the schedule of classes, and in *The Green Book: Your Guide to Graduation Requirements*, which is available from the Office of Academic Advising and Student Services.

Students declaring a philosophy major after the end of summer session 1990 must satisfy the university's bachelor of arts degree requirements in order to graduate with a bachelor's degree in philosophy. These requirements include competence in a foreign language. Philosophy majors may still choose to earn a bachelor of science in philosophy, but in that case they must fulfill requirements for both the B.A. and the B.S. degrees.

Major Requirements

The minimum major requirement is 48 credits of course work in philosophy with grades of C– or P (pass) or better, including 40 credits in upper-division courses. No more than 8 credits may be taken pass/no pass. The 48 credits must include either three terms of History of Philosophy: Ancient to Renaissance (PHIL 301, 302, 303) or three terms of History of Modern Philosophy (PHIL 304, 305, 306), one term of Philosophy of Logic (PHIL 455) or Symbolic Logic (PHIL 461), and 8 credits in courses on the works of specific authors, e.g., PHIL 421, 433, 453, or 463. The two history of philosophy sequences are prerequisites for these courses about philosophers, which are open only to juniors and seniors. Peer advising is available.

Honors Program

Any philosophy major may, by fulfilling the requirements described below, graduate with honors.

Grade Point Average. To enter the honors program, the student must have a grade point average (GPA) of at least 3.00 in philosophy courses at the end of the junior year; to complete the program the student must have a GPA of at least 3.50 in philosophy courses at the end of the senior year.

Courses. Besides the courses required of all philosophy majors, a candidate for honors must take 16 of the 48 credits in philosophy at the 400 level.

Senior Thesis. The candidate must write an honors thesis under the guidance of a member of the philosophy faculty chosen as thesis adviser. The thesis must be a substantial piece of work, and it may be a revised and expanded version of a term paper. The thesis requires approval by the thesis adviser only.

Upon fulfilling these requirements, the candidate is then approved to receive a bachelor's degree with honors.

Minor Requirements

The minimum requirement for a philosophy minor is 24 credits in philosophy with grades of C– or P (pass) 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 either three terms from History of Philosophy: Ancient to Renaissance (PHIL 301, 302, 303) or History of Modern Philosophy (PHIL 304, 305, 306) and 4 credits 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 is designed for students preparing for a teaching career in philosophy or preparing to do interdisciplinary work in a related subject area.

The department's graduate program offers the possibility of concentration in various areas of philosophy, e.g., ethics, philosophy of mind, metaphysics, aesthetics, social and political philosophy, philosophy of language, history of philosophy, philosophy of science, and philosophy of religion. Each student designs a program in consultation with the graduate adviser.

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests. This helps the department's admissions committee decide whether this is the most appropriate philosophy department for the applicant's goals. They should also submit a writing sample, a college transcript, and a notification of their scores on the Graduate Record Examinations (GRE). International students must provide proof of competence in English. A score of 600 on the Test of English as a Foreign Language (TOEFL) is required of international students unless the native language is English.

In addition to general university regulations governing graduate admission (see the **Graduate School** section of this bulletin), the Department of Philosophy also requires applicants to submit three confidential report forms completed by teachers (preferably philosophy teachers) familiar with the applicant's academic background. Applicants should write to the department, explaining their interest in graduate studies at the university and requesting a Graduate Admission Application. The first copy and one complete set of transcripts, together with the $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, 1295 University of Oregon, Eugene OR 97403-1295. Confidential report forms should be sent directly to the department by the faculty members recommending the applicant. Graduate teaching fellowships (GTFs) are the only form of financial aid available in the philosophy department; the application deadline is March 15 for the following academic year. An application form is provided upon request. Two or more years are typically required to complete the master's degree and four years for the doctorate. Competence in a foreign language is required for the M.A. and the Ph.D. A list of requirements for the M.A. and Ph.D. degrees is available from the department office.

PHILOSOPHY COURSES (PHIL)

101 Philosophical Problems (4) Introduction to philosophy based on classical and modern texts from Plato through Russell. Sample topics include free will, the mind-body problem, the existence of an external world.

102 Ethics (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 the study of reasoning. How to recognize, analyze, criticize, and construct the main types of argument and proof.

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [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) Non-Western and comparative East-West approaches to some philosophical problems.

215 Philosophy and Feminism (4) Feminism's contribution to the philosophical analysis of problems of justice, equality, and identity.

221 Formal Logic (4) The propositional and lower predicate calculus. Translation into

symbolic notation, derivations, and truth-table tests. Quantifiers, consistency, and completeness.

301, 302, 303 History of Philosophy: Ancient to Renaissance (4,4,4) Survey of the history of philosophy from the pre-Socratic through the medieval period, with particular attention to Plato and Aristotle.

304, 305, 306 History of Modern Philosophy (4,4,4) Survey of the history of Western philosophy from Descartes through the 20th century.

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.

314 History and Philosophy of Science (4S) Survey of the development of scientific theory; relationships between scientific investigation, religious and cultural beliefs, philosophical foundations, and the role of experiment and observation.

320 Philosophy of Religion (4) Philosophical analysis and justification of religious claims and concepts, e.g., God, the soul, immortality. Prereq: one philosophy course.

321 Theory of Knowledge (4) The source, certainty, and limits of human knowledge; the ground and nature of belief. Rationalism, empiricism, and skepticism; theories of perception; the problem of abstraction; the nature of truth. Prereq: one philosophy course.

322 Philosophy of the Arts (4) Study of aesthetic fact and value and of the relation of aesthetic interest to other human interests such as the moral, the intellectual, and the religious. 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) Analysis of basic concepts of science such as "explanation," "chance," and "causation." The nature of mathematics and its relation to science. Prereq: one philosophy course.

350 Metaphysics (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.

360 Philosophy in the 20th Century (4) Main currents in 20th-century philosophy. May include pragmatism, logical positivism, ordinary-language philosophy, existentialism, and phenomenology as represented by Russell, Moore, Ayer, Wittgenstein, Merleau-Ponty, and Sartre.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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 Feminist Theory, Moral Realism, Nietzsche and Schopenhauer, Philosophy of Theater. 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.

420/520 American Philosophy (4) Theory and writings of James, Pierce, Dewey, Quine, Rorty, and others. 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 301, 302, or instructor's consent. **R** when philosopher changes.

425/525 Philosophy of Language (4) Philosophic theories of language and meaning; ideals and methods of clarification; definition analysis; philosophy as study of language. Selected readings. Prereq: junior, senior, or graduate standing.

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 304, 305, 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.

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.

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 306 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 for 461: PHIL 103 or equivalent.

463/563 20th-Century Philosophers: [Topic] (4R) Concentrates on the work of a single philosopher, typically Wittgenstein, Moore, Quine, Murdoch, or Foucault. Prereq: junior or senior standing or instructor's consent. **R** when philosopher changes.

468/568 Problems in Philosophy of Science (4) Concepts important to the development of natural science including natural law, explanation, scientific method, reduction, and causation. Readings from classical and modern sources. Prereq: junior, senior, or graduate standing.

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)

610 Experimental Course: [Topic] (1–5R)

611 Issues in Epistemology (4) Examination of attempts at philosophical analysis and justifications of knowledge; perception, memory, induction, the self and other selves. Prereq: graduate standing in philosophy.

614 Issues in Ethics (4) Examination of contemporary 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

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Nilendra G. Deshpande, Department Head

FACULTY

Dietrich Belitz, associate professor (condensed matter theory). Dip.Phys., 1980, Dr.rer.nat., 1982, Technical University of Munich. (1987)

Gregory D. Bothun, associate professor (astronomy). B.S., 1976, Ph.D., 1981, Washington (Seattle). (1990)

James E. Brau, professor (experimental elementary particle physics). B.S., 1969, United States Air Force Academy; M.S., 1970, Ph.D., 1978, Massachusetts Institute of Technology. On leave 1994–95. (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). 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)

Marvin D. Girardeau, professor (atomic theory, many-body theory, statistical mechanics). B.S., 1952, Case Institute of Technology; M.S., 1954, Illinois; Ph.D., 1958, Syracuse. (1963)

Amit Goswami, professor (theoretical nuclear physics). M.Sc., 1960, Ph.D., 1964, Calcutta. (1968)

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)

Jerry D. Hester, instructor (physics education). B.S., 1990, M.S., 1992, Kansas State. (1993)

Rudolph C. Hwa, professor (elementary particle theory). B.S., 1952, M.S., 1953, Ph.D., 1957 (electrical engineering), Illinois; Ph.D., 1962, Brown. (1971)

James N. Imamura, associate professor (astrophysics). B.A., 1974, California, Irvine; M.A., 1978, Ph.D., 1981, Indiana. (1985)

Stephen D. Kevan, professor (solid state physics); director, Materials Science Institute. B.A., 1976, Wesleyan; Ph.D., 1980, California, Berkeley. (1985)

Harlan W. Lefevre, professor (nuclear physics). B.A., 1951, Reed; M.S., 1957, Idaho; Ph.D., 1961, Wisconsin, Madison. (1961)

Brian W. Matthews, professor (protein crystallography). B.Sc., 1959, B.Sc. (Honors, 1st class), 1960, Ph.D., 1964, University of Adelaide. (1969)

David K. McDaniels, professor (nuclear physics); associate dean, College of Arts and Sciences. B.S., 1951, Washington State; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1963)

Stanley J. Micklavzina, instructor (physics education). B.S., 1982, M.S., 1985, Oregon. (1985)

Gerard F. Moseley, professor (radio astronomy); vice provost, academic support and student services. B.S., 1962, Randolph-Macon; M.S., 1964, Ph.D., 1969, Yale. (1978)

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

Thomas W. Mossberg, professor (quantum optics). A.B., 1973, Chicago; M.A., 1975, Ph.D., 1978, Columbia. (1987)

Jack C. Overley, professor (nuclear physics). B.S., 1954, Massachusetts Institute of Technology; Ph.D., 1960, California Institute of Technology. On leave 1994–95. (1968)

Kwangjai Park, professor (physics of fluids, solid state physics). B.A., 1958, Harvard; Ph.D., 1965, California, Berkeley. On leave fall 1994. (1966)

George W. Rayfield, professor (biophysics, low temperature physics). B.S., 1958, Stanford; Ph.D., 1964, California, Berkeley. (1967)

Michael G. Raymer, professor (quantum optics and chemical physics). B.A., 1974, California, Santa Cruz; Ph.D., 1979, Colorado. (1988)

Stephen J. Remington, associate professor (protein crystallography). B.S., 1971, Oregon State; Ph.D., 1977, Oregon. (1985)

Peter C. Sercel, assistant professor (solid state physics). B.S., 1987, Arizona; M.S., 1988, Ph.D., 1992, California Institute of Technology. (1992)

David R. Sokoloff, associate 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, assistant professor (experimental elementary particle physics). B.A., 1980, St. Olaf; Ph.D., 1986, Wisconsin, Madison. (1991)

Martin Wybourne, professor (condensed matter physics). B.Sc., 1976, Ph.D., 1980, University of Nottingham. (1987)

Robert L. Zimmerman, professor (astrophysics, general relativity). B.A., 1958, Oregon; Ph.D., 1963, Washington (Seattle). (1966)

Special Staff

John Hardwick, senior research associate (molecular physics). A.B., 1966, Princeton; Ph.D., 1972, Georgia Institute of Technology. (1985)

Frank Vignola, senior research associate (solar energy). B.A., 1967, California, Berkeley; M.S., 1969, Ph.D., 1975, Oregon. (1977)

Emeriti

Shang-Yi Ch'en, professor emeritus (atomic spectroscopy). B.S., 1932, M.S., 1934, Yenching; Ph.D., 1940, California Institute of Technology. (1949)

Bernd Crasemann, professor emeritus (atomic physics). A.B., 1948, California, Los Angeles; Ph.D., 1953, California, Berkeley. (1953)

Joel W. McClure, Jr., professor emeritus (solid state theory). B.S., 1949, M.S., 1951, Northwestern; Ph.D., 1954, Chicago. (1954)

John L. Powell, professor emeritus (theoretical physics). B.A., 1943, Reed; Ph.D., 1948, Wisconsin. (1955)

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

UNDERGRADUATE STUDIES

Physics, the most basic of the natural sciences, is concerned with the discovery and development of the laws that describe our physical universe. Because of its fundamental nature, the study of physics is essential for 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 one of the scientific languages—French, German, or Russian—is desirable, as is study of physics and chemistry.

Because of the sequential nature of the physics curriculum, transfer students from two-year colleges should try to transfer to the university as early in their studies as possible. Those who transfer after two years should prepare themselves for upper-division course work in physics by taking one year of differential and integral calculus (the equivalent of MATH 251, 252, 253), one year of general physics with laboratory (the equivalent of either PHYS 201, 202, 203 or PHYS 211, 212, 213 ***and*** PHYS 204, 205, 206), one year of general chemistry with laboratory (the equivalent of CH 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). Transfer students should also have completed as many as possible of the university requirements for the bachelor's degree (see Bachelor's Degree Requirements under **Registration and Academic Policies**).

Careers. Students who earn an undergraduate degree may continue their studies toward a graduate degree, leading to a career in either teaching or research or both at a university, at a government laboratory, or in industry. Alternatively, students with bachelor's degrees in physics may be employed in a variety of technical jobs or as secondary school teachers. Students who have demonstrated their ability with a good record in an undergraduate physics program are generally considered very favorably for admission to medical and other professional schools.

Major Requirements

Because of the sequential nature of physics courses, it is imperative to start planning a major program in physics early. Interested students should consult the advising coordinator in the Department of Physics near the beginning of their studies. Requirements for the bachelor's degree are outlined below.

Complete requirements are listed under Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this bulletin. In addition, for the B.A. degree, the 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)

Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413)

Quantum Physics (PHYS 414, 415, 416)

Any combination of Intermediate Physics Laboratory (PHYS 390), Modern Optics Laboratory (PHYS 426), Analog Electronics (PHYS 431), Digital Electronics (PHYS 432), Physics Instrumentation (PHYS 433), Advanced Physics Laboratory (PHYS 490) to total 6 credits

A grade point average of 2.00 or better must be earned in all required physics courses. Courses beyond the minimum requirement may be taken pass/no pass (P/N). At least 20 of the upper-division credits must be completed in residence at the University of Oregon. Exceptions to these requirements must be approved by the physics advising coordinator.

Sample Program

The following sample program is designed for students preparing for graduate study in physics and prepared to take calculus in their freshman year. Students should consult the physics advising coordinator for assistance in planning programs adapted to their individual needs. In addition to general graduation requirements, a foreign language, and electives, students should plan to take the following courses:

Freshman Year — *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 — *27 credits*
- Foundations of Physics II (PHYS 351, 352, 353) 12
- Intermediate Physics Laboratory (PHYS 390), three terms 3
- Introduction to Differential Equations (MATH 256) 4
- Several-Variable Calculus I,II (MATH 281, 282) 8

Junior Year — *27 credits*
- Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) 12
- Advanced Physics Laboratory (PHYS 490), three terms 3
- Mathematics or physics electives or both 12

Senior Year — *31 credits*
- Quantum Physics (PHYS 414, 415, 416) 12
- Advanced Physics Laboratory (PHYS 490), three terms 3
- Physics or mathematics electives or both 16

Sample Program for Transfer Students

The following sample program is for transfer students who have completed two years of college work elsewhere including one year of calculus, one year of general physics with laboratories, one year of general chemistry with laboratories, and as many as possible of the university requirements for the bachelor's degree. In addition to general graduation requirements for the bachelor's degree, transfer students should plan to take the following courses:

Junior Year — *27 credits*
- Foundations of Physics II (PHYS 351, 352, 353) 12
- Intermediate Physics Laboratory (PHYS 390), three terms 3
- Introduction to Differential Equations (MATH 256) 4
- Several-Variable Calculus I,II (MATH 281, 282) 8

Senior Year — *39 credits*
- Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413) 12
- Quantum Physics (PHYS 414, 415, 416) ..... .12
- Advanced Physics Laboratory (PHYS 490), three terms 3
- Physics or mathematics electives or both 12

Honors

To be recommended by the faculty for graduation with honors, a student must complete at least 46 credits in upper-division physics courses and earn at least a 3.50 grade point average in these courses.

Minor Requirements

Students seeking a physics minor must complete a minimum of 24 credits in physics, of which at least 15 must be upper division. These credits must include Mechanics, Electricity, and Magnetism (PHYS 411, 412, 413). All course work must be completed with grades of C– or P or better. At least 12 of the upper-division credits must be completed in residence at the University of Oregon.

Foundations of Physics I (PHYS 251, 252, 253), General Physics (PHYS 201, 202, 203), or General Physics with Calculus (PHYS 211, 212, 213) is prerequisite to all upper-division physics courses and should constitute part of the minor program. Substitutions may be made with the permission of the physics advising coordinator.

Engineering

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics coordinates a three-plus-two program that allows a student to earn a bachelor's degree in physics or chemistry from the UO and one in engineering from OSU. For more information, see the **Engineering, Preparatory** section of this bulletin.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of science teachers, an academic major in physics provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

The Department of Physics offers graduate programs leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees with a variety of opportunities for research. Current research areas include astronomy and astrophysics, atomic and molecular physics, biophysics, chemical physics, condensed matter theory, elementary particle physics, nuclear physics, quantum optics, solid state physics, statistical mechanics, superfluid mechanics, and areas of applied physics.

The interdisciplinary Institute of Theoretical Science houses theoretical research in some of the above areas as well as in areas of overlap between chemistry and physics.

The Chemical Physics and Materials Science Institutes provide facilities, support, and research guidance for graduate students and postdoctoral fellows in the interdisciplinary application of concepts and techniques from both physics and chemistry to the understanding of atomic and molecular systems and solids, respectively.

Cooperative programs of study are possible in biophysics through the Institute of Molecular Biology.

Pine Mountain Observatory

The Department of Physics operates the Pine Mountain Observatory for research and advanced instruction in astronomy. The observatory is located thirty miles southeast of Bend, Oregon, off Highway 20 near Millican, at an altitude of 6,300 feet above sea level. The observatory has three telescopes—fifteen inches, twenty-four inches, and thirty-two inches in diameter—the largest governed by computer. All are Cassegrain reflectors. The site has an astronomers' residence building and a caretaker's house. Professional astronomical research is in progress at the observatory on every partially or totally clear night of the year, and the site is staffed year-round.

Admission and Financial Aid

For admission to graduate study, a bachelor's degree in physics or a related area is required with a minimum undergraduate grade point average (GPA) of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examinations (GRE), including the physics test, is required. Students from non-English-speaking countries are required to demonstrate proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL). Each applicant must submit to the Department of Physics one copy of a completed Graduate Admission Application, one copy of official transcripts of all prior academic work, and three letters of reference from 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. Both require approximately eighteen hours of work a week and provide a stipend and tuition waiver. New students are normally 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 bulletin for general university admission and degree requirements. Departmental requirements are outlined in a handbook for incoming students, available in the department office, and are summarized below.

Master of Science or Arts

Course requirements for a master of science (M.S.) in physics typically include, in addition to the equivalent of the undergraduate physics degree, at least one three-term physics sequence taken at the 600 level and three 500- or 600-level mathematics courses selected from a list of approved courses, or others with the preregistration approval of the director of graduate studies.

A total of 45 graduate credits must be completed, including 32 in graded physics courses. Courses other than physics or approved mathematics courses must be in related fields approved by the director of graduate studies. A maximum of 15 credits earned at another accredited graduate school may be applied, and a minimum GPA of 3.00 (B) must be maintained.

Candidates must either pass a master's final examination or submit a written thesis. The master's examination, given each spring, covers undergraduate physics (mechanics, electricity and magnetism, optics, modern physics, thermodynamics). The thesis option requires a minimum of 9 credits in Thesis (PHYS 503) or 3 credits in Research (PHYS 601) and 6 credits in Thesis (PHYS 503).

In addition to all the preceding requirements, candidates for the master of arts (M.A.) degree must demonstrate foreign-language proficiency.

The master's degree program can be completed in four terms.

Doctor of Philosophy

The physics department has few course requirements for the doctor of philosophy (Ph.D.) degree, relying primarily on demonstrated competence in the qualifying examination, comprehensive examination, and doctoral-dissertation research.

Qualifying Examination. The master's final examination constitutes part of the Ph.D. qualifying examination. The remainder is a written examination given each fall; it covers the graduate physics core (theoretical mechanics, statistical mechanics, quantum mechanics, electromagnetic theory, methods of mathematical physics). After rectifying any deficiencies in undergraduate background, students typically prepare for the qualifying examination by taking 600-level courses in the core areas. Students are encouraged to take the examination as early as possible. The examination may be taken several times but must normally be passed by the beginning of the fourth year of graduate study.

Within one year of passing the master's and qualifying examinations, students should secure a dissertation research adviser.

Before taking the comprehensive examination, students must round out their personal knowledge of physics, pursue advanced studies in at least three specialized fields, and present a lecture in one of the research seminars or a research group meeting. Typically, the advanced studies requirement is satisfied by taking eight 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.

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, 122, 123 Elementary Astronomy (4,4,4) **121:** naked-eye astronomy, development of astronomical concepts, and the solar system. **122:** the structure and evolution of stars. **123:** galaxies and the universe. Primarily for nonscience majors.

207, 208, 209 Introduction to Astronomy and Astrophysics (3,3,3S) **207:** structure and evolution of stars, including the endpoints of stellar evolution—white dwarfs, neutron stars, black holes. **208:** stellar systems. **209:** large-scale structure of the universe, the origin and evolution of the universe and the solar system. Prereq: MATH 111, 112 or equivalents. Imamura.

PHYSICS COURSES (PHYS)

101, 102, 103 Essentials of Physics (3,3,3) Fundamental physical principles. **101:** mechanics. **102:** heat, waves, and sound; electricity and magnetism. **103:** modern physics. 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. Lefevre. 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. Lefevre. 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. Lefevre. 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. Not offered 1994–95.

161 Physics of Energy and Environment (3) Physical aspects of human energy use and accompanying environmental changes. Present and future needs and sources of energy, pollution problems. Bothun. Primarily for nonscience majors.

162 Solar Energy (3) Introduction to current topics in solar energy applications; solar radiation, passive solar buildings, and hot water heating. Bothun. Primarily for nonscience majors.

163 Electric Power Generation (3) Introduction to methods of electric power generation. Reviews basic principles of thermodynamics. Covers coal- and oil-fired plants, nuclear power, photovoltaic and solar thermal. Primarily for nonscience majors. Not offered 1994–95.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

201, 202, 203 General Physics (4,4,4S) Introductory sequence. **201:** mechanics and fluids. **202:** thermodynamics, waves, optics. **203:** electricity, magnetism, modern physics. Prereq: MATH 111, 112 or equivalent. For science, prehealth, and architecture students.

204, 205, 206 Introductory Physics Laboratory (2,2,2S) Practical exploration of the principles studied in general-physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Pre- or coreq: PHYS 201, 202, 203 or PHYS 211, 212, 213 or instructor's consent. Hester.

211, 212, 213 General Physics with Calculus (4,4,4S) Introductory sequence covers roughly the same topics as PHYS 201, 202, 203 but in greater mathematical depth. Coreq: MATH 251, 252, 253 or equivalent. For science majors and preengineering and prehealth science students. Strom.

251, 252, 253 Foundations of Physics I (4,4,4S) **251:** mechanics and special relativity. **252:** electricity and magnetism. **253:** quantum phenomena. Prereq: major status or instructor's consent; coreq: MATH 251, 252, 253 or equivalent. Kevan. Lectures and associated laboratory.

301, 302, 303 Physicists' View of Nature (3,3,3S) Physics concepts illustrated by the

work of prominent physicists. **301:** the classical view—mechanics, electrical science. **302:** thermal physics and the transition to the modern view. **303:** the 20th-century view—relativity, cosmology, and quantum physics. Prereq: junior or senior standing. Goswami, Haydock. Primarily for nonscience majors.

351, 352, 353 Foundations of Physics II (4,4,4S) The study of wave motion in diverse branches of physics, including mechanical, electrical, optical, and quantum systems. Equations of state, laws of thermodynamics, phase changes, entropy, kinetic theory, collisions, transport, statistical physics. Prereq: major status or instructor's consent; coreq: MATH 256, 281, 282. Cohen.

390 Intermediate Physics Laboratory: [Topic] (1–2R) Project modules demonstrate phenomena, instrumentation, and experimental technique. Coreq: PHYS 351, 352, 353. Frey.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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)

411, 412/512, 413/513 Mechanics, Electricity, and Magnetism (4,4,4S) Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Prereq: MATH 256, 281, 282. Soper. *Only nonmajors may earn graduate credit.*

414/514, 415/515, 416/516 Quantum Physics (4,4,4S) Planck's and de Broglie's postulates, the uncertainty principle, Bohr's model of the atom, the Schroedinger equation in one dimension, the harmonic oscillator, the hydrogen atom, molecules and solids, nuclei and elementary particles. Pre- or coreq: PHYS 411, 412/512, 413/513. Mossberg. *Only nonmajors may earn graduate credit.*

421/521 Topics in Mechanics (4) Rigid bodies, orbit problems, coupled oscillators, perturbation techniques. Prereq: PHYS 411. Hwa.

422/522 Electromagnetism (4) Study of electromagnetic waves. Topics include Maxwell's equations, wave equation, plane waves, guided waves, antennas, and other related phenomena. Prereq: PHYS 412/512, 413/513. Hwa.

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. Hwa.

424/524 Classical Optics (4) Geometrical optics, polarization, interference, Frauenhofer and Fresnel diffraction. Prereq: PHYS 412/512, 413/513. Sercel.

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. Sercel.

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. Matthews. 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 251, 252, 253, 256. Remington.

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 251, 252, 253. Gregory.

433/533 Physics Instrumentation (4) Basic components of a personal computer and interface implementations. Applications to scientific instrumentation. Prereq: PHYS 432/532. Wybourne.

490/590 Advanced Physics Laboratory: [Topic] (1–2R) Project modules demonstrate phenomena, instrumentation, and experimental technique. Prereq: instructor's consent.

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. Topics for 1994–95 include Astrophysics and Gravitation, 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) Superfluidity and Superconductivity. Donnelly.

611, 612 Theoretical Mechanics (4,2) Lagrangian and Hamiltonian mechanics, small oscillations, rigid bodies. Girardeau.

613, 614 Statistical Physics (2,4) Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter.

621, 622, 623 Electromagnetic Theory (4,4,4) Microscopic form of Maxwell's equations, derivation and solution of the wave equation, Lorentz covariant formulation, motion of charges in given fields, propagation and diffraction, radiation by given sources, coupled motion of sources and fields, the electromagnetic field in dense media.

631, 632, 633 Quantum Mechanics I,II,III (4,4,4S) 631: formulation of wave mechanics, central force problems, hydrogen atom, harmonic oscillator. **632:** matrix mechanics and spin, approximation methods, scattering theory, time-dependent perturbation. **633:** group theory in quantum mechanics, rotation symmetry and spin, identical particles, second quantization, Dirac theory of the electron. Carmichael.

651, 652, 653 Nuclear Physics (4,4,4S) Properties of nuclei, the deuteron, nuclear forces, electromagnetic transitions, beta decay, single-particle and collective aspects of nuclear structure, nuclear reactions, neutron physics. Prereq: PHYS 414, 415, 416 or equivalents. Not offered 1994–95.

661, 662, 663 Elementary Particle Phenomenology (4,4,4S) Classification and quantum numbers of elementary particles; elements of group theory, Lorentz group and spin; discrete and continuous symmetries; phenomenology of weak, electromagnetic, and strong interactions; quark model of hadron structure. Prereq: PHYS 631, 632, 633. Offered alternate years; not offered 1994–95.

664, 665, 666 Quantum Field Theory (4,4,4S) Quantum field theory and its application to elementary particle physics. Feynman rules for perturbation theory, renormalization, gauge theories of the strong and electro-weak interactions. Depending on interest, such topics as renormalization group, spontaneous symmetry breaking, dispersion theory, or nonrelativistic many-body physics may be covered. Prereq: PHYS 631, 632, 633. Belitz. Offered 1994–95 and alternate years.

671, 672, 673 Solid State Physics (4,4,4S) Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Prereq: PHYS 631, 632, 633. Gregory.

674, 675, 676 Theory of Condensed Matter (4,4,4S) Advanced quantum and statistical mechanics. Emphasis on electronic structure, elementary excitations, and critical phenomena. Prereq: PHYS 671, 672, 673. For both experimental and theoretical students. Offered alternate years; not offered 1994–95.

681, 682, 683 Atomic and Molecular Physics (4,4,4S) Survey of atomic and molecular physics including angular momentum and multiplet theory, atomic collisions, relativistic andquantum-electrodynamic effects, the spectroscopy and structure of simple molecules, and selected applied topics. Offered alternate years; not offered 1994–95.

684, 685, 686 Quantum Optics and Laser Physics (4,4,4S) Nonlinear optical processes and quantum statistical properties of light produced by such processes, laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Prereq for 684: undergraduate quantum mechanics; coreq for 685, 686: PHYS 631, 632. Raymer. Offered 1994–95 and alternate years.

694, 695, 696 General Relativity (4,4,4S) Tensor analysis and Riemannian geometry, Einstein's field equations, experimental observations, symmetries and conservation laws, gravitational radiation, other theories of gravity, applications to astrophysics and cosmology. Prereq: PHYS 611, 612. Not offered 1994–95.

POLITICAL SCIENCE

936 Prince Lucien Campbell Hall
Telephone (503) 346-4864
Richard Kraus, Department Head

FACULTY

William H. Baugh, associate professor (international relations, research methodology, arms control and national security). S.B., 1963, Massachusetts Institute of Technology; M.S., 1965, Rochester; M.A., 1971, Ph.D., 1973, Indiana. (1978)

Deborah Baumgold, associate professor (history of political thought); head, philosophy. B.A., 1971, Oberlin; M.A., 1975, Ph.D., 1980, Princeton. (1987)

Sumi K. Cho, assistant professor (ethnic urban politics, U.S. politics, race and law). B.A., 1984, J.D., 1990, Ph.D., 1992, California, Berkeley. (1992)

Irene Diamond, associate professor (feminist theory, U.S. politics). B.A., 1968, Douglass; Ph.D., 1975, Princeton. (1987)

John S. Dryzek, professor (public policy, political theory, political economy). B.A., 1974, University of Lancaster; M.Sc., 1976, University of Strathclyde; Ph.D., 1980, Maryland. (1986)

Gerald W. Fry, professor (Pacific regional studies, Thailand, development theory). See **International Studies**

Daniel Goldrich, professor (environmental politics, sustainable development, U.S. and Latin American politics). B.A., 1955, Antioch; M.A., 1957, Ph.D., 1959, North Carolina at Chapel Hill. (1963)

David Jacobs, professor (public policy, political economy, organizations). B.A., 1968, Georgia; M.A., 1972, Ph.D., 1975, Vanderbilt. (1986)

James R. Klonoski, professor (American government, presidency, constitutional law and politics). B.S., 1947, M.A., 1948, Minnesota; Ph.D., 1958, Michigan. (1961)

Richard Kraus, professor (comparative politics, Chinese politics, politics of culture). B.A., 1966, Grinnell; certificate (East Asian Institute), 1969, M.A., 1969, Ph.D., 1974, Columbia. (1983)

Jerry F. Medler, associate professor (political theory, research methods, environmental policy). B.A., 1963, Northwestern; M.A., 1965, Ph.D., 1966, Oregon. (1968)

Ronald B. Mitchell, assistant professor (international relations, foreign policy, environmental politics). B.A., 1981, Stanford; M.P.P., 1985, Ph.D., 1992, Harvard. (1993)

William C. Mitchell, professor (democratic institutions, public policy). B.A., 1950, Michigan State; M.A., 1951, Illinois; Ph.D., 1960, Harvard. (1960)

John M. Orbell, professor (decision-making, ethics). B.A., 1957, M.A., 1960, New Zealand; Ph.D., 1965, North Carolina at Chapel Hill. (1967)

Lars Skalnes, visiting assistant professor (international relations, international political economy). Cand. mag., 1984, University of Bergen, Norway; M.A., 1989, Ph.D., 1993, California, Los Angeles. (1992)

Priscilla Southwell, associate professor (U.S. and European politics, political behavior). B.A., 1974, M.A., 1977, Colorado; Ph.D., 1983, North Carolina at Chapel Hill. (1981)

Richard P. Suttmeier, professor (comparative politics; Chinese and Japanese politics; science, technology, and public policy). A.B., 1963, Dartmouth; Ph.D., 1969, Indiana. (1990)

Langche Zeng, visiting assistant professor (decision-making, quantitative methods, formal theory). B.S., 1982, Chengdu University of Science and Technology; M.A., 1985, Sichuan Institute of Finance and Economics; M.S., 1990, Ph.D., 1992, California Institute of Technology. (1993)

Emeriti

James C. Davies, professor emeritus (political psychology, political development and revolution, political fiction). A.B., 1939, Oberlin; Ph.D., 1952, California, Berkeley. (1963)

Joseph R. Fiszman, professor emeritus (comparative politics). B.A., 1948, St. John's, Shanghai; M.A., 1956, Emory; Ph.D., 1964, Michigan State. (1959)

Arthur M. Hanhardt, Jr., professor emeritus (comparative politics, Europe). B.A., 1953, Rochester; M.A, 1958, Colgate; Ph.D, 1963, Northwestern. (1963)

Charles Schleicher, professor emeritus (international relations). A.B., 1928, College of Pacific; M.A., 1931, Hawaii; Ph.D., 1936, Stanford. (1947)

M. George Zaninovich, professor emeritus (political theory, Eastern Europe). 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.

The Department of Political Science at the University of Oregon offers a variety of approaches to understanding politics and government. Students may study political science with an emphasis on the history of political thought, contemporary critical approaches, public policy, public choice, behavioral analysis, or political economy.

Careers. Political science majors follow many paths after receiving their undergraduate degrees. Roughly a quarter apply for admission to law schools throughout the country. Others go on to graduate work in political science or public administration. With the bachelor's degree, political science graduates may find jobs in federal, state, and local government agencies; nonprofit organizations; private industry; teaching; and self-employment. Recent surveys indicate that students who combine university studies with either work or internships in local governmental agencies are more likely than majors without such experience to obtain governmental employment after receiving their degrees.

UNDERGRADUATE STUDIES

The undergraduate program in political science is designed (1) to provide a systematic understanding of the political process; (2) to provide a basic background for students preparing for careers in local, state, and national government as well as in law, journalism, and the teaching of social studies; (3) to prepare students for graduate work leading to professional careers in political science.

Review of Courses Offered

Courses at the 100 and 200 levels in the department are introductory, basic to building a major in political science. Courses at the 300 level introduce the chief areas and concerns of political science. Advanced and specialized courses are at the 400 level.

At the discretion of the instructor, there may be prerequisites for taking certain 400-level courses. It is recommended that students have at least 8 credits in political science before taking 400-level courses.

Major Requirements

Credits Required. Students majoring in political science are required to complete a minimum of 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; 16 credits may be lower division. All 48 credits must be taken for letter grades and 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, United States government and politics. A complete list of courses in each of the subfields is available in the political science department office. Work completed in Seminar (PS 407) may be included in the 48-credit requirement and counted toward the subfield of concentration.

A total of no more than 16 credits in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Field Studies (PS 406), Workshop (PS 408), and Practicum (PS 409) may be applied toward the 48 credits for a political science degree.

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.

Graduating with Honors. In order to graduate with honors in political science, a student who has obtained a 3.50 grade point average (GPA) by the end of the junior year must sign up for 3 credits of Thesis (PS 403) under supervision of a faculty member. The thesis must be completed at least one term before the term of graduation. An honors committee reviews the student's performance on the thesis and on courses taken during the senior year before making a final decision about granting the honors distinction.

Freshmen and Transfer Students. There are no departmental requirements for entering freshmen. Students planning to transfer to the university from two-year colleges should take the basic introductory political science courses offered at those institutions. At least 18 credits in upper-division graded political science courses must be completed in residence at the University of Oregon to qualify for a B.A. or B.S. degree in political science. Transfer students must meet the subfield distribution requirement.

Personal Course Programs

The Department of Political Science recognizes that different career goals may merit different course programs. The department places responsibility on each student to plan carefully a program that is most useful to his or her career goals. A career goal may well involve incorporating relevant courses from other university departments into a program in political science. Because the courses students choose affect their career opportunities, it is extremely important that decisions about a 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, foreign language for the B.A. degree.

Freshman Year

Fall Term	*15 credits*
United States Politics (PS 201) or equivalent	4
Arts and letters elective	4
College Composition I (WR 121)	3
University Mathematics I (MATH 105) *or* foreign language	4
Winter Term	***16 credits***
International Relations (PS 205) or equivalent	4
Introduction to Sociology (SOC 204)	4
Science elective	4
College Algebra (MATH 111) *or* foreign language	4
Spring Term	***16 credits***
Introduction to Contemporary Political Theory (PS 207) or equivalent	4
Social science elective	4
Elective	4
Introduction to Methods of Probability and Statistics (MATH 243) *or* foreign language	4

Sophomore Year

Fall Term	*15 credits*
Political Ideologies (PS 225) or equivalent	4
Arts and letters elective	4
College Composition II or III (WR 122 or 123)	3
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. For the student wanting to obtain a second bachelor's degree in political science, 48 credits in political science, as outlined above under Credits Required, must be earned.

Special Opportunities

Students majoring in political science may take advantage of several special educational opportunities. They may use the twenty-four microcomputers and associated equipment in the department's social science laboratory.

Students may learn to use computers to analyze a variety of data sets on American politics that the university receives from the Inter-University Consortium for Political and Social Research at the University of Michigan.

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), Field Studies (PS 406), Workshop (PS 408), or Practicum (PS 409).

Up to 8 credits may be transferred from another institution. Students must submit a minor declaration form to the department office. At that time they must also provide an academic transcript and an Advanced Standing Report if transfer credit is used to complete the minor.

GRADUATE STUDIES

The Department of Political Science offers a graduate program of studies leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and enables them to understand and participate in public affairs.

Regular members of the department and occasional visiting faculty members offer advanced courses and seminars in most fields of political science. Joint faculty-student studies, interdepartmental research projects, and individual research are being conducted in such diverse areas as controlling arms races, environmental politics, failure of public programs, international political economy, laboratory study of rational choice, north-north and north-south issues in economic and political development, political parties, political change in East and Southeast Asia, and the theory of democratic institutions.

Admission

Admission requirements for the master's and doctoral degree programs include the following:

1. Official transcript of previous academic work with a grade point average (GPA) of 3.00 or higher for undergraduate and graduate studies
2. Recommendations from at least three teachers from whom courses have been taken
3. Scores on the Graduate Record Examinations (GRE): combined verbal and quantitative scores of 1100 are required. Students with degrees from overseas institutions where English is not spoken must also attain a score of at least 550 on the Test of English as a Foreign Language (TOEFL)
4. A statement of career plans prepared by the student
5. Other evidence that may be helpful in reaching a decision. Although an undergraduate major in political science is not a prerequisite for admission, the committee takes into consideration previous academic work in political science. Students with less than the equivalent of an undergraduate political science major typically need to take more than the minimum 48 credits required for the master's degree, possibly including undergraduate courses for which they can receive no academic credit

Application forms, recommendation forms, and additional information about the graduate program and graduate teaching fellowships may be obtained by visiting or writing the Department of Political Science. The deadline for applications is February 15.

Master's Degree Programs

Students may choose from two options for a master's degree in political science.

The standard master's degree program prepares students for promotion to the doctoral program and professional careers in teaching and research. Students complete 48 credits of course work and complete the master's degree thesis. Each student must demonstrate competence in social science methodology. Two years is a typical period for completing the standard master's degree program.

The department also offers a master's degree in political science with emphasis on public policy. This two-year program prepares students for professional careers as policy analysts in federal, state, and local government and in other policy research institutes. The program has the following requirements:

1. Completion of 48 credits of graduate course work
2. Completion of seven required courses as specified by the department
3. Completion of a field research project or internship under the supervision of one or more faculty members
4. Preparation and defense of a policy paper presenting the results of the student's field research project or internship

See the **Graduate School** section of this bulletin for the distinction between M.S. and M.A. degree requirements.

Doctoral Program

Students who have earned a bachelor's degree in political science may be admitted to the doctoral program. This program is designed to allow the well-prepared student to complete all course requirements for the Ph.D. in two years of full-time study. Students take comprehensive examinations at the beginning of their third year, followed by preparation of a dissertation. Requirements for the Ph.D. in political science include:

1. Completion of 81 credits (18 credits are for dissertation) beyond the bachelor's degree. 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. PS 607 must be taken for a letter grade
2. Completion of four Seminars (PS 607):
   a. Seminar: State of the Discipline, to be taken the first time it is offered
   b. Three seminars in the three area fields in which the student takes the comprehensive examination. Students should take the area subfield seminars as early as possible
3. Demonstrated proficiency in quantitative and research methods
4. After completion of course work, passing a comprehensive examination in one primary field and two secondary fields selected from:
   a. Classical and contemporary political theory
   b. Comparative politics
   c. International relations
   d. Public policy
   e. Research methodology
   f. United States government

Each field comprises several themes from which the student must choose a subset

5. 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
6. Students may use a customized subfield as one of the two subfields. The content of this subfield is decided by consensus of the student and at least three faculty members
7. Completion of the 18 credits of Dissertation (PS 603), as required by the Graduate School. These credits must be taken while completing the Ph.D. dissertation, which is written after passing the comprehensive examination
8. Defense of the written dissertation in an oral examination

A complete description of graduate requirements, including an explanation of themes and field requirements, is available in the department office.

POLITICAL SCIENCE COURSES (PS)

Because not every course listed here can be offered every year, students are advised to consult the most recent UO Schedule of Classes *or inquire at the Department of Political Science.*

101 Modern World Governments (4) Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, Russia, China, and selected nations within Africa and Latin America. Hanhardt. Not offered 1994–95.

104 Problems in United States Politics (4) Current policy issues in American politics, e.g, unemployment, education, crime. Jacobs, Klonoski, Medler. Not offered 1994–95.

105 Crisis and Response in International Politics (4) International crises examined in terms of the collective responses made by nation-states and international organizations. Hanhardt. Open only to freshmen, sophomores.

199 Special Studies: [Topic] (1–5R) Topics to be arranged.

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. Klonoski, 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. Kraus.

205 International Relations (4) Introduction to intellectual tools for analysis of world politics. Baugh, Kraus, R. Mitchell, Skalnes.

207 Introduction to Contemporary Political Theory (4) Theories, concepts, and research methods appropriate to understanding how conflicts among people are resolved; political analysis in the behavioral sciences; institutions and organizations that operate to resolve conflict. Dryzek, Orbell, Southwell, Zaninovich.

208 Introduction to the Tradition of Political Theory (4) Focuses on the problem of political obligation. Includes contemporary essays and the classical modern political theories of Hobbes, Locke, and Rousseau. Baumgold, Zaninovich.

225 Political Ideologies (4) Origins, functions, and political implications of several ideologies such as liberalism, fascism, communism, feminism, environmentalism, and nationalism. Dryzek, Zaninovich.

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.

235 Crisis in Central America (4) Provides basis for understanding current political crisis. Emphasizes Guatemala, Nicaragua, El Salvador. Focus on contemporary struggles in post-World War II historical context. Goldrich.

240 Introduction to Public Policy and Administration (4) Alternative means of explaining the process of policymaking and alternative strategies of decision-making in the policy process applied to contemporary issues. Dryzek.

280 Introduction to Political Psychology (4) Parallels between the life span of an individual and the development of political institutions. Orbell. Not offered 1994–95.

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, Dryzek, 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. Not offered 1994–95.

321 Introduction to Political Economy (4) Systematic comparison of markets and political processes and their outcomes. Baugh, W. Mitchell, 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, R. Mitchell, Southwell.

336 Political Systems of Postwar Germany (4) Domestic and international politics of German occupation, division, and unification since 1945. Hanhardt.

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. Not offered 1994–95.

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. Not offered 1994–95.

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. Jacobs.

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, Southwell. Not offered 1994–95.

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. Not offered 1994–95.

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 1994–95.

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. Not offered 1994–95.

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.

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] (1–3R) 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.

412/512 Administrative Organization and Behavior (4) Theories of bureaucratic organization, including groups, the nature of authority, organizational control, and deci-

sion-making. Research findings from several social sciences. Dryzek, Jacobs. Not offered 1994–95.

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, Zeng.

420/520 International Organization (4) The organization of interaction among nations in institutional arrangements. R. Mitchell, Skalnes.

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. Hanhardt, Southwell.

425/525 Politics of the European Community (4) Governmental institutions and political processes of the smaller Western European democracies: Italy, Belgium, the Netherlands, and the Scandinavian countries. Hanhardt, Southwell. Not offered 1994–95.

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.

430/530 Political Theory: Ancient and Medieval (4) Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas. Baumgold, Zaninovich.

431/531 Political Theory: Renaissance, Reformation, and Early Modern (4) Development of political theory. Primary figures are Machiavelli, Hobbes, Locke, and Rousseau. Baumgold, Zaninovich.

432/532 Political Theory: Modern and Contemporary (4) Political theory during the 19th and 20th centuries including utilitarianism and radical, revolutionary, and liberal democratic traditions. Baumgold, Dryzek, Zaninovich.

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. Zaninovich. Not offered 1994–95.

436/536 Why Government? (4) Why do we have government? What can justify government and its extension? How much government is enough? Orbell.

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, Orbell. Not offered 1994–95.

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 1994–95.

443/543 Politics of Multi-Ethnic Societies (4) Politics of racially and ethnically plural societies, e.g., Nigeria, Austro-Hungary, United States, Switzerland, South Africa, the former Yugoslavia, Canada. Effects of different races and ethnic groups on domestic political institutions. Zaninovich. Not offered 1994–95.

444/544 Methods and Theory Construction (4) Introduction to the art of theory and model construction in social science. Jacobs, Orbell. Not offered 1994–95.

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, Southwell, Zeng.

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, Southwell, Zeng.

453/553 Geopolitics of Empire (4) Geopolitical nature of expanding-territorial or imperial state systems as a prevalent feature of international politics and political economy in the contemporary world setting.Zaninovich. Not offered 1994–95.

455/555 Theories of International Politics (4) Basic features of the international political system, the goals and objectives of its members, and the strategies whereby the members of the system seek to obtain their goals. Baugh.

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. W. Mitchell, Zeng.

457/557 Democratic Processes (4) Application of formal rational models to democratic institutions and processes with particular reference to politicians (elections, campaigns, policy choices) and bureaucrats (budgets, wages, political power). PS 456/556 or elementary economics recommended. W. Mitchell, Zeng.

458/558 Democracy and Public Policy (4) Criteria for the assessment of policy involving resource allocation, distribution of benefits and costs, and the design of controls in a democracy. PS 456/556, 457/557, or elementary economics recommended. W. Mitchell.

459/559 Chinese Foreign Policy (4) Examines the sources and consequences of China's foreign policies since 1949. Kraus. Not offered 1994–95.

463/563 Government and Politics of Latin America I (4) Inter-American political-economic history; Cuban revolution; national security states; liberation theology, Christian base communities, reaction; futures; case studies: Argentina, Chile, Uruguay, Brazil, Central America. Goldrich.

464/564 Government and Politics of Latin America II (4) Intensive inquiry into special topics in Latin American politics. PS 235 or 463/563 recommended. Goldrich.

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. Dryzek, Jacobs.

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. Klonoski.

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 Supreme Court. Southwell.

472/572 Inequality and Public Policy (4) Surveys the literature on inequality and vertical mobility and its relevance to political science. Jacobs. Not offered 1994–95.

473/573 Criminal Justice (4) Surveys the literature on criminology and the available policy options that can be used to alleviate problems in criminal justice. Jacobs.

474/574 Politics and Ecology (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. Dryzek.

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. Dryzek. Not offered 1994–95.

476/576 Interest Groups (4) Analysis of interest groups in democracies, done from the perspective of economics. W. Mitchell. Not offered 1994–95.

477/577 International Environmental Politics (4) How nations solve international environmental problems. Explores problem identification; solution development; treaty negotiation, implementation, and compliance. Evaluates effectiveness of existing treaties through case studies. R. Mitchell.

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 1994–95.

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. Klonoski.

485/585 Civil Rights and Civil Liberties (4) The Supreme Court's rulings on civil liberties and civil rights, freedom and equality, especially under Chief Justices Warren and Burger. Klonoski.

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. Dryzek.

492/592 Decision-Making I (4) Introduces problems of collective decision-making and modern theories of individual decision-making under risk and uncertainty. Orbell, Zeng.

493/593 Decision-Making II (4) Fundamental principles, implications, and limitations of

the theory of rational choice for individual, interactive, and collective decision-making. Orbell, Zeng.

496/596 National Security Policy (4) Factors in the development of national security policy, with emphasis on decision-making, and the implications and consequences of such policies, nationally and abroad. Baugh.

497/597 Environmental Politics (4) The international political economy's impact on the world environment. Alternative, environmentally sustainable political economies, especially the decentralizing of responsibility and power for environmental citizenship. Emphasis on politics of transition. Diamond, Dryzek, Goldrich.

503 Thesis (1–15R) P/N only

601 Research: [Topic] (1–15R) P/N only

603 Dissertation (1–15R) P/N only

605 Reading and Conference: [Topic] (1–15R)

606 Field Studies: [Topic] (1–15R)

607 Seminar: [Topic] (1–3R)

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–3R) P/N only

610 Experimental Course: [Topic] (1–3R)

PSYCHOLOGY

131 Straub Hall
Telephone (503) 346-4921
Steven Keele, Department Head

FACULTY

Dare A. Baldwin, assistant professor (language acquisition, semantic development, cognitive development). BA., 1982, California, Berkeley; M.Sc., 1984, California, Santa Cruz; Ph.D., 1989, Stanford. (1993)

Jacob Beck, professor (perception, computer vision, psychophysics). B.A., 1950, Yeshiva; M.A., 1951, Ph.D., 1957, Cornell. (1966)

Paul F. Collins, assistant professor (neurobehavioral systems of emotion and development, psychopathology). A.B., 1984, Harvard; Ph.D., 1994, Minnesota. (1994)

Beverly Fagot, professor (developmental, early childhood). B.A., 1960, Occidental; Ph.D., 1967, Oregon. (1965)

Jennifer J. Freyd, professor (perception, cognition). B.A., 1979, Pennsylvania; Ph.D., 1983, Stanford. (1987)

Deborah Frisch, assistant professor (decision-making, probabilistic reasoning). B.S., 1983, Union; M.A., 1984, Ph.D., 1988, Pennsylvania. (1988)

Lewis R. Goldberg, professor (personality assessment). A.B., 1953, Harvard; M.A., 1954, Ph.D., 1958, Michigan. (1960)

Barbara Gordon-Lickey, professor (sensory physiology, visual system development). A.B., 1963, Radcliffe; Ph.D., 1966, Massachusetts Institute of Technology. (1969)

Marvin Gordon-Lickey, professor (physiological, circadian rhythms learning). A.B., 1959, Oberlin; M.A., 1962, Ph.D., 1965, Michigan. (1967)

Douglas L. Hintzman, professor (human learning and memory, computer simulation of cognitive processes). B.A., 1963, Northwestern; Ph.D., 1967, Stanford. (1969)

Ray Hyman, professor (cognitive processes, thinking, human error). A.B., 1950, Boston University; M.A., 1952, Ph.D., 1953, Johns Hopkins. (1961)

Steven Keele, professor (human learning, human performance, motor skills). B.S., 1962, Oregon; M.S., 1965, Ph.D., 1966, Wisconsin, Madison. (1968)

Carolin Keutzer, associate professor (alternative paradigms of scientific research, transpersonal psychology and psychotherapy, epistemics). B.A., 1960, M.A., 1963, Ph.D., 1967, Oregon. (1967)

Daniel P. Kimble, professor (physiological, memory). B.A., 1956, Knox; Ph.D., 1961, Michigan. (1963)

Shinobu Kitayama, associate professor (social judgments, cognitive processes). B.A., 1976, M.A., 1981, Kyoto; Ph.D., 1988, Michigan. On leave 1994–95. (1988)

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, assistant professor (social and cognitive development). B.A., 1983, University of Western Australia; Ph.D., 1991, Stanford. (1993)

Michael I. Posner, professor (cognition, neuropsychology of attention); director, Institute of Cognitive and Decision Sciences. B.S., 1957, M.S., 1959, Washington (Seattle); Ph.D., 1962, Michigan. (1965)

Mary K. Rothbart, professor (social development, temperament). B.A., 1962, Reed; Ph.D., 1967, Stanford. (1969)

Myron Rothbart, professor (social, cognitive, intergroup processes). B.A., 1962, Reed; Ph.D., 1966, Stanford. (1969)

Margaret E. Sereno, assistant professor (cognition, neural network modeling and connectionism). B.A., 1983, Northern Illinois; Ph.D., 1989, Brown. (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, associate professor (cognitive development, perspective taking, children's drawings). B.S., 1979, M.S., 1981, Acadia; Ph.D., 1985, Stanford. (1985)

Don M. Tucker, professor (emotion, cognition, neuropsychology). B.A., 1969, Colorado; M.S., 1972, Ph.D., 1974, Pennsylvania State. (1984)

Robert L. Weiss, professor (clinical, marital and family therapy research). B.A., 1952, Ph.D., 1958, State University of New York at Buffalo. (1966)

Richard Zinbarg, assistant professor (anxiety disorders, adult temperament). B.A., 1982, Pennsylvania; Ph.D., 1989, Northwestern. (1992)

Emeriti

Robert F. Fagot, professor emeritus (measurement theory, choice theory, psychophysics). B.S., 1946, Massachusetts Institute of Technology; Ph.D., 1956, Stanford. (1956)

Peter M. Lewinsohn, professor emeritus (clinical, depression, neuropsychology). B.S., 1951, Allegheny; M.A., 1953, Ph.D., 1955, Johns Hopkins. (1965)

Edward Lichtenstein, professor emeritus (clinical-community, smoking cessation and prevention). B.A., 1956, Duke; M.A., 1957, Ph.D., 1961, Michigan. (1966)

Richard A. Littman, professor emeritus (experimental, systematic, developmental). A.B., 1943, George Washington; Ph.D., 1948, Ohio State. (1948)

Norman D. Sundberg, professor emeritus (clinical, cross-cultural, personality assessment). B.A., 1947, Nebraska; M.A., 1949, Ph.D., 1952, Minnesota. (1952)

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

UNDERGRADUATE STUDIES

Undergraduate courses in psychology at the university provide a sound basis for later professional or graduate training in psychology. They also satisfy the needs of students, majors and nonmajors, who are interested in psychology primarily as a part of a broad liberal education. In addition, they provide a background in psychological principles and techniques as intellectual tools for work in other social and biological sciences and in such professional fields as education, business, law, and journalism.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Both language and mathematical skills are also highly desirable. In general, the broad liberal-arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers. 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).

Additional career information is available from the American Psychological Association, 1200 17th Street Northeast, Washington DC 20036.

Review of Courses

Among lower-division courses, PSY 201 and 304 offer instruction in psychology as a natural science. PSY 202, 330, and 375 introduce psychology as a social science. Honors College Introduction to Experimental Psychology (HC 211H, 212H) is also available.

Transfer students should plan to take not more than two courses at the lower-division level 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.

Upper-division courses fall into three categories:

1. PSY 302 and 303 are designed to teach research skills and methodologies
2. 300-level courses and courses numbered 400 to 429 are of broad interest to many different majors throughout the university as well as to psychology majors
3. Area courses, numbered 430 to 487, are designed for psychology majors but are also open to other students who fulfill the prerequisites

Curricular planning aids are more fully explained in the *Psychology Undergraduate Handbook* available in the Department of Psychology, 131 Straub Hall.

Group Requirements. For psychology courses approved to fulfill social science or science group requirements, see Group Requirements in the **Registration and Academic Policies** section of this bulletin.

Major Requirements

Psychology majors must fulfill the following requirements:

1. A minimum of 40 credits in psychology—at least 32 upper-division (excluding PSY 406 and 409) and at least 12 taken at the University of Oregon—including the following courses:
   a. Mind and Brain (PSY 201) and Mind and Society (PSY 202) ***or*** Honors College Introduction to Experimental Psychology (HC 211H, 212H) must be taken prior to PSY 302, 303
   b. Statistical Methods in Psychology (PSY 302) or other appropriate methodological preparation, e.g., Statistical Methods I or II (MATH 425 or 426) or Introduction to Mathematical Methods of Statistics I or II (MATH 461 or 462)
   c. Research Methods in Psychology (PSY 303) or other appropriate methodological preparation
   d. 12 credits in psychology courses numbered 430–487
      i. At least 6 of these 12 credits must be in courses numbered 430–450
      ii. At least 6 of these 12 credits must be in courses numbered 451–487
   e. College Algebra (MATH 111)
   f. One year of college biology, chemistry, or physics
2. All required courses must be taken for letter grades and passed with grades of C– or better. Elective psychology courses may be taken pass/no pass.

For psychology majors, PSY 302 and 303 or other appropriate methodological preparation (or instructor's consent) are prerequisites for all area courses, numbered 430 to 487. In addition, students should examine carefully the prerequisites for all 400-level courses.

Planning a Program

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	*14–16 credits*
Arts and letters elective	3–4
College Composition I (WR 121)	3
Mathematics	4
Physical education	1
Science elective	3–4
Winter Term	***17–20 credits***
Arts and letters elective	3–4
College Composition II or III (WR 122 or 123)	3
Mathematics	4
Physical education	1
Science elective	3–4
Social science elective	3–4
Spring Term	*18–21 credits*
Arts and letters elective	3–4
Mind and Brain (PSY 201) *or* Mind and Society (PSY 202)	4
Mathematics	4
Physical education	1
Science elective	3–4
Social science elective	3–4

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 uses a peer advising system in an attempt to make academic advising more effective, humane, and efficient. At the beginning of New Student Week, each freshman and transfer psychology major must make an appointment to see one of the peer advisers for an informal yet informative advising session.

Questions about any aspect of the university system—how to read the schedule of classes, grading procedures, where to seek financial assistance, how to plan a course schedule, and similar matters—and specific inquiries about the department's norms, opportunities, facilities, and faculty members are welcome at these sessions. After meeting with a peer adviser and designing a tentative term course schedule as well as a concise list of more technical questions, students make appointments with their assigned faculty advisers.

The peer advising stations are open eight hours a day during New Student Week for both drop-in visitors and scheduled appointments. During the school year, the peer advising office in 141 Straub Hall has regularly scheduled hours. All psychology students are invited to use the facilities (a small library, test file, journals, and graduate school brochures) and to talk informally with a friendly peer adviser who is knowledgeable about departmental and university regulations and opportunities.

Liberal Arts Curriculum

Some students are interested in studying psychology with a view toward understanding the diversity of human nature; its relation to literature, science, and the arts; and its contribution to general intellectual currents. They place less emphasis on technical skills in giving tests, running experiments, or analyzing data, and more emphasis on the theories and ideas that serve as a background for research. It is difficult to design any single recommended curriculum for such students. However, the curriculum should combine psychology with a strong emphasis on work in the humanities in addition to courses in science that stress the relation of psychology to philosophy and human concerns. Different courses would, of course, be advisable in programs that stress the relation between psychology and the natural sciences.

Professional Curriculum

The professional curriculum is designed for students not planning to do graduate work in psychology but who might want to work in counseling, social work, or school psychology. It is also for students who plan to enter government or business administration. It stresses a broad knowledge of psychology as well as experience in a variety of settings in which psychology is applied. Special emphasis is on statistics, writing, computer programming, and other skills that make the student a more attractive job candidate or give an advantage once employment is begun.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities may be gained through special courses in Research (PSY 401), Reading and Conference (PSY 405), or Seminar (PSY 407). By the time of graduation, the student should have prepared a number of papers applying psychology in real settings. The exact curriculum designed depends upon the setting or the department in which advanced study is sought.

Preparation for Graduate Study

A bachelor's degree is seldom sufficient qualification for professional work in psychology; at least a master's degree is required for most positions. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged mid-B or better.

Prospective graduate students in psychology are advised not to take a large number of psychology credits beyond the minimum of 36, but to leave time for work in related fields such as anthropology, biology, computer science, chemistry, mathematics, physics, and sociology. Strong preparation in quantitative methods is advisable and might include mathematical statistics. A reading knowledge of at least one foreign language appropriate to psychology (German, French, Japanese, Russian) may be useful.

Honors Curriculum

Students with good records who plan to pursue a career in psychology may consider applying to the departmental honors program at the end of their sophomore year. The honors program centers around an independent research project, which the student develops and carries out under the supervision of a departmental committee. Information about admission criteria and how to apply is available from the department.

Minor Requirements

The Department of Psychology offers a psychology minor in two options: psychology or psychology with cognitive science emphasis. All courses must be passed with grades of C– or P or better. Special Studies (PSY 199) does not count toward the minor. The psychology option requires 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 chosen from PSY 430–487, at least one from PSY 430–450 and one from PSY 451–487 12–14

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 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 451–487 4

At least 20 of the 37 credits must be taken for letter grades, and at least 15 must be upper division.

A list of recommended electives is available in the department office.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in psychology provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

The department emphasizes graduate work at the doctoral level and at a specialized master's level. The five chief Ph.D. programs are cognitive; physiological psychology, which emphasizes an interdisciplinary neuroscience program with biology and chemistry; clinical; developmental; and social-personality.

A master of arts (M.A.) or master of science (M.S.) degree is available for a limited number of students not in the Ph.D. program.

The department maintains a psychology clinic; specialized facilities for child and social research; experimental laboratories for human research, including a variety of large and small computers for on-line experimental control; and well-equipped animal laboratories.

All students applying for admission to a Ph.D. program in psychology must take the aptitude test and submit the score from the Graduate Record Examinations (GRE) and provide three letters of recommendation on special forms provided by the department. Detailed information on admission, including application forms and information about awards and graduate teaching fellowships (GTFs), may be obtained from the department.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to research. The student's specific program is planned in relation to prior background, current interests, and future goals. Research experience and a dissertation are required of all Ph.D. candidates; teaching experience is recommended, and opportunities to teach are made available. For general regulations governing graduate work at the university, see the **Graduate School** section of this bulletin.

Clinical Program

A clinical psychologist, in the department's view, is both a scientist and a professional. The graduate program emphasizes the interaction and integration of theory, research, and application in clinical psychology and related community activities. The program seeks to improve students' conceptual understanding of clinical problems and advocates a data-oriented approach to solving problems. It also places importance on psychological development throughout the human life span.

The first year of graduate study includes courses the department requires of all students: a year-long sequence surveying all areas of psychology, a statistics sequence, and a research project. In addition, clinical students get an introductory overview of clinical work and research in the first-year Practicum (PSY 609). Program requirements include eight courses: Psychopathology (PSY 620), Clinical Psychobiology (PSY 621), three assessment courses, two behavior-change courses, and one elective. In consultation with their advisers, students may develop specialties or supporting areas through their choice of course work, practica, and research. Some areas of specialization are developmental-clinical studies, neuropsychology, behavioral health, and the community.

By the end of the third year, the typical student has completed all course work and a preliminary examination in psychopathology. The fourth year is devoted mainly to research for the Ph.D. dissertation. In the fifth year, students typically take a year-long clinical internship approved by the American Psychological Association and receive their degrees.

Neurosciences

Neuroscientists in the biology, chemistry, computer and information science, exercise and movement science, and psychology departments have formed an interdisciplinary program in the neurosciences. The focus of the program is on experimental neuroscience with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate degree-granting program of instruction and research is available to students through any of the participating departments. For more information see the **Neuroscience** section of this bulletin.

Cognitive Science

Cognitive science is an interdisciplinary field concerned with the study of natural and artificial intelligence, culture, and communication.

Psychology faculty members in cognitive psychology have joined with those in other departments to offer work in this field. Psychology undergraduate and graduate students can receive training in cognitive science while pursuing studies in the psychology department. For more information see the Institute of Cognitive and Decision Sciences in the **Research Institutes and Centers** section of this bulletin.

Master's Program in Psychology

A special master's degree program that does not lead to a Ph.D. is available in psychology. The degree—either a master of arts (M.A.) or a master of science (M.S.)—requires 45 credits of course work. Application materials and information may be obtained from the department's graduate secretary.

PSYCHOLOGY COURSES (PSY)

Please go to the psychology department office for evaluation of courses taken at another institution that might duplicate these courses. Credit is not given for repeating equivalent courses.

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R) P/N only

201 Mind and Brain (4) Introduction to perception, memory, learning, and cognition. With laboratory.

202 Mind and Society (4) Introduction to topics in personality, social, and developmental psychology. With discussion.

HC 211, 212 (H) Honors College Introduction to Experimental Psychology (4,4S) 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. Pre- or coreq: 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.

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; frequency and significance of various types of sexual behavior; sexual inadequacy; homosexuality; sexual deviation.

400 Innovative Education: [Topic] (1–5R)

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)

411/511 Theories of Personality (4) Main phenomena of personality; critical comparison of the outstanding conceptual systems developed to account for these phenomena. *Not available for credit to psychology Ph.D. candidates.*

413/513 Humanistic Psychology (4) Philosophy and theories of personality of the "Third Force" school of psychology; what distinguishes humanistic psychology from behavioristic, psychoanalytic, and cognitive theories of personality. Prereq: PSY 411/511 or instructor's consent. *Not available for credit to psychology Ph.D. candidates.*

420/520 Psychology and Law (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.*

421/521 Psychology of Visual Art (4) Perceptual, cognitive, and affective bases of pictorial art. Topics include perception of space, color, form; the function of images; effects of learning; anamorphic painting; cartoons and caricatures. Prereq: PSY 438/538 or instructor's consent. *Not available for credit to psychology Ph.D. candidates.*

427/527 Abnormal Psychology (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, 431/531 Cognitive Science with Laboratory (5,5S) Psychological approaches to topics in mental representation, language, and other mental processes. Taught in a laboratory environment; includes experiments and simulations of human information processing. Prereq: PSY 302, 303.

433/533 Learning and Memory (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; attention 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 or instructor's consent.

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) The origins and maintenance of social beliefs and attitudes; the role of attitudes and situational forces in human altruism and aggression. Prereq: PSY 302, 303.

457/557 Group Processes (4) Topics in intergroup and intragroup relations with emphasis on intergroup hostility and social conflict. 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) Examination of the interdependence between mind and culture in various substantive domains such as social inference, motivation, emotion, and psychopathology. Prereq: PSY 302, 303.

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) How children acquire language from the earliest speech sounds to full sentences. Topics include babbling, first words, word combinations, the relationship between cognition and language development. Prereq: PSY 302, 303.

478/578 Social Development (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.

495 History of Psychology (4) The development of modern psychology. Comprehensive theoretical systems (behaviorism, stimulus-response, Gestalt, psychoanalysis, and mathematical models) developed to help deal with methodological and substantive problems in psychology. Prereq: 12 upper-division credits in psychology.

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) P/N only

607 Seminar: [Topic] (1–5R)

609 Practicum: [Topic] (1–9R)

610 Experimental Course: [Topic] (1–21R)

611 Data Analysis I (4S) Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. Prereq: graduate standing in psychology or instructor's consent. With laboratory.

612 Data Analysis II (4S) 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 (4S) 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.

622 Psychometrics (3) Quantitative and inferential issues in designing and interpreting assessment procedures. Prereq: PSY 612 or equivalent, graduate standing in psychology or instructor's consent.

623 Personality Assessment (3) Theory, methods, and related research in approaches to personality assessment; includes projective and objective techniques. Prereq: graduate standing in clinical psychology or instructor's consent.

624 Neuropsychological Assessment (3) Theory, methods, and related research in neuropsychological assessment of mental disorders. Prereq: graduate standing in clinical psychology or instructor's consent.

625 Individual Psychotherapy (3) Research and major theoretical perspectives in dyadic psychotherapy. Ethics of individual psychotherapy. Prereq: graduate standing in clinical psychology or instructor's consent.

626 Marital and Group Therapy (3) Theory and research in behavior change from an interpersonal interaction perspective. Ethics of interpersonal therapy. Prereq: graduate standing in clinical psychology or instructor's consent.

627 Child and Family Therapy (3) Modification of deviant child behaviors, particularly in the family setting. Ethics of child and family therapy. Prereq: graduate standing in clinical psychology or instructor's consent.

RELIGIOUS STUDIES

223 Chapman Hall
Telephone (503) 346-4971
Benton Johnson, Department Head

FACULTY

Aletta Biersack, associate professor. See **Anthropology**

Robert T. Herbert, professor. See **Philosophy**

Benton Johnson, professor. See **Sociology**

Kenneth B. Liberman, associate professor. See **Sociology**

Jack P. Maddex, professor. See **History**

Jennifer F. Rondeau, assistant professor. See **History**

J. T. Sanders, professor (biblical studies). B.A., 1956, Texas Wesleyan; M.Div., 1960, Emory; Ph.D., 1963, Claremont. (1969)

Sharon R. Sherman, associate professor. See **English**

Augustine C. A. Thompson, assistant professor (history of Christianity). B.A., 1976, M.A., 1976, Johns Hopkins; B.A., 1980, M.Div., 1985, Dominican School of Philosophy and Theology; Ph.D., 1988, California, Berkeley. (1990)

Kyoko Tokuno, assistant professor (East Asian religions). B.A., 1977, B.A., 1979, M.A., 1983, California, Berkeley. (1992)

Anita Weiss, associate professor. See **International Studies**

Emeriti

Hee-Jin Kim, professor emeritus (Asian religions). B.A., 1957, M.A., 1958, California, Berkeley; Ph.D., 1966, Claremont. (1973)

G. Douglas Straton, professor emeritus (philosophy of religion and ethics). B.A., 1938, Harvard; B.D., 1941, Andover Newton; Ph.D., 1950, Columbia. (1959)

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

The Department of Religious Studies offers courses concerning 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 provide additional career possibilities. A major in religious studies provides broad training and enrichment for any of the humanitarian professions.

UNDERGRADUATE STUDIES

Major Requirements

The major requirement includes 44 credits in religious studies courses, not all of which carry the REL subject code. (See Additional Courses at the end of the departmental course listings.) Of the 44 credits, 9 must be in Great Religions of the World (REL 201, 202, 203) and 28 must be upper division.

All courses satisfying the major requirement must be taken for letter grades. A grade of D+ or lower is not accepted as a passing grade in more than one course.

Honors Program

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 3 credits of Research (REL 401) winter term of the senior year, in order to prepare for writing the thesis, and for 3 credits of Thesis (REL 403) spring term, when writing the thesis. A faculty committee of two supervises the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate and the final draft four weeks before the end of the term

Minor Requirements

The minor in religious studies requires 25 credits, including 9 in Great Religions of the World (REL 201, 202, 203) 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 bulletin.

Advanced Degrees in Other Departments

Another possibility for students interested in graduate work in religious studies is to fulfill requirements for an advanced degree in another university department or program. After each department below are listed the available degrees in a relevant study area and names of participating faculty members (in the given department, unless specified otherwise). Each faculty member's areas of specialization are provided in his or her home department's section of this bulletin. Additional information is available from the listed departments.

Anthropology, Ph.D. (general anthropology M.A. presupposed). Comparative religions, religion and symbol in particular cultures. William S. Ayres, Aletta Biersack, Richard P. Chaney, Carol T. Silverman, Paul E. Simonds, Theodore Stern

Art History, M.A., Ph.D. Medieval Christian art. Richard A. Sundt

Asian Studies, M.A. East Asian religions. 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)

History, M.A., Ph.D. History of Christianity. Jack P. Maddex, Mavis Howe Mate, J. T. Sanders (religious studies), Augustine C. A. Thompson (religious studies)

Philosophy, M.A., Ph.D. Philosophy of religion. Henry A. Alexander, Jr.; William E. Davie; Robert T. Herbert; Arnulf Zweig

Sociology, M.A., Ph.D. Sociology of religion. Marion Sherman Goldman, Benton Johnson

RELIGIOUS STUDIES COURSES (REL)

111 Introduction to the Study of the Bible (3) Content and organization of the various Jewish and Christian scriptures; scholarly method and standard research tools used in the study of the Bible. Sanders. Not intended for upper-division students; seniors may be required to meet a higher grade standard than other students.

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

201, 202, 203 Great Religions of the World (3,3,3) Hinduism, Buddhism, Confucianism, Taoism, Shinto; Judaism, Christianity, and Islam. Examination of their beliefs, practices, and institutions in history and culture.

301 Religions of India (4) Historical survey from most ancient to modern times. Primary emphasis on Hinduism including Vedas, Brahmanism, and sectarian Hinduism. Attention to Buddhism, Sikhism, Jainism, and Sufism. Not offered 1994–95.

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. Tokuno.

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. Tokuno. Not offered 1994–95.

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. Sanders

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; the 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). Thompson.

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. Thompson. Not offered 1994–95.

330, 331 Buddhism and Asian Culture (4,4) History, doctrine, and practices of Buddhism. **330:** introduction to Buddhism. Basic teachings of the 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. Tokuno. Not offered 1994–95.

399 Special Studies: [Topic] (1–5R)
400 Innovative Education: [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. Thompson.
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. Thompson.
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 bulletin.

Anthropology. Anthropology of Religion (ANTH 418), Anthropology and Folklore (ANTH 419)

English. Studies in Mythology (ENG 482)

Geography. Geography of Religion (GEOG 446)

History. Religious Life in the United States (HIST 359), Germany in the Age of Reformation (HIST 441)

International Studies. World Value Systems (INTL 430)

Philosophy. Philosophy of Religion (PHIL 320), Topics in the Philosophy of Religion (PHIL 439)

Sociology. Sociology of Religion (SOC 461)

ROMANCE LANGUAGES

101 Friendly Hall
Telephone (503) 346-4021
Françoise G. Calin, Department Head

FACULTY

Barbara K. Altmann, assistant professor (Old French literature and language). B.A., 1978, Alberta; M.A., 1982, Ph.D., 1988, Toronto. (1989)

Jorge R. Ayora, associate professor (Spanish-American literature). B.A., 1962, M.A., 1964, Washington (Seattle); Ph.D., 1969, Vanderbilt. (1970)

Randi M. Brox, professor (contemporary French literature). Cand. Philol., 1960, Oslo; Ph.D., 1965, Illinois. (1965)

Françoise G. Calin, professor (modern French novel and poetry). Licence, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; Ph.D., 1972, Stanford. (1973)

David J. Curland, senior instructor (Spanish); director, Foreign Language Resource Center. B.A., 1950, California, Los Angeles; M.A., 1963, Oregon. (1966)

Robert L. Davis, assistant professor (second-language acquisition). B.A., 1983, Southern Mississippi; M.A., 1987, Ph.D., 1991, North Carolina at Chapel Hill. (1991)

Juan A. Epple, associate professor (Spanish-American literature). Licenciate, 1971, Chile; M.A., 1977, Ph.D., 1980, Harvard. (1980)

Leonardo García-Pabón, visiting assistant professor (colonial Spanish-American literature). B.S., 1980, Universidad Mayor de San Andrés; M.A., 1981, Université Catholique de Louvain; Ph.D., 1990, Minnesota, Twin Cities. (1990)

Sylvia B. Giustina, senior instructor (Italian). B.A., 1956, Marylhurst; M.A., 1966, Oregon. (1968)

Evlyn Gould, associate professor (19th-century French literature, theory of the theater). B.A., 1975, California, Irvine; M.A., 1977, Ph.D., 1983, California, Berkeley. (1983)

Massimo Lollini, visiting assistant professor (baroque and modern Italian literature, comparative modern literature). Laurea, 1978, University of Bologna; Ph.D., 1992, Yale. (1992)

Elisabeth A. Marlow, associate professor (French 17th-century literature and civilization). Diplôme, 1953, Hautes Études Commerciales, Paris; M.A., 1958, Ph.D., 1966, Oregon. (1958)

Barbara D. May, associate professor (modern Spanish poetry, modern Spanish woman writers). B.A., 1972, M.A., 1973, Ph.D., 1975, Utah. (1976)

F. Regina Psaki, assistant professor (Italian literature, medieval literature). B.A., 1980, Dickinson; M.A., 1986, Ph.D., 1989, Cornell. (1989)

Steven Rendall, professor (French literature, literary theory); editor, *Comparative Literature*. B.A., 1961, Colorado; Ph.D., 1967, Johns Hopkins. (1967)

H. Jay Siskin, associate professor (second-language acquisition). B.A., 1975, Wooster; M.A., 1979, Ph.D., 1981, Cornell. (1990)

Wolfgang F. Sohlich, associate professor (modern French poetry, theater). B.A., 1959, Johns Hopkins; M.A., 1970, Ph.D., 1971, Emory. (1970)

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). B.A., 1978, Westfield College, London; Ph.D., 1984, Oxford. (1994)

Catherine Wiebe, senior instructor. Diplôme, 1978, École Supérieure des Arts Appliquées, Paris; M.A., 1982, Oregon. (1985)

Emeriti

Richard H. Desroches, associate professor emeritus (18th-century French literature). B.A., 1947, Clark; Ph.D., 1962, Yale. (1957)

Perry J. Powers, professor emeritus. B.A., 1941, Oregon; Ph.D., 1947, Johns Hopkins. (1946)

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

The Department of Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literature and cultures of French-, Italian-, and Spanish-speaking countries. Students can earn a bachelor of arts (B.A.) degree in French, Italian, Spanish, or Romance languages; the master of arts (M.A.) is also available in these areas. The doctor of philosophy (Ph.D.) is awarded in Romance languages, encompassing a primary language and literature and a supporting area. Romance languages is a liberal arts major, providing a solid background for students interested in professional graduate work, teaching, and, increasingly, other professional careers.

Preparation. The department recommends the following preparation for a course of study leading to a major in Romance languages:

1. As much work as possible in two Romance languages (French, Italian, Spanish)
2. Knowledge of European or Latin American history and geography
3. Communication skills, speech, and essay or theme writing. These skills enable the student to convey ideas logically. In literature courses, papers or essay examinations are generally required
4. Experience in literary studies

Careers. Students who graduate with a B.A. degree in Romance languages enter a wide variety of occupations. Language teaching is an obvious possibility. Proficiency in a foreign language and knowledge of other cultures enhances study and career opportunities in other areas as well. Students who have a B.A. in Romance languages or who have a second major in another discipline—art history, economics, finance, history, international studies, journalism, management, marketing, music, or political science—find positions in communications media, government foreign service, international business and law, libraries, social work organizations, and travel and tourist-related agencies, among others.

UNDERGRADUATE STUDIES

Major programs leading to undergraduate degrees are provided in French, Italian, Spanish, and Romance languages (two languages). 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 general view

of the cultures of the countries where Romance languages are spoken. The department encourages students to study, at some point in their undergraduate careers, in a country where their target language is spoken.

Major Requirements

The department requires that majors take a minimum of three literature courses on the Eugene campus—at least two of them at the 400 level.

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
Survey of literature 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
Survey of French Literature (FR 317, 318, 319) or the equivalent	12
French literature courses numbered 330 or above	12
French electives (e.g., literature, history of French literature, phonetics)	12
Advanced Writing in French (FR 416)	4

Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, art history, philosophy, history).

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
Survey of Italian Literature (ITAL 317, 318, 319)	12
Italian literature	12
Italian electives (e.g., literature, film, culture)	12

Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, art history, philosophy, history).

Spanish. Forty-eight credits in courses—passed with grades of C– or better—are required beyond second-year Spanish, distributed as follows:

	48 credits
Reading Spanish (SPAN 301)	4
Writing Spanish (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 328 or above	12
Spanish electives (e.g., literature, phonetics, history of Spanish literature)	12
Advanced Writing in Spanish (SPAN 416)	4

Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, art history, philosophy, history).

Honors

Application for graduation with honors must be made through the student's department adviser no later than the end of the term before 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 must be taken on the Eugene campus, at least two of which must be at the 400 level. Readings in courses taken for the minor must be in the original language.

Foreign Language Resource Center

Serving as a source of information on the latest methods of teaching foreign languages, the Foreign Language Resource Center provides a focal point for innovations and current developments including the use of film and video materials, computerized instruction, and flexible course organization. The center also coordinates the development of printed materials used in teaching foreign languages with film and video—a field in which the university is nationally recognized. Finally, the center serves as a liaison between university language departments and Oregon public school systems. Additional information is available from the director, David J. Curland, in 209 Friendly Hall.

Scholarships

The department administers scholarships for undergraduate students of foreign languages. The Perry J. Powers Scholarship is awarded annually to an outstanding Romance languages major. The Charles Stickles Endowment Scholarship is usually awarded to a number of selected participants in the Mexican study programs. The Leona M. Kail Scholarship is awarded every other year to an outstanding student with financial need. The Helen Fe Jones Spanish Student Fellowship supports study abroad. The Emmanuel Hatzantonis Scholarship is awarded every year to a Romance languages major or minor student who is studying in Italy with the university's overseas study program. The James T. Wetzel Memorial Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages. Additional information may be obtained in the department office.

Study Abroad

Students are encouraged to study abroad during their tenure at the university. Before going abroad students should consult an appropriate language adviser about the selection of a program and the courses to be taken within that program.

Courses taken in which the readings or lectures or both are in English do not count toward the major, the minor, or the B.A. 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 **Special Studies** section of this bulletin.

France. The Oregon State System of Higher Education provides opportunities for a year's study in France at the Universities of Poitiers and Lyon. Although the programs are primarily intended for undergraduates, some graduate credit may be obtained if proper arrangements are made with the department.

In Poitiers, students with two years of college French take courses at the Oregon Study Center. More advanced students may also attend a few classes at the University of Poitiers. Not all courses taken at Poitiers satisfy major requirements. Students should consult a major adviser before leaving for Poitiers.

In Lyon, students with two years of college French take intensive courses in French language, literature, and history in an institute for foreigners. 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.

The University of Oregon provides the opportunity to spend winter term at the University of Le Mans. Participants must have completed at least First-Year French (FR 103) or the equivalent.

Italy. Since 1970 the university has had a summer program (July 1–August 15) in Italy, at the Università Italiana per Stranieri, Perugia, open to both undergraduate and graduate students. No previous knowledge of Italian is required, but participants with one or more years of instruction in the language have a wider choice of courses because, with the exception of one offered in English by the director, all others are taught in Italian by

faculty members of the host university. All participants must take at least 12 credits. Applications received before February 15 receive priority consideration.

The university participates in a consortium program in Siena, Italy. Students may enroll for one or more terms during the fall-through-spring academic year. The curriculum includes work at all levels in intensive Italian language and courses taught in English on Italian art history, culture, literature, politics, history, and other subjects.

Mexico. The department runs intensive language programs in Mexico in which students may complete an entire year's work in one term. There is also a summer program offering courses in Mexican literature and civilization as well as language training at second-, third-, and fourth-year levels.

Spain. A two-term program in Seville winter and spring terms offers courses in Spanish history, art, and literature as well as language work. The program is designed for students who have studied at the 300 level.

Secondary School Teaching

Students interested in licensure as an Oregon secondary teacher with the French or Spanish endorsement may obtain information from the Office of Academic Advising and Student Services, 164 Oregon Hall.

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 program encourages broad research in each of the language areas. The Ph.D. program allows students to focus on a specific field of interest.

The resources of the UO Library system 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 typically 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 typically have completed a master of arts degree in a Romance language and literature or its equivalent (e.g., *maîtrise*). 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 graduate secretary, Department of Romance Languages
2. Send the first copy to the university Office of Admissions with a $50 fee and the remaining copies to the graduate secretary, Department of Romance Languages
3. Submit or have sent to the graduate secretary, Department of Romance Languages:
   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. Students applying to the Ph.D. program must submit a substantial writing sample (e.g., master's thesis, graduate seminar paper, or undergraduate research paper on a relevant topic)

Priority is given to applicants whose files are complete by February 15. 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 the fall term.

Graduate Teaching Fellowships

A number of GTFs are available each year for new graduate students in the department. Students should apply to the department by February 15 for fall admission and appointment priority.

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 Workshop: Teaching Methods (FR, ITAL, or SPAN 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 language are encouraged to start learning one as soon as possible during their graduate studies. Remedial foreign-language course work may not be applied to the 48 credits required for the M.A. degree.

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 it 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***
      i. Peninsular literature: Middle Ages and Golden Age, 18th and 19th centuries, 20th century
      ii. 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 students with: (1) 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 the 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 choose to admit the student into the master's program. If this is the 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 comprises 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 subject matter of the dissertation 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 members have 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. Graduate teaching fellowships 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 bulletin.

Comparative Literature

The Comparative Literature Program is administered by a committee representing the East Asian languages and literatures, English, Germanic languages and literatures, Romance languages, and Russian departments. It provides opportunity for advanced study of several literatures in their original languages. For more information, see the **Comparative Literature** section of this bulletin.

ROMANCE LANGUAGES COURSES (RL)

200 Innovative Education: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

407/507 Seminar: [Topic] (1–5R)

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

503 Thesis (1–16R) P/N only

603 Dissertation (1–16R) P/N only

607 Seminar: [Topic] (2–6R) R when topic changes.

620 Graduate Study in Romance Languages (4) Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, and scholarly writing. Psaki, Rendall.

625 Modern Criticism (4) Study of selected modern critics such as Barthes, Genette, Foucault, Derrida, and Lyotard. Rendall.

627 Literature and Ideology (4R) Introduction to literary theories that inscribe texts into the contexts of cultural power structures. Readings may be selected from Marx, Lukács, Adorno, Foucault, Barthes, Habermas, and others. Sohlich. **R** when topic changes.

628 Literature and Psychoanalysis (4) Introduction to psychoanalytic theory in its specific relation to the study of literature. Readings selected from Freud, Lacan,

Laplanche and Pontalis, O. Mannoni, Baudry, Kristeva, Metz, and others. Gould.

641, 642 Medieval Lyric Poetry (4,4) Introduction to Old Provençal through the reading of easy prose texts and selected lyrics. Stress on the diversity of Provençal poetry and its contribution to Renaissance and later conceptions of relationships between men and women. Prereq: reading knowledge of French, Italian, or Spanish. Altmann, Psaki.

FRENCH COURSES (FR)

Native speakers of French or students whose competence in the language already exceeds the scope of the course may not enroll in 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. Conducted in French.

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.

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.

303 Writing French (4) Language skills with emphasis on writing strategies for different genres, grammar review. Prereq: FR 203 or equivalent.

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: 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: 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. Siskin.

317, 318, 319 Survey of French Literature (4,4,4) Literary movements and representative works from the Middle Ages to the present. **317:** Middle Ages, 16th century. **318:** 17th, 18th centuries. **319:** 19th, 20th centuries. Prereq: FR 301, 303.

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. Calin, Desroches, 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. 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, Rendall.

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] (2–6R)

409 Practicum: [Topic] (1–4R) P/N only

410/510 Experimental Course: [Topic] (2–4R)

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: if taken fall term, can repeat once either winter or spring.

420/520 Topics in French Linguistics: [Topic] (4R) Variable topics in French linguistics. Recent topics include French Phonology, History of the French Language. FR 315 recommended. Siskin. **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.

438/538 Novel and History (4) Flaubert, Zola, Gracq. Studies of themes and structures. Emphasis on textual and contextual analysis. Calin.

450/550 17th-Century Literature: [Topic] (4R) Changing topics concerning either trends or particular authors representative of 17th-century French literature. Prereq: FR 317, 318, 319 or equivalent. Marlow, Sohlich. **R** when topic changes.

452/552 Molière (4) Intensive study of representative plays by Molière with emphasis on modern criticism. Prereq: FR 317, 318, 319 or equivalent. Marlow.

455/555 Racine (4) Intensive study of representative plays by Racine with emphasis on modern criticism. Prereq: FR 317, 318, 319 or equivalent. Marlow, Rendall.

460/560 18th-Century Literature: [Topic] (4R) Changing topics concerning either trends or particular authors representative of 18th-century French literature. Prereq: FR 317, 318, 319 or equivalent. Desroches. **R** when topic changes.

461/561 18th-Century French Novel (4) Evolution of the French novel in the 18th century and its various forms: picaresque, epistolary, autobiographical, sentimental, and psychological. Prereq: FR 317, 318, 319 or equivalent. Desroches.

480/580 19th-Century Literature: [Topic] (4R) Changing topics concerning either 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 either trends or particular authors representative of 20th-century French literature. Brox, Calin, Sohlich. **R** when topic changes.

RL 503 Thesis (1–16R) P/N only

601 Research: [Topic] (2–6R) P/N only. Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R)

607 Seminar: [Topic] (2–6R)

608 Workshop: [Topic] (2–12R) Teaching Methods is offered annually. Other workshops may be offered.

609 Practicum: [Topic] (1–4R) P/N only

631 Modern French Poetry (4) Study of several major modern poets. Calin, Sohlich.

633 Topics in Modern French Drama (4) Topics may include dramatic theory, modes of critical inquiry, and trends in contemporary theater such as the avant-garde, metatheater, or political theater. Sohlich.

637, 638 Narrative Technique (4,4) The novel questioning itself. Emphasis on narratology; narrators, focalization, reflexivity, intertextuality. Writers include Gide, Alain-Fournier, Gracq, Faulkner, Robbe-Grillet, Sarraute, and Modiano. Calin.

639 Modern Women Writers (4) Analysis of works by a variety of French women writers of the 20th century; emphasis on the interrelationship between theory and text. Prereq: reading knowledge of French. Brox.

640 Introduction to Medieval French Literature (4) Initiation to reading texts in Old French. Study of works representing a range of genres including lyric poetry, *chansons de geste*, romance, and theater. Altmann.

641 Medieval French Narrative (4) Emphasis on medieval narrative genres. Critical analysis of several major works including examples of romance, epic, allegory, and the *dit*. Prereq: FR 640 or instructor's consent. Altmann.

643 Rabelais (4) The great Renaissance writer's comic masterpiece generally known as *Gargantua et Pantagruel* studied in the context of modern criticism. Rendall.

645 Montaigne (4) 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. Rendall.

646 16th- and 17th-Century Narrative (4) Study of French narrative fiction from Marguerite de Navarre to Mme. de Lafayette. Rendall.

650 Topics in 17th-Century Literature: [Topic] (4R) Selected topics in 17th-century French literature. Marlow. **R** when topic changes.

660 Topics in 18th-Century Literature: [Topic] (4R) Selected topics in 18th-century French literature. Desroches. **R** when topic changes.

662 Rousseau (4) Detailed study of Rousseau's major writings. Desroches.

663 Diderot (4) Detailed study of Diderot's major writings: philosophy, art criticism, drama. Desroches.

680 Topics in 19th-Century Literature: [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 Topics in 20th-Century Literature: [Topic] (4R) Selected topics in 20th-century French literature. Brox, Calin, Sohlich. **R** when topic changes.

693, 694 Surrealism (4,4) Development of the surrealistic movement in art and literature. Analysis of works—prose, poetry, paintings, films—by Apollinaire, Breton, Aragon, Desnos, Eluard, Gracq, Dali, and Buñuel. Prereq: graduate standing or instructor's consent. Calin.

695 Proust (4) Study of *À la recherche du temps perdu*. Brox.

ITALIAN COURSES (ITAL)

Native speakers of Italian or students whose competence in the language already exceeds the scope of the course may not enroll in any lower-division course.

101, 102, 103 First-Year Italian (5,5,5S) Introduction to Italian stressing speaking, reading, writing, and comprehension skills.

104, 105 Intensive First-Year Italian (6,6) Covers in two terms the work of ITAL 101, 102, 103. *Cannot be taken in any combination with ITAL 101, 102, 103 to total more than 15 credits of first-year Italian.*

199 Special Studies: [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. 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. Bisbocci, Giustina, Psaki.

303 Writing Italian (4) Language skills with emphasis on writing strategies for different genres, grammar review. Prereq: ITAL 203 or equivalent. Bisbocci, Giustina, Lollini, Psaki.

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. Bisbocci, Giustina, Psaki. **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 203. Giustina, Lollini, Psaki. 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. Bisbocci, Giustina, Psaki. Conducted in English.

317, 318, 319 Survey of Italian Literature (4,4,4) Representative literary works from the Middle Ages to the present with attention to literary analysis and literary history. Prereq: two years of college Italian or equivalent. Lollini, Psaki. Conducted in Italian.

341, 342 Italian Literature in Translation (4,4) Examines Italian literature from the sublime to the merely curious. Endeavors to illustrate the massive influence of this literature. Lollini, Psaki. Conducted in English.

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] (2–6R) Recent topics include *The Decameron*, Fascism in Fiction and Film, Italian Poetry, Literature of the Italian Enlightenment, Pirandello.

408 Workshop: [Topic] (2–12R) 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] (2–4R)

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., Castiglione, Machiavelli, Leonardo, Michelangelo, Ariosto, 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 Topics in 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 Topics in 20th-Century Literature: [Topic] (4R) Topics concerning 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] (2–6R) 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] (2–6R) Recent topics include Dante, Petrarch, and Boccaccio; The Italian Lyric; Verga's Narrative.

608 Workshop: [Topic] (2–12R) Teaching Methods is offered each fall term.

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. Conducted in Spanish.

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.

301 Reading Spanish (4) Language skills with emphasis on strategies for reading different types of text in Spanish, e.g., current press, short stories, poetry; vocabulary enrichment activities. Prereq: SPAN 203 or equivalent.

303 Writing Spanish (4) Language skills with emphasis on writing strategies for different genres, grammar review. Prereq: SPAN 203 or equivalent.

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. Ayora, May, 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. Ayora, Epple, May, 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, Grzegorczyk.

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. Ayora, Epple, García-Pabón, Grzegorczyk.

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, May.

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. Ayora, May.

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. García-Pabón, May.

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. Ayora.

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] (2–6R) Recent topics include Central American Literature, Contemporary Poetry, Galdos, Love in the Golden Age, Mexican Literature, Modern Narrative, New Spanish-American Novel, Pacific Region Writers, Spanish Naturalism.

408 Workshop: [Topic] (1–12R) Special on-campus activities in Spanish.

409 Practicum: [Topic] (1–4R)P/N only

410/510 Experimental Course: [Topic] (2–4R) Recent topics include Creative Writing in Spanish, The Essays of Mariano Jose de Larra and Lidia Falcon, Spanish-American Novel, Spanish-American Theater.

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. Verano.

417/517 Advanced Oral Skills (2R) Advanced-level practice in improving listening, comprehension, and oral skills in Spanish. Prereq: SPAN 301, 303; SPAN 307 recommended. Verano. **R** once for maximum of 4 credits: if taken fall term, can repeat once either winter or spring. Communicative activities in class and language laboratory work.

420/520 Topics in 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 Quiroga, Borges, Cortázar, Donoso, Garcia Márquez, Arreola, Rulfo. Prereq: SPAN 318, 319. Ayora, Epple, García-Pabón.

436/536 Novel of the Mexican Revolution (4) The Mexican novel, 1910–1930. Readings from works by Mariano Azuela, Lopez y Fuentes, Martin Guzmán, Ruben Romero, and others. Prereq: SPAN 318, 319. Ayora, Epple, García-Pabón.

438/538 Spanish Romantic Poetry (4) Major poets and movements from Romanticism to the present. Prereq: SPAN 316, 317. May.

451/551 Spanish Prose of the Golden Age (4) Critical reading in several prose genres of the 16th and 17th centuries: dialogues, *libros de caballerias*, pastoral and picaresque novels, the *novela ejemplar*. Prereq: SPAN 316, 317. Powers.

452/552 Renaissance and Baroque Poetry (4) Petrarchism of Garcilaso and Herrera; traditional forms, especially the *romance;* poetry of Fray Luis de León, San Juan de la Cruz, Santa Teresa, Góngora, Lope de Vega, and Quevedo. Prereq: SPAN 316, 317. Powers.

453/553 Introduction to the Drama of the Golden Age (4) Readings in Cervantes, Lope de Vega, Tirso de Molina, Ruiz de Alarcón, and Calderón de la Barca. Prereq: SPAN 316, 317 or previous work in Spanish literature. Powers.

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 of SPAN 316, 317, 318, 319 or equivalent; prereq for nonmajors: equivalent background in literature. Verano.

481/581 The 19th-Century Spanish Novel (4) Development of realism in Spanish narrative and its relationship to social and political change of the period. Naturalism in its Spanish form. Galdós, Clarin, Valera, Pardo, Bazán. Prereq: work in Spanish literature.

495/595 20th-Century Novel (4) Major novels and short stories and their relationship to social and political conditions of the period. Prereq: work in Spanish literature.

497/597, 498/598, 499/599 Spanish Women Writers (4,4,4) Developments in literature written by women; the woman writer in Spanish society. Poetry, drama, and narrative fiction. Literary foremothers and contemporary writers. Prereq: work in Spanish literature. May.

RL 503 Thesis (1–16R) P/N only

601 Research: [Topic] (2–6R) 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] (2–6R) Recent topics include *La Celestina;* Garcia Márquez, Neruda, Latin American Naturalism, Lope de Vega, Poetry of the Generation of 1927, Testimonial Literature, and Quevedo.

608 Workshop: [Topic] (2–12R) Teaching Methods is offered fall term only. Other workshops may be offered. Davis.

609 Practicum: [Topic] (1–4R) P/N only

650, 651 Cervantes (4,4) Principal works of Cervantes with particular attention to criticism. **650:** *novelas ejemplares, entremeses,* and *comedias*. **651:** *Don Quijote*. Prereq: work in Golden Age literature; qualified undergraduates admitted with instructor's consent. Powers.

RUSSIAN

227 Friendly Hall
Telephone (503) 346-4078
R. Alan Kimball, Department Head

FACULTY

Tatyana Gorokhovskaya, instructor (Russian language). M.A., Oregon. (1991)

R. Alan Kimball, associate professor. See **History**

Albert Leong, professor (comparative and Russian literature, culture, film). A.B., 1961, A.M., 1966, Ph.D., 1970, Chicago. (1966)

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)

Cynthia M. Vakareliyska, assistant professor (comparative and historical Slavic linguistics). B.A., 1973, Princeton; J.D., 1976, Columbia; Ph.D., 1990, Harvard. (1994)

Fruim Yurevich, senior instructor (language, literature, culture). Diploma, 1959, Astrakhan State Pedagogical Institute; M.A., 1976, Oregon. (1975)

Liudmila Zagorskaya, visiting instructor (language, culture); American Council of Teachers of Russian (ACTR) Russian-language consultant. M.A., Moscow State University, 1965. (1993)

Courtesy

Norma Comrada, courtesy research assistant (Czech literature). B.A., 1954, Whitman; M.S., 1983, Oregon. (1978)

Richard Morris, courtesy assistant professor (Russian folk culture). B.A., 1955, Rhode Island; M.A., 1975, Western Washington; Ph.D., 1981, Oregon. (1987)

Nathan Rosen, courtesy professor (19th-century literature). B.A., Brooklyn, 1941; M.A., 1948, Ph.D., 1961, Columbia. (1992)

Emeritus

John Fred Beebe, associate professor emeritus (language, linguistics). B.A., 1946, Wabash; M.A., 1954, Indiana at Bloomington; Ph.D., 1958, Harvard. (1968)

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

UNDERGRADUATE STUDIES

Russian is one of the most important world languages today. The University of Oregon Department of Russian offers both major and minor programs in Russian language, literature, and culture. Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature and culture of Russia and the Commonwealth of Independent States.

The undergraduate program in Russian prepares the student for graduate studies in the Russian and East European field as well as for growing employment opportunities in teaching, private industry, and government service. UO students of Russian take part in the Russian *Kruzhok* and in the activities of the UO Russian and East European Studies Center, which sponsors scholarly symposia, distinguished guest lecturers, art exhibits, concerts, films, and other cultural events. As part of the bachelor's degree program, many majors in Russian study abroad at St. Petersburg University or at the Pushkin Institute in Moscow for a summer or a semester. A number of students who major or minor in Russian also complete the requirements for an undergraduate certificate in Russian and East European studies to enhance their employment opportunities.

State-of-the-art facilities at the 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 bulletin.

The department has hosted eight Russian-language teachers from Russia since 1987. Recent holders of the Marjorie Lindholm Professorship of Russian Language, Literature, and Culture are Andrei Sinyavskii, Ruth Zernova, Ilya Serman, and Efim Etkind. Students and faculty members actively participate in the Eugene-Irkutsk Sister City Committee and its programs.

Preparation. Students considering a major or minor in Russian should declare their interest as early as possible in their academic careers in order to satisfy the requirements within four years of undergraduate study. A background in foreign languages, literature, history, and international or global studies at the high school or community college level is recommended for students preparing to major in Russian.

Major Requirements

Candidates for the bachelor of arts (B.A.) degree in Russian are required to take 48 credits of course work beyond the second-year language sequence (RUSS 201, 202, 203) or its equivalent.

The 48 credits must include the following sequences:

Introduction to Russian Literature (RUSS 204, 205, 206)

Third-Year Russian (RUSS 316, 317, 318)

Russia and the Soviet Union (HIST 345, 346, 347)

In addition, 12 credits or more must be taken from department offerings in Russian literature, linguistics, and culture.

Courses applied to the Russian major must be completed with grades of mid-C or better.

Students preparing for graduate work in Russian are advised to take either French or German and to complete a balanced program of related courses in the social sciences and humanities.

Honors. To earn a bachelor of arts with honors in Russian, a student must maintain a 3.50 grade point average (GPA) and submit a 3-credit honors project or thesis approved by the departmental honors committee.

Sample Program

New students considering a major in Russian may want to enroll in the following courses during their first year at the university:

Fall Term	*16 credits*
First-Year Russian (RUSS 101)	5
Introduction to Russian Literature (RUSS 204)	4
Social science group-satisfying course	4
College Composition I (WR 121)	3

Winter Term	*17 credits*
First-Year Russian (RUSS 102)	5
Introduction to Russian Literature (RUSS 205)	4
Science group-satisfying course	4
Social science group-satisfying course	4

Spring Term	*17credits*
First-Year Russian (RUSS 103)	5
Introduction to Russian Literature (RUSS 206)	4
Social science group-satisfying course	4
Science group-satisfying course	4

Minor Requirements

The Russian department offers a minor in Russian for students who want to combine Russian studies with another major. The Russian minor is particularly useful for students majoring in international studies, marketing, history, art history, music, theater arts, journalism, humanities, sociology, political science, and other foreign languages and literatures.

The minor in Russian requires 32 credits (16 of which must be upper division) in Russian language, literature, and culture, distributed as follows:

Core Courses	*32 credits*
Introduction to Russian Literature (RUSS 204, 205, 206)	12
Third-Year Russian (RUSS 316, 317, 318)	12
Two approved electives	8

First- and second-year Russian may not be applied toward the minor. All courses submitted for the Russian minor must be completed with grades of mid-C or better. At least 15 credits must be earned at the University of Oregon.

Russian and East European Studies Certificate. A Russian major or minor fulfills many of the requirements for a certificate in Russian and East European studies. For more information, see the **Russian and East European Studies** section of this bulletin.

Study Abroad in the Commonwealth of Independent States and Eastern Europe. Qualified students of Russian have the opportunity to spend a summer, semester, or academic year in the Commonwealth of Independent States (CIS)—either in the Council on International Educational Exchange (CIEE) Cooperative Russian Language Program, of which the University of Oregon is an affiliate; at Gornyi Institute, St. Petersburg University, or Novosibirsk State University; or in the Russian program at Moscow's Pushkin Institute, sponsored by the American Council of Teachers of Russian (ACTR). Opportunities also exist for study in the Czech Republic, Hungary, and Poland; limited fellowship aid is available for these programs.

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 **Special Studies** section of this bulletin. 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 (503) 346-3206.

Secondary School Teaching

The Department of Russian offers work toward Oregon licensure as a teacher of Russian in public schools. For information about current requirements for teacher licensure with a Russian endorsement, students should consult the department's adviser for teacher education.

GRADUATE STUDIES

Master of Arts Requirements

The master of arts (M.A.) degree program in Russian provides substantive training and experience in Russian language, literature, and linguistics for students who want to prepare for careers in teaching, research, translation, business, or government service. Creative imagination, a spirit of commitment to the Slavic field, and a knowledge of Russian sufficient for graduate work are the principal prerequisites for admission. Promising students with insufficient preparation in either Russian language or literature may be admitted conditionally.

New Students. A combined advisory conference and qualifying examination is conducted during the first term of residence for each new graduate student in Russian. Before the middle of the first term of study, each new student takes a diagnostic placement examination in written and spoken Russian.

Course Requirements

At least 49 credits beyond the bachelor's degree, of which at least 16 must be in Russian literature, 16 in Slavic linguistics, and—for students electing to write a master's degree thesis or to complete projects—9 credits of Thesis (RUSS 503) and 8 credits of electives in Slavic language and culture approved by the department faculty. Sixteen credits of approved departmental electives in Slavic language and culture are required for students submitting two acceptable graduate research papers or projects instead of a thesis. To develop and demonstrate research and writing skills, graduate students are required to produce a term paper for each literature course or seminar taken.

Of the 49 credits, at least 24 must be taken for letter grades, including at least 8 at the 600 level, and in residence at the university.

Sample Program

The sample program below shows a typical two-year M.A. program in Russian.

First Year	*28 credits*
Structure of Russian (RUSS 540, 541)	8
Russian literature (three courses)	12
Electives (two courses)	8
Second Year	*25 credits*
Old Church Slavonic (RUSS 640), History of Russian (RUSS 641)	8
Russian literature (two courses)	8
Thesis	9

Foreign Language. The student must pass a reading examination in French, German, or another relevant foreign language before taking the M.A. examinations.

Reading List. The student is responsible for all primary sources on the M.A. reading list, available in the department office. Secondary materials, which place the primary sources in historical or literary contexts, are highly recommended.

Examinations. Based on the M.A. reading list and on course work completed by the student, the M.A. examinations are written and oral:

1. Written (four to five hours)
   a. Russian literature (three hours)—questions covering folklore; 11th- through 20th-century literature; and Russian literary theory, history, and criticism ***and***
   b. Linguistics (one to two hours)—questions covering Old Church Slavonic and the history and structure of the Russian language
2. Oral (one and one-half to two and one-half hours)
   a. Defense of M.A. thesis, project, or seminar papers
   b. Discussion of written examination, course work, and related matters

RUSSIAN COURSES (RUSS)

101, 102, 103 First-Year Russian (5,5,5) Elementary Russian grammar, reading, conversation, and composition. Gorokhovskaya.

104, 105 Intensive Elementary Russian (8,8) Covers in two terms the work of RUSS 101, 102, 103. Not offered 1994–95.

121 Spoken Russian: [Topic] (1–2R) **R** twice for maximum of 6 credits.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Russian on Computers and the Second Russian Revolution are current topics. **R** when topic changes.

200 Innovative Education: [Topic] (1–5R) **R** when topic changes.

201, 202, 203 Second-Year Russian (5,5,5) Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Zagorskaya.

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. Leong. Readings, lectures, and discussions in English.

221 Spoken Russian (1–2R) **R** twice for maximum of 6 credits.

240 Topics in 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. Leong. Not offered 1994–95.

301, 302, 303 Readings in Russian Literature (4,4,4) Readings, lectures, and discussion of fundamental literary works. Prereq: second-year Russian or equivalent. Conducted entirely in Russian.

316, 317, 318 Third-Year Russian (4,4,4) 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. Yurevich. Conducted in Russian.

399 Special Studies: [Topic] (1–5R) **R** when topic changes.

400 Innovative Education: [Topic] (1–5R) **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) Topics for 1994–95 include Russian Novel and World Literature. Prereq: instructor's consent. **R** when topic changes.

408/508 Workshop: [Topic](1–12R) 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) Topics for 1994–95 are History and Literature, Russian Language and Culture. **R** when topic changes.

411/511, 412/512 Russian Culture and Civilization (4,4) Readings, lectures, and texts in 10th to 19th-century Russian culture and civilization. Emphasizes topics other than literature. Leong.

416/516, 417/517, 418/518 Fourth-Year Russian (4,4,4) Stylistic analysis of advanced Russian literary texts with extensive practice in conversation, composition, and comprehension. Prereq: RUSS 316, 317, 318 or equivalent. Zagorskaya.

419/519 Pushkin (4) Pushkin's narrative and lyric poetry, dramas, prose fiction, folk stylizations, and *Evgenii Onegin*, with emphasis on his aesthetics and its influence on the development of modern Russian literature. Bilingual readings; lectures and discussions in English. Not offered 1994–95.

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. Not offered 1994–95.

421/521 Old Russian Literature (3) Introduction to three fields of Russian verbal art before Pushkin: early manuscript culture, folklore, and 18th-century literature. Translation and discussion of texts. Prereq: two years of college Russian. Not offered 1994–95.

422/522 Modern Russian Poetry (4) Detailed study of Russian symbolism, acmeism, futurism, and contemporary poetry. Rice. Readings in Russian.

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. Not offered 1994–95.

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. Not offered 1994–95.

426/526 Gogol (4) Comprehensive study of Gogol's works; critical analysis of *Evenings on a Farm near Dikanka, Mirgorod, Petersburg Tales, The Inspector General, Dead Souls*, and other works. Leong, Rice. Readings in English. Not offered 1994–95.

427/527 Turgenev (4) Literary development and context of Turgenev's art; analysis of the novels *Rudin, A Nest of Gentlefolk, On the Eve, Fathers and Sons, Smoke, Virgin Soil* as well as stories, plays, and critical essays. Rice. Readings in English. Not offered 1994–95.

428/528 Chekhov (4) Chekhov's art: structure, style, and development of representative prose fiction and plays including *The Seagull, Uncle Vanya, Three Sisters, The Cherry Orchard*. Readings in English. Not offered 1994–95.

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.

430/530 Contemporary Russian Literature (4) Discussion of works by Solzhenitsyn, Mandel'shtam, Tertz-Siniavskii, Zinov'ev, Pasternak, Tsvetaeva, Voinovich, Sokolov, Akhmatova, and Brodskii. Rice. Readings in English.

431/531 Vladimir Nabokov (4) Nabokov's creative work; special emphasis on the Russian roots of his prose fiction, literary criticism, memoirs, poetry, and translations. Readings in English. Not offered 1994–95.

440/540, 441/541 Structure of Russian (4,4) Phonetics, grammatical and syntactic patterns of standard contemporary Russian. Not offered 1994–95.

443/543 Russian Phonetics (4) Scientific study of Russian sounds, rhythms, and intonation; supervised individual practice. Prereq: two years of college Russian or equivalent. Not offered 1994–95.

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)

640 Old Church Slavonic (4) History and grammar of Old Church Slavonic sound system, morphology, and elements of syntax; reading of texts. Prereq: second-year Russian.

641 History of Russian (4) East Slavic phonology and morphology from Common Slavic to the present. Dialectal divergence in Old Russian and the modern literary languages. Dialects of East Slavic. Reading of Old and Middle Russian texts. Prereq: second-year Russian.

RUSSIAN AND EAST EUROPEAN STUDIES COURSES (REES)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) R when topic changes.

200 Innovative Education: [Topic] (1–5R) R when topic changes.

399 Special Studies: [Topic] (1–5R) R when topic changes.

400 Innovative Education: [Topic] (1–5R)

401 Research: [Topic] (2–6R) Prereq: instructor's consent.

403 Thesis (3–6R) Prereq: instructor's consent.

405 Reading and Conference: [Topic] (1–6R) 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) R when topic changes.

451/551, 452/552, 453/553 Basic Romanian (4,4,4) Elementary Romanian grammar, conversation, reading, and composition. Emphasis on pronunciation. Reading of literary texts third term. Offered irregularly.

420/520 Slavic Civilization (4) See **Russian and East European Studies.**

454/554, 455/555, 456/556 Advanced Romanian (4,4,4) Reading of Romanian literary texts; composition and discussion in Romanian. Active development of vocabulary. Prereq: SLAV 453/553 or equivalent. Offered irregularly.

470/570, 471/571, 472/572 First-Year Bulgarian (4,4,4) Elementary grammar, conversation, reading, and composition. Offered irregularly.

480/580, 481/581, 482/582 First-Year Serbo-Croatian (4,4,4) Elementary Serbo-Croatian grammar, conversation, reading, and composition. Offered irregularly.

483/583, 484/584, 485/585 First-Year Polish (4,4,4) Elementary Polish grammar, conversation, reading, and composition. Offered irregularly.

486/586, 487/587, 488/588 First-Year Czech (4,4,4) Czech grammar, conversation, reading, and composition. Offered irregularly.

490/590, 491/591, 492/592 First-Year Ukrainian (4,4,4) Elementary Ukrainian grammar, conversation, reading, and composition. Offered irregularly.

503 Thesis (3–6R) P/N only. Prereq: instructor's consent.

601 Research: [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)

RUSSIAN AND EAST EUROPEAN STUDIES

227 Friendly Hall
Telephone (503) 346-4078
Carol T. Silverman, Program Director

Participating Faculty

Lisa Codman Arkin, dance
John Fred Beebe, Russian
Mieczyslaw Buczkowski, library
Norma Comrada, Russian
Tatyana Gorokhovskaya, Russian
Esther Jacobson, art history
Jeffery Julum, Yamada Language Center
R. Alan Kimball, history
Albert Leong, Russian
Mark Levy, music
James L. Rice, Russian
Nathan Rosen, Russian
Patricia Rounds, American English Institute
Carol T. Silverman, anthropology
Cynthia M. Vakareliyska, Russian
Ronald Wixman, geography
Fruim Yurevich, Russian
M. George Zaninovich, political science

Eastern Europe, Russia, and the rest of the states of the former Soviet Union form one of the most dynamic and important world regions today. This region extends across half the world's time zones and is inhabited by more than 350 million people. The undergraduate and graduate certificate programs in Russian and East European studies prepare students for significant careers in teaching, research, consulting, private industry, and government service.

Russian and East European Studies Center

The Russian and East European Studies Center (REESC) brings together specialists from departments and professional schools who are engaged in the study of the cultures, history, languages, and contemporary problems of the region.

The center supports basic training and interdisciplinary study on all levels, brings students and faculty members with mutual interests together to share their works-in-progress, and helps students plan their curricula in language and area studies.

Visiting Faculty Members. The center sponsors extended stays by visiting Fulbright and International Research and Exchange Board (IREX) scholars from Russia and East Europe.

Career Counseling. The center maintains close contact with university graduates in Russian and East European language and area studies. The center also provides individual counseling about careers and about the choice of graduate programs at the university or other major area-studies centers.

Overseas Study. Students are encouraged to study in the region, expecially in countries that have programs associated with the University of Oregon—Moscow, St. Petersburg, and Novosibirsk, Russia; Warsaw, Poland; Prague, the Czech Republic; and Szeged, Hungary. Some programs have language requirements. More information is available in

the Office of International Education and Exchange.

Cultural Programs. The REESC program sponsors lectures, panel discussions, symposia, films, exhibitions, concerts, and festivals. These presentations involve scholars from other institutions in the United States and Europe as well as specialists at the university. In addition, the REESC faculty engages in outreach activities with local schools, community groups, and organizations such as the Eugene-Irkutsk Sister City Committee.

Resources. The University of Oregon Library contains more than 100,000 volumes in the Russian language; a growing collection of Serbo-Croatian, Polish, and other Slavic-language materials; an extensive collection of Western titles relating to Russia and East Europe; a large collection of Russian and East European films; and a satellite television downlink.

State-of-the-art facilities at the 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 bulletin.

Programs of Study. The university offers bachelor of arts (B.A.) and master of arts (M.A.) degrees in Russian and undergraduate and graduate Russian and East European studies certificates. Advanced degree candidates in arts and letters, social sciences, sciences, and professional schools may arrange individual programs with special emphasis on Russian and East European topics. Students interested in pursuing specialized area studies are encouraged to seek assistance from the REESC staff.

Russian and East European Studies Certificate Program

The undergraduate and graduate certificates in Russian and East European studies supplement departmental degree programs. The certificate program encourages the integration of course material and degree requirements from various departments, and the certificates give formal recognition of the interdisciplinary work accomplished. Upon successful completion of the program, the student receives a certificate that supplements a degree program in another discipline. The majority of certificate recipients continue their education after completing their degrees in preparation for careers in government service and teaching. Combining the program certificate with a departmental major significantly enhances the opportunity for employment in those fields and others, such as international trade, tourism, translation, and research.

Undergraduate Certificate Requirements

1. ***Language:*** three years of college study (or equivalent) in languages of the region. Russian is offered regularly; East European languages are offered occasionally
   a. Option 1: three years of one language
   b. Option 2: two years of one language and one year of another language; German may not be used except by petition
2. ***Core program*** (two courses)
   a. Slavic Civilization (REES 420)
   b. 3 credits, taught by an REESC faculty member, in Research (401), Thesis (403), Reading and Conference (405), or Seminar (407)
3. ***Electives*** (five courses): including seminars and courses in substantive Russian and East European studies and covering at least three nonlanguage disciplines of the Russian and East European studies curriculum (e.g., anthropology, art history, geography, history, literature, political science). No more than two electives may be taken in any one department. Such courses are usually offered by REESC faculty members; other courses may be approved by the director

Graduate Certificate Requirements

1. ***Language:*** four years of college study (or the equivalent) in languages of the region. Russian is offered regularly; East European languages are offered occasionally
   a. Option 1: four years of one language
   b. Option 2: two or three years of one language and one or two years of another language to total four years; German may not be used except by petition
2. ***Core program*** (three courses)
   a. Slavic Civilization (REES 520) taken in conjunction with 3 credits of Research (601), resulting in a research paper or project that is supervised by an REESC faculty member
   b. 3 credits, taught by an REESC faculty member, in Seminar (507 or 607) or Colloquium (508 or 608)
3. ***Electives*** (five courses): including seminars and courses in substantive Russian and East European area studies and covering at least three nonlanguage disciplines of the Russian and East European studies curriculum (e.g., anthropology, art history, geography, history, literature, political science). No more than two electives may be taken in any one department. Such courses are usually offered by REESC faculty members; other courses may be approved by the director

Elective Courses

Undergraduate and graduate electives may be chosen from, but are not limited to, the following. Substitutions may be authorized by the director.

Anthropology and Folklore. Ethnology of Peasant Societies (ANTH 303), Jewish Folklore and Ethnology (ANTH 429/529)

Art History. Nomadic Art of Eurasia (ARH 381), Seminar (ARH 407/507), Byzantine Art (ARH 431/531)

Dance. International (DANC 178), Balkans and Eastern European (DANC 179), Character Ballet (DANC 273,373), Dance and Folk Culture (DAN 301)

Geography. Seminars (GEOG 407/507, 607), Culture, Ethnicity, and Nationalism (GEOG 445/545)

History. U.S.A.-USSR Shared History (HIST 245), Russia and the Soviet Union (HIST 345, 346, 347), Seminar (HIST 407/507), Economic History of Modern Europe (HIST 425/525), The Russian Revolution (HIST 446/546)

Music. East European Folk Ensemble (MUS 190, 390, 690), Folk Music of the Balkans (MUS 453/553)

Political Science. Seminar (PS 407/507), Marxist Political Theories (PS 433/533), Politics of Multi-Ethnic Societies (PS 443/543)

Religious Studies. History of Christianity (REL 321, 322, 323), History of Eastern Christianity (REL 324, 325)

Russian and East European Language, Literature, and Culture

LANGUAGE. First-, Second-, Third-, and Fourth-Year Russian (RUSS 101–103 or 104–105, 201–203, 316–318, 416/516–418/518); Structure of Russian (RUSS 440/540, 441/541); Russian Phonetics (RUSS 443/543); Old Church Slavonic (RUSS 640); History of Russian (RUSS 641). Romanian, Hungarian, Bulgarian, Serbo-Croatian, Polish, Czech, and Ukrainian are offered irregularly

LITERATURE. Introduction to Russian Literature (RUSS 204, 205, 206), Readings in Russian Literature (RUSS 301, 302, 303), Pushkin (RUSS 419/519), Modern Russian Poetry (RUSS 422/522), Dostoevsky (RUSS424/524), Tolstoy (RUSS 425/525), Gogol (RUSS 426/526), Turgenev (RUSS 427/527), Chekhov (RUSS 428/528), 20th-Century Russian Literature (RUSS 429/529), Contemporary Russian Literature (RUSS 430/530), Vladimir Nabokov (RUSS 431/531)

CULTURE. Topics in Russian Culture (RUSS 240), Russian Culture and Civilization (RUSS 411/511, 412/512), Russian Folklore (RUSS 420/520)

Sociology. Classical Marxist Theory (SOC 630), Contemporary Marxist Theory (SOC 635)

Baccalaureate Transfer Credit. Undergraduates who have passed graduate-level courses during their senior year at the University of Oregon—beyond all bachelor's degree requirements—may apply up to 9 credits toward the graduate certificate in Russian and East European studies (within the 15-credit maximum for transfer credit).

Credits in Thesis (RUSS 503), Research (RUSS 601), Reading and Conference (RUSS 605), Colloquium (RUSS 608), and Practicum (RUSS 609) do not qualify.

Work in courses graded B– or better, and P/N courses accompanied by the instructor's statement that the work was of graduate quality, can count toward the requirements of the graduate certificate in Russian and East European studies, with departmental and REESC approval. A Transfer of Baccalaureate Credit form, available at the Graduate School, must be filed within two terms of acceptance into the graduate Russian and East European studies certificate program and within two years of earning the bachelor's degree.

Graduate Transfer Credit. Graduate credit earned while a graduate student in another accredited graduate school may be transferred to the graduate certificate in Russian and East European studies under the following conditions:

1. The total credits transferred may not exceed 15
2. The courses transferred must be relevant to the certificate program as a whole
3. The courses must be approved by the student's home department and by the director of the Russian and East European Studies Center
4. The grades earned must be P (pass), B–, or better
5. Transferred credit does not count toward the requirement of 24 credits in University of Oregon graded graduate courses

RUSSIAN AND EAST EUROPEAN COURSES (REES)

The Russian and East European Studies Center offers the following course. For additional courses with the REES subject code, see the ***Russian*** *section of this bulletin*

420/520 Slavic Civilization (4) Introduction to the cultures and civilizations of Russia, the Commonwealth of Independent States, and East Europe and their contributions to world culture. Silverman.

SCANDINAVIAN STUDIES

402 Friendly Hall
Telephone (503) 346-4086
Kathy Saranpa, Committee Chair

Steering Committee Faculty

Gerald K. Bogen, learning and instructional leadership
Marian Card Donnelly, art history
James W. Earl, English
J. Richard Heinzkill, library
Paul S. Holbo, history
Thomas Mills, international education and exchange (*ex officio*)
Kenneth D. Ramsing, decision sciences
Michael G. Raymer, physics
Kathy Saranpa, Germanic languages and literatures

UNDERGRADUATE STUDIES

The Scandinavian Studies Committee endeavors to stimulate interest on campus 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 get a minor in Scandinavian or a major in German with a German and Scandinavian option. See the **Germanic Languages and Literatures** section of this bulletin 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 **Special Studies** section of this bulletin.

The university has student exchange programs with the University of Copenhagen in Denmark, the University of Tampere in Finland, the University of Bergen in Norway, and the 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 a Scandinavian minor or the German and Scandinavian option for the German major at the University of Oregon.

Faculty members associated with Scandinavian studies have close ties to the information services of 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, and sociology. New courses offered by these and other departments provide opportunities to students who want a Scandinavian focus in their studies. The Department of Germanic Languages and Literatures offers language instruction in Danish, Finnish, Norwegian, and Swedish. For descriptions of the following courses, see departmental sections of this bulletin.

Comparative Literature. Modern Scandinavian Fiction (COLT 421/521)

Germanic Languages and Literatures. Introduction to Scandinavian Culture and Society (SCAN 350), Periods in Scandinavian Literature (SCAN 351), Topics in Scandinavian Literature (SCAN 352), Scandinavian Women Writers (SCAN 353), Genres in Scandinavian Literature (SCAN 354)

SOCIOLOGY

736 Prince Lucien Campbell Hall
Telephone (503) 346-5002
Robert M. O'Brien, Department Head

FACULTY

Joan R. Acker, professor (women and feminist theory, stratification and work, the welfare state). B.A., 1946, Hunter; M.A., 1948, Chicago; Ph.D., 1967, Oregon. (1964)

Vallon L. Burris, professor (theory, political sociology, stratification). B.A., 1969, Rice; Ph.D., 1976, Princeton. (1977)

Lawrence R. Carter, associate professor (demography, statistical research methods, urban sociology). B.S., 1958, Howard; M.A., 1970, Ph.D., 1973, Oregon. (1973)

John P. Clark, professor (formal organizations, criminology and deviance, comparative social organization). B.A., 1949, M.A., 1957, Ph.D., 1960, Ohio State. (1990)

Steven Deutsch, professor (sociology of labor, technology, work environment); director, Center for the Study of Work, Economy, and Community. B.A., 1958, Oberlin; M.A., 1959, Ph.D., 1964, Michigan State. (1966)

John B. Foster, associate professor (Marxism, political economy, historical and comparative sociology). B.A., 1975, Evergreen State; M.A., 1977, Ph.D., 1984, York. (1985)

Linda O. Fuller, associate professor (comparative socialism, work, development and social change). B.A., 1966, M.A., 1977, Ph.D., 1985, California, Berkeley. (1989)

Richard P. Gale, professor (environmental sociology, natural resources, community); director, environmental studies. B.A., 1960, Reed; M.A., 1962, Washington State; Ph.D., 1968, Michigan State. (1967)

Marion Sherman Goldman, associate professor (deviance, gender, new religious movements). A.B., 1967, California, Berkeley; M.A., 1970, Ph.D., 1977, Chicago. (1973)

Patricia A. Gwartney-Gibbs, associate professor (social demography, methods, stratification). A.B., 1973, California, Berkeley; M.A., 1979, Ph.D., 1981, Michigan. (1981)

Benton Johnson, professor (sociology of religion, theory); head, religious studies. B.A., 1947, North Carolina; M.A., 1953, Ph.D., 1954, Harvard. (1957)

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)

Eric Margolis, assistant professor (qualitative research methods, sociology of education, visual sociology). B.A., 1969, State University of New York at New Paltz; Ph.D., 1978, Colorado. (1990).

Gregory McLauchlan, assistant professor (political sociology, peace and war, science and technology). B.A., 1974, M.A., 1978, Ph.D., 1988, California, Berkeley. (1989)

Sandra L. Morgen, associate professor (women and health care, women and work, social movements); director, Center for the Study of Women in Society. B.A., 1972, Texas at Austin; M.A., 1975, Ph.D., 1982, North Carolina. (1991)

Robert M. O'Brien, professor (criminology, methodology and statistics, stratification). B.S., 1967, Pomona; M.S., 1970, Ph.D., 1973, Wisconsin. (1981)

Mary Romero, associate professor (race, class, and gender; women and work). B.A., 1974, Regis; Ph.D., 1980, Colorado at Boulder. (1990)

Jean Stockard, professor (sociology of education, sociology of gender, methodology). B.A., 1969, M.A., 1972, Ph.D., 1974, Oregon. (1974)

Donald R. Van Houten, professor (complex organizations, work). B.A., 1958, Oberlin; Ph.D., 1967, Pittsburgh. (1968)

Jack Whalen, associate professor (social psychology, ethnomethodology and conversation analysis, social movements). B.A., 1973, Temple; M.A., 1980, Ph.D.,1984, California, Santa Barbara. (1983)

Marilyn Whalen, assistant professor (social psychology, socialization, language and social interaction). B.A., 1977, Franconia; M.A., 1982, 1985, Ph.D., 1990, California, Santa Barbara. (1991)

Emeriti

Theodore B. Johannis, Jr., professor emeritus (sociology of time and leisure, socialization, marriage and the family). B.A., 1948, M.A., 1948, Washington State; Ph.D., 1955, Florida State. (1953)

Miriam M. Johnson, professor emerita (sex and gender, the family, socialization). B.A., 1948, North Carolina; M.A., 1953, Ph.D., 1955, Harvard. (1959)

Walter T. Martin, professor emeritus (population, deviance, urban sociology). B.A., 1943, M.A., 1947, Ph.D., 1949, Washington (Seattle). (1947)

David Milton, professor emeritus (political sociology, stratification, comparative social structures). 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, learning and instructional leadership

Ann P. Hawkins, international studies

Judith H. Hibbard, planning, public policy and management

David Jacobs, political science

Anita Weiss, international studies

UNDERGRADUATE STUDIES

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups. The undergraduate program in the Department of Sociology is intended to provide a broad understanding of human society for students in all fields as well as integrated programs for majors in sociology.

Preparation. High school students planning to major in sociology should take courses in history and social studies. Substantial work in mathematics, English composition, and foreign languages is also desirable. Two-year transfer students are advised to come with a year's work in introductory-level sociology courses as well as courses that fulfill university group requirements.

Careers. Recent graduates with bachelor's degrees in sociology are found in all the pursuits traditionally open to liberal-arts graduates—especially beginning positions in social work, personnel work, and recreation. Some graduates get additional training in graduate professional schools of social work, business administration, and law. A bachelor's degree alone is seldom sufficient to allow a person to enter a professional career as a sociologist. Students who seek careers as social scientists enter graduate programs in sociology or related fields.

Departmental Offerings

Undergraduate courses in sociology are given on three levels. Courses at the 200 level provide an introduction to the field. The basic course is the one-term Introduction to Sociology (SOC 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.

Interest Areas

The Community, Urban Affairs, Population, and Resources. World Population and Social Structure (SOC 303), Community, Environment, and Society (SOC 304), America's Peoples (SOC 305), Social Demography (SOC 415), Issues in Sociology of Environment (SOC 416), Urbanization and the City (SOC 442), Sociology of Developing Areas (SOC 450)

Criminology and Delinquency. Introduction: Deviance, Control, and Crime (SOC 380), Crime and Social Control (SOC 480), Issues in Deviance, Control, and Crime (SOC 484)

Methodology. Introduction to Social Research (SOC 311), Quantitative Methods in Sociology (SOC 312), Sociological Research Methods (SOC 411, 412, 413)

Organizations and Occupations. Work and Occupations (SOC 346), Complex Organizations (SOC 347), Issues in Sociology of Work (SOC 446), Issues in Sociology of Organizations (SOC 447), Social Stratification (SOC 451)

Social Institutions. Sociology of the Family (SOC 330), Issues in Family Sociology (SOC 425), Sociology of Religion (SOC 461), Political Sociology (SOC 465), Sociology of Education (SOC 491)

Social Issues and Movements. Social Inequality (SOC 207), American Society (SOC 301), Social Issues and Movements (SOC 313), Race, Class, and Ethnic Groups (SOC 345), Political Economy (SOC 420), Sociology of Race Relations (SOC 445), Social Stratification (SOC 451), Issues in Sociology of Gender (SOC 455), Systems of War and Peace (SOC 464)

Social Psychology. Introduction to Social Psychology (SOC 328), Advanced Topics in Social Psychology (SOC 428), Ethnomethodology and Conversation Analysis (SOC 435)

Social Theory. Development of Sociology (SOC 310), Marxist Sociological Theory (SOC 475)

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 16 400-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 count toward the major
4. Courses used to satisfy major requirements must be taken for letter grades, and at least a 2.50 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), and a P must be achieved if they are applied 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. Undergraduate students can receive a variety of advising services from the peer advisers, who maintain regular office hours. With the help of peer advisers and the faculty adviser, the student should set out a model program that emphasizes those experiences most useful for the student's educational and career objectives. Several suggested model programs are listed below. It is essential, however, that students consult their advisers concerning the selection of courses. Students with specific career plans may also consult the Career Planning and Placement Service, 244 Hendricks Hall, for advice on suitable course programs.

General Sociology. Students who want a broad liberal-arts education should begin with SOC 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 choose from courses that provide more depth in the study of social institutions. Courses on social stratification, social psychology, and social change help to tie these diverse areas together by providing perspectives that are useful in the study of any institutional area. Finally, courses in sociological theory and methodology provide general analytical and research skills that are useful both in sociology courses and in whatever activities the student pursues after graduation.

Social Service Professions. The social service professions are those that help people. They include social work, counseling, community relations, housing, labor relations, and human resources. Students majoring in sociology who want to enter one of the helping professions should take at least one course in sociological methodology, at least two courses in social psychology, and several courses dealing with social issues and problems.

Students may also 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 Planning and Placement Service.

Business or Government Service. Many sociology majors find employment with business or government organizations. These organizations typically require general human-relations skills, some awareness of organizations and the surrounding social environment, and an ability to analyze and understand basic social data. Students interested in possible employment with such organizations should include in their programs courses in methodology, social psychology, and organizations and occupations.

They may also supplement their programs with courses in the College of Business Administration and in the Department of Economics.

Students with career goals in governmental service should include course work covering the community, urban affairs, population, and resources; social psychology; organizations and occupations; and methodology. They might also want to include related courses in the planning, public policy and management; political science; and economics departments.

Honors Program

The honors program in sociology provides qualified students a challenging academic experience, opportunities for independent work, and close contact with faculty members. The program's bachelor's degree with honors centers around an independent research project developed by the student and carried out under the supervision of a departmental committee.

Students may apply to the honors program at any time during or after the third term of their sophomore year but no later than the first term of their senior year. The program is open not only to students enrolled in the university's Clark Honors College but also to any outstanding and highly motivated student who wants a rewarding intellectual experience. While the program may be especially important for students planning advanced training in sociology, it may also be of interest to qualified students who eventually plan to enter other professional fields.

More information about the honors program, including how to apply, is available in the department office.

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 to do graduate work in sociology should have a strong background in sociological theory and social research methods well beyond the required courses. Besides taking advanced courses in areas of special interest to them, students planning graduate study should take a substantial number of upper-division courses in the other social sciences.

Applications to graduate school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisers about programs at various schools, experiences to increase the chances of admission, and requirements for students in graduate programs in sociology.

Secondary School Teaching

Although the University of Oregon does not offer professional preparation of social studies teachers, an academic major in sociology provides a strong subject-matter background for entry into a secondary teacher-education program. Students interested in a teaching career may obtain information about teacher education from the Office of Academic Advising and Student Services, 164 Oregon Hall.

GRADUATE STUDIES

The graduate program of the Department of Sociology is intended primarily to lead to the doctor of philosophy (Ph.D.) degree.

Students seeking an advanced degree in sociology should have achieved a grade point average (GPA) of 3.00 or better in their undergraduate work in the social sciences. Admission is not restricted to students with undergraduate majors in sociology, although the chance of admission is considerably reduced for someone without any undergraduate work in sociology.

Students admitted to the graduate program with a bachelor's degree are required to complete 54 credits of graduate-level work—all 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 54-credit requirement in their first six terms of enrollment. Those maintaining a GPA of 3.00 or better are awarded either a master of arts (M.A.) or a master of science(M.S.) degree upon completion of this requirement.

Prior to being admitted to the doctoral program, students must pass the departmental qualifying examination in theory and methods. 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*, may be obtained from the department. It describes the graduate program, specifies the materials needed to apply for admission, lists specific course requirements, and includes a current 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 are advised to consult the most recent UO Schedule of Classes *or inquire at the Department of Sociology.*

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [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) A selection of topics applying 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.

400 Innovative Education: [Topic] (1–5R)

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 Occupational Health and Safety, Social Thought and the Environment, Sociology of Labor.

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 (4,4,4S) 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 inferential statistics. Prereq: SOC 311, 312 or equivalent. **413/513:** multiple regression and other advanced statistical techniques. Prereq: SOC 412/512.

415/515 Social Demography (4) Causes and consequences of demographic change in racial or ethnic groups in the United States. Techniques of demographic analysis. Prereq: SOC 303 or equivalent or 12 credits in sociology.

416/516 Issues in Sociology of the Environment: [Topic] (4) 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 both Marxian and mainstream traditions introduce contemporary debates on socioeconomic crisis. Prereq: 12 credits in sociology or instructor'sconsent.

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 common-sense 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 psy-

chology; ES 103; SOC 345 or instructor's consent.

446/546 Issues in Sociology of Work: [Topic] (4R) Selected topics in the 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 within Third World nations in 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 Women and Work; Women and Health; Class, Gender, and Race. 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 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

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; The 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)

620 Durkheim and Weber (3) Critical examination of the major works of Emile Durkheim and Max Weber.

625 Modern Functionalism (3) Examination of the works of Talcott Parsons, the major works of those influenced by him, and the critical reception accorded them. Prereq: SOC 620.

630 Classical Marxist Theory (3) Critical overview of the first century of classical Marxist theory. Emphasis on the seminal writings of Marx and Engels.

635 Contemporary Marxist Theory (3) Examination of contemporary developments and debates in Marxist and neo-Marxist sociological theory.

640 Issues in Sociological Theory (3) Major sociological theories, perspectives, and issues not covered in detail in SOC 620 or 630.

645 Interactionist Theory (3) Introduction to the analytic traditions that are commonly grouped under the rubric of "interactionist theory" in American sociology: phenomenology, pragmatism, symbolic interaction, ethnomethodology, and Goffman's "micro-Durkheimian" perspective. Prereq: SOC 620, 630.

660 Experimental Methods and Design (3) The logic and design of experimentation in nonlaboratory social settings. Field approximations to experimental research; quasi-experimental designs. Factors affecting the validity of field experiments. Evaluation of social programs. Prereq: graduate standing, SOC 412/512 or equivalent or instructor's consent.

665 Survey Methods and Design (3) The logic and methods of survey design and sampling, question construction, survey layout and implementation; codebook construction, coding, and data analysis. Prereq: graduate standing, SOC 412/512 or equivalent or instructor's consent.

669, 670 Field Research Methods and Design I,II (3,5S) Observing events in a natural setting; describing cultures on their own terms; the discovery of characteristic ways in which people categorize, code, and define their own experience.

675 Demographic Methods (3) Demographic techniques as tools; censuses as data sources for research in social phenomena. Understanding the nature and uses of censuses; employing demographic methods in research.

680 Historical and Comparative Methods in Sociology (3) Historical and comparative methods in sociological research. Theory construction, hypothesis testing, and the use of quantitative and qualitative historical sources.

681 Comparative-Historical Sociology (3) Introduction to comparative-historical methods in analyzing macrosociological structures and processes. Discussion of theory construction, research process, problems of verification or falsification.

SOUTHEAST ASIAN STUDIES

110 Gerlinger Hall
Telephone (503) 346-4816
Program Director

Program Committee

William S. Ayres, anthropology (Thailand)
Aletta Biersack, anthropology (New Guinea)
Kathie L. Carpenter, linguistics (Thai language)
Scott DeLancey, linguistics (Sino-Tibetan languages)
Janet W. Descutner, dance (Southeast Asian dance)
Robert E. Felsing, library (Asian bibliography)
Gerald W. Fry, international studies (Thailand)
Ann P. Hawkins, international studies (Indonesia)
Robert Kyr, music (Indonesia)
Nancy M. Lutz, anthropology (Indonesia)
Glenn A. May, history (Philippines)
Geraldine Moreno-Black, anthropology (Thailand, Indonesia)
Robert Proudfoot, international studies (Laos, Vietnam)
Kenneth D. Ramsing, decision sciences (Thailand)
Theodore Stern, anthropology (Thailand)
Norman D. Sundberg, psychology (cross-cultural psychology)
Robert B. Textor, international studies (Thailand)
Anita Weiss, international studies (Muslim societies)
Ronald Wixman, geography (ethnic geography)
Harry F. Wolcott, anthropology (education and anthropology)

In fall 1986 the University of Oregon launched the Southeast Asian Studies Project to enrich the breadth of its Asian studies offerings. To facilitate exchange among their students and faculty members, the Universities of Washington and British Columbia joined the University of Oregon in establishing the Northwest Regional Consortium for Southeast Asian Studies. The consortium sponsors a biennial conference that addresses timely issues; sponsors presentations by Southeast Asian scholars; and conducts outreach activities for Northwest institutions, schools, and businesses.

Grants from the United States Department of Education, the United States Information Agency, the Ford Foundation, the Luce Foundation, the Sasakawa Peace Foundation, and the UO Humanities Center have fostered the development of several new courses on Southeast Asia as well as travel opportunities and fellowships.

A list of Southeast Asian studies courses is included in the **Asian Studies** section of this bulletin. Examples of courses about Southeast Asia are Cooperation, Conflict, and Global Resources (INTL 251), Cultures of Island Southeast Asia (ANTH 436/536), Cultures of Mainland Southeast Asia (ANTH 437/537), The Pacific Challenge (INTL 440/540), Southeast Asian Political Novels and Films: Changing Images (INTL 441/541), Gamelan (MUS 490/590). An interdisciplinary faculty group with field experience in the Philippines, Thailand, Indonesia, Laos, Malaysia, Myanmar, and Vietnam has coordinated development of the curriculum. The study of Thai, Indonesian, Vietnamese, and Filipino is offered.

Several foreign language area-studies fellowships are available for graduate students taking Southeast Asian language courses. Luce Foundation graduate teaching fellowships are available for graduate studies in Southeast Asian studies. Overseas travel funds are also available for research and cooperative international projects.

Students can enhance degree programs in anthropology, art history, Asian studies, business, comparative literature, economics, geography, history, international studies, linguistics, philosophy, political science, psychology, religious studies, and sociology with a specialization in Southeast Asian studies.

STATISTICS

305 Gilbert Hall
Telephone (503) 346-3315
Larry E. Richards, Committee Chair

Steering Committee

Lorraine G. Davis, academic affairs
Stephen E. Haynes, economics
Robert M. O'Brien, sociology
Larry E. Richards, decision sciences
Maureen R. Weiss, exercise and movement science
Daming Xu, mathematics

The University of Oregon does not have a formal department or faculty of statistics. However, there are numerous course offerings that are either exclusively or primarily courses in statistics. Over the past several decades statistical techniques have become a primary tool of empirical research. As such, a variety of functional areas and disciplines teach applied statistical techniques. This is particularly true at the graduate level, where research plays an important role. Listed below are courses in statistics offered at the university.

Degrees Offered

It is possible to earn an undergraduate or graduate degree with a specialty in statistics through the Department of Decision Sciences in the College of Business Administration or through the Department of Mathematics in the College of Arts and Sciences. Interested students should inquire at the appropriate department for specific requirements.

Courses Offered

Statistics courses are offered in seven departments and the following ten areas. An asterisk (*) denotes related courses that should be taken in sequence. Both students and advisers should be aware that, within any given area, two or more courses offered by different departments may contain such similar content that a student may not be granted credit toward graduation for more than one 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 II (PS 446/546)

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 430/530)

Psychology. Data Analysis II (PSY 612)

Decision Theory

Decision Sciences. Applied Decision Analysis (DSC 425/525), Decision Analysis for Negotiation Problems (DSC 626)

Multivariate Statistics

Decision Sciences. Applied Multivariate Analysis (DSC 643)

Exercise and Movement Science. Applied Multivariate Statistics (EMS 694)

Nonparametric Statistics

Decision Sciences. Applied Nonparametric Statistics (DSC 633)

Regression

Decision Sciences. Applied Regression Analysis (DSC 435/535)

Economics. Introduction to Econometrics (EC 421/521), Econometrics (EC 424/524, 425/525)*

Mathematics. Multivariate Statistical Methods (MATH 427/527), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463/563)

Psychology. Data Analysis III (PSY 613)

Sociology. Sociological Research Methods (SOC 413/513)

Sampling Techniques

Decision Sciences. Applied Sampling (DSC 420), Applied Sampling Techniques (DSC 620)

Theory of Probability and Statistics

Mathematics. Mathematical Statistics I,II,III (MATH 464/564, 465/565, 466/566),* Theory of Estimation and Testing Hypotheses (MATH 667, 668, 669),* Theory of Probability (MATH 671, 672, 673),* Advanced Topics in Probability and Statistics (MATH 693, 694, 695)

Time Series

Decision Sciences. Applied Time Series Analysis for Forecasting (DSC 440/540)

THEATER ARTS

216 Villard Hall
Telephone (503) 346-4171
John C. Watson, Department Head

FACULTY

Robert Barton, professor (acting); undergraduate coordinator. B.A., 1967, Western Michigan; M.A., 1968, Ph.D., 1977, Bowling Green State. (1980)

Alexandra Bonds, associate professor (costume designer). B.S., 1972, Syracuse; M.A., 1974, Denver. (1979)

Grant F. McKernie, associate professor (dramatic literature and criticism). B.A., 1964, Northwestern; M.A., 1965, Ph.D., 1972, Ohio State. On leave 1994–95. (1979)

Elizabeth C. Ramírez, assistant professor (theory, multicultural theater, dramaturgy); graduate coordinator. B.A., 1971, St. Mary's; M.A., 1974, California, Los Angeles; Ph.D., 1982, Texas at Austin. (1992)

Janet Rose, senior instructor (technical director, lighting designer). B.F.A., 1977, Florida Atlantic; M.F.A., 1979, Ohio. On leave spring 1995. (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 (rhetoric and communication); university president emeritus. A.B., 1931, California, Pasadena; M.A., 1935, Ph.D., 1946, Southern California; LL.D., 1968, California, Santa Clara. (1969)

Faber B. DeChaine, professor emeritus (acting, theory, criticism). B.S., 1952, Oregon; M.A., 1953, Michigan State; Ph.D., 1963, Minnesota. (1964)

Robert P. Friedman, professor emeritus (rhetorical criticism, argumentation, ethics and freedom of speech). B.A., 1948, North Carolina; M.A., 1950, Ph.D., 1954, Missouri. (1965)

Horace W. Robinson, professor emeritus (acting, directing, dramaturgy). B.A., 1931, Oklahoma City; M.A., 1932, Iowa. (1933)

Dominic A. LaRusso, professor emeritus (rhetorical theory, nonverbal communication). B.A., 1950, M.A., 1952, Washington (Seattle); Ph.D., 1956, Northwestern. (1968)

John R. Shepherd, professor emeritus (process of visual communication). B.A., 1946, M.A., 1947, Stanford; Ph.D., 1952, Southern California. (1957)

D. Glenn Starlin, professor emeritus (criticism, international broadcasting). B.A., 1938, Idaho; M.A., 1939, Ph.D., 1951, Iowa. (1947)

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

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. Some courses, preprofessional in nature, provide vocational competence in teaching and in some aspects of commercial theater. Some students seek careers in commercial, educational, and community theaters as designers, actors, technicians, stage managers, or theater managers. Many continue specialized training in 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 and costume and lighting facilities are open daily. Students are encouraged to sign up for production workshop classes or to practice their crafts as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops, which are well equipped for instruction in theater skills.

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 the 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. Three terms of production-crew assignment
2. All of the following: Introduction to Design (TA 110); Theater Production I,II (TA 111, 112); Acting I (TA 250); Introduction to Theater Arts I,II (TA 271, 272); Play Direction (TA 364); History of the Theater I,II,III (TA 367, 368, 369); one advanced upper-division course in design or technology; one advanced upper-division

course in theory, history, or criticism; and four additional upper-division courses in theater arts

3. From outside the department: one additional upper-division course in dramatic literature
4. Satisfactory completion (letter grades of mid-C or better) of all course work for the major

Grading Options. Some courses in theater arts are offered pass/no pass (P/N) only. Work counts toward fulfillment of the 180-credit requirement for a B.A. or B.S. only if satisfactorily completed.

Honors Program

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 15 must be taken at the university and 15 must be upper division. One course in each of the following areas must be included: literature and criticism, performance, technical theater, and theater history. All course work for the minor must be completed with letter grades of mid-C or better.

GRADUATE STUDIES

The theater arts department offers graduate work in acting, directing, playwriting, design, history, and theory leading to the M.A., M.S., M.F.A., and Ph.D. degrees. Students entering this program should have an undergraduate major in theater arts or the equivalent.

Graduate Degree Requirements

Both the M.A. and the M.S. degrees require 45 credits in graduate courses, and both require a thesis with an oral examination. The M.A. also requires competence in one foreign language.

The M.F.A. is typically a three-year program requiring a minimum of 54 credits. Areas of specialization are directing, acting, set design, playwriting, lighting design, and costume design. Students may not apply for admission to the M.F.A. program until they have enrolled for 36 credits in courses appropriate for the M.A. degree. A list of specific course requirements is available from the department. Typically, course work is substantially completed during the first two years, and students work on their terminal artistic projects during subsequent terms. An oral evaluation and review of the project is held following completion of the project performance. A written report on the project, previewed by the candidate's report committee, follows the review.

The Ph.D. degree has no minimum credit requirement. However, most theater arts students take approximately 130 credits beyond the bachelor's degree. After candidates have completed most of their course work, they write a comprehensive examination and take an oral examination. A dissertation with an oral defense is required. The dissertation must be completed within three years after the student is advanced to candidacy, which happens after passing the comprehensive examination. The comprehensive examination committee may require that all or part of the examination be retaken with or without additional courses. Students who fail to pass this examination by the second try may not remain in the theater arts Ph.D. program.

General Requirements. The only course required of all theater-arts graduate students is Research Methods (TA 611). Ph.D. candidates are expected to complete 45 to 60 credits beyond the master's degree in history, theory, and literature of the theater.

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 foreign language. Students seeking the Ph.D. degree must acquire two research tools, one of which must be the knowledge of a foreign language. The other may be another foreign 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)

110 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.

111, 112 Theater Production I,II (4,4) Introduction to the mechanics of mounting a theatrical production including basic construction of scenery props and costumes, use of shop and lighting equipment, and shop and crew organization. Bonds, Rose, Williams. Includes laboratory.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R) Stage crew: lighting, scene, costume.

200 Innovative Education: [Topic] (1–5R)

250 Acting I (4) Principles of warm-ups, Stanislavski system, individual inventory, 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 I (4) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual. McKernie.

272 Introduction to Theater Arts II (4) Recent theater including drama since World War II and new trends and developments in theater practice. Prereq: TA 271. McKernie.

318 Costume Construction (4) Practical problems encountered in building and decorating costumes for the stage. Bonds.

351 Techniques: Acting IV (4) Problems in the use of voice in dramatic roles. Prereq: instructor's consent.

352 Styles: Acting V (4) Problems in the analysis and presentation of characters from nonrealistic, noncontemporary theater. Prereq: instructor's consent.

364 Play Direction (4) Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization. Prereq: TA 250 or equivalent or instructor's consent. Watson.

367, 368, 369 History of the Theater I,II,III (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)

400 Innovative Education: [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. Offered 1994–95 and alternate years.

416/516 Costume Design (4) Beginning design concepts and various artistic media as applicable to costume design and rendering techniques. Bonds. Not offered 1994–95.

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. Not offered 1994–95.

418/518 Costume Pattern Drafting (4) Designing patterns through flat patterning and draping techniques. Practical experience in pattern development and execution. Bonds. Not offered 1994–95.

423/523 Theater Arts Pedagogy: [Topic] (4R) Practical experience as teaching assistant including research, presentation,

coaching, and written reports. Available in a variety of disciplines. Prereq: instructor's consent. **R** three times 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. Not offered 1994–95.

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. Prereq: TA 110, 111, 112 or instructor's consent. Williams.

441/541 Scene Design I (4) Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. Design process and procedures related to the proscenium stage only. Prereq: TA 425/525, 440/540 or instructor's consent. Williams.

442/542 Scene Design II (4) Selected problems in the design of dramatic productions. Prereq: TA 440/540, 441/541, instructor's consent. Williams. Not offered 1994–95.

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 or instructor's consent. Watson. Not offered 1994–95.

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. Ramírez.

462 Advanced Script Analysis: [Topic] (4R) Topics in theater literature including recent European drama, recent American drama, recent British drama, and American musical theater. DeChaine, McKernie, Watson. **R** three times 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** three times when topic changes for maximum of 16 credits. Not offered 1994–95.

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. Ramírez. **R** four times when topic changes for maximum of 20 credits.

475/575 Teaching Theater (4) Methods of instruction, construction of syllabi, selecting texts and reference materials, classroom presentation. Prereq: instructor's consent.

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. Ramírez.

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. Ramírez. Not offered 1994–95.

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

315 Hendricks Hall
Telephone (503) 346-5529
Program Director

PROGRAM COMMITTEE FACULTY

Catherine Anne Laskaya, English
Sandra L. Morgen, sociology
Barbara Corrado Pope, women's studies
Martha A. Ravits, women's studies
Elizabeth S. Reis, history
Virpi Zuck, Germanic languages and literatures

FACULTY

Barbara Corrado Pope, associate professor. B.A., 1964, Hiram; M.A., 1966, Iowa; Ph.D., 1981, Columbia. (1976)

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

Barbara K. Altmann, Romance languages
Aletta Biersack, anthropology
Cynthia J. Brokaw, history
Sara N. Brownmiller, library
Randi M. Brox, Romance languages
Frances B. Cogan, honors college
Irene Diamond, political science
C. H. Edson, learning and instructional leadership
Linda F. Ettinger, arts and administration
Beverly Fagot, psychology
Marilyn Farwell, English
Linda O. Fuller, sociology
Marion Sherman Goldman, sociology
Patricia A. Gwartney-Gibbs, sociology
Leslie J. Harris, law
Judith H. Hibbard, planning, public policy and management
Lauren J. Kessler, journalism and communication
Julia Lesage, English
Elke Liebs, Germanic languages and literatures
Elisabeth A. Marlow, Romance languages
Mavis Howe Mate, history
Barbara D. May, Romance languages
Randall E. McGowen, history
Geraldine Moreno-Black, anthropology
Sandra L. Morgen, sociology
F. Regina Psaki, Romance languages
Elizabeth S. Reis, history
Mary Romero, sociology
Mary K. Rothbart, psychology
Karla L. Schultz, Germanic languages and literatures
Carol T. Silverman, anthropology
Priscilla Southwell, political science
H. Leslie Steeves, journalism and communication
Jean Stockard, sociology
Nathaniel Teich, English
Louise Carroll Wade, history
Anita M. Weiss, international studies
Louise Westling, English
Alan S. Wolfe, East Asian languages and literatures
Mary E. Wood, English
Virpi Zuck, Germanic languages and literatures

UNDERGRADUATE STUDIES

The Women's Studies Program offers students an opportunity to learn about the past and present achievements and experiences of women and to understand more clearly the decisive role that gender has played and continues to play in all human societies.

The program is administered by a committee of faculty members and students appointed by the dean of the College of Arts and Sciences. The program is interdisciplinary, and courses are taught in many areas of study: anthropology, art, counseling, education, English, health, history, journalism, literature, philosophy, planning and public policy, political science, psychology, and sociology among others.

Any student may take women's studies courses. Some students take only a few courses in order to complement the core curriculum of their majors. Others choose to fulfill the 24-credit requirement for a minor in women's studies. Most women's studies courses do not have prerequisites, and Introduction to Women's Studies (WST 101) is an approved social-science group-satisfying course. For more information, see Group Requirements in the **Registration and Academic Policies** section of this bulletin.

The integrative Seminar: Feminist Research Issues (WST 407/507) is designed for upper-division undergraduates and graduate students. It can be taken only once for credit.

Preparation. No specific high school preparation is necessary. Students who transfer to the university from other colleges may apply up to 9 credits of women's studies courses to the minor program.

Careers. Since women comprise more than half of the world's population, an understanding of their experiences, abilities, and needs is an asset to careers in such fields as education, social service, government, business, law, the ministry, journalism, counseling, health, and child care. In addition, a women's studies background can be used as a basis for entering a growing number of graduate programs that emphasize the study of women or gender.

Minor Requirements

The minor in women's studies requires 24 credits including at least 12 WST credits and at least 9 credits chosen from cross-listed upper-division courses offered by other departments. *(See Courses in Other Departments below.)* The remaining 3 credits may be in either women's studies or cross-listed upper-division courses. Introduction to Women's Studies (WST 101) is required, and candidates for the minor are strongly urged to take Seminar (WST 407) or History and Development of Feminist Theory (WST 412). No more than 6 credits of Reading and Conference (WST 405) and Practicum (WST 409) may be counted toward the minor. No more than 9 credits may be taken pass/no pass. Courses applied to any major may not count for the women's studies minor. At least 15 credits must be taken at the University of Oregon.

Students 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 department.

GRADUATE STUDIES

The graduate certificate in women's studies requires 24 credits in courses approved by the Women's Studies Committee. At least 9 of these credits must be in core courses in the Women's Studies Program: Seminar (WST 507 or 607), History and Development of Feminist Theory (WST 512), Reading and Conference (WST 605), Practicum (WST 609). No more than 6 credits of Reading and Conference (WST 605) and Practicum (WST 609) can be counted toward the certificate. At least 12 credits must be taken in approved graduate courses offered by other departments. No courses used to fulfill the undergraduate minor in women's studies can be counted toward completion of the graduate certificate. 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).

Students who are unconditionally admitted to the Graduate School may earn the women's studies certificate in one of the following ways: as an isolated certificate for 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 master's degree in another discipline. For more information see the **Graduate School** section of this bulletin.

Application materials are available in the women's studies office.

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)

200 Innovative Education: [Topic] (1–5R)

333, 334 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. **333:** 1600 to 1870. **334:** 1870 to the present.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

401 Research: [Topic] (1–16R)

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

407/507 Seminar: [Topic] (1–5R) A recent topic is Feminist Research Issues. R when topic changes.

408/508 Workshop: [Topic] (1–16R)

409 Practicum: [Topic] (1–5R)

410/510 Experimental Course: [Topic] (1–4R)

412/512 History and Development of Feminist Theory (4) Theories of oppression and liberation of women in America and Europe. Emphasis is on post-1960s theories. Prereq: WST 101 or SOC 355.

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)

Courses in Other Departments

See descriptions under named departments. Other courses may qualify; check at the Women's Studies Program office for details.

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)

Arts and Administration. Women and Their Art (AAD 452/552)

East Asian Languages and Literatures: Chinese. Women, Gender, and Chinese Literature (CHN 350)

English. Women Writers' Cultures (ENG 315), Women Writers' Forms (ENG 316), Film Directors and Genres: Women and Melodrama, Women Filmmakers (ENG 490/590), Feminist Film Criticism (ENG 496/596), Studies in Women and Literature (ENG 498/598), Topics in Women and Literature (ENG 696)

Germanic Languages and Literatures: German. German Gender Studies (GER 354)

Germanic Languages and Literatures: Scandinavian. Scandinavian Women Writers (SCAN 353)

History. Perceptions and Roles of Women from the Greeks through the 17th Century (HIST 310), Women and Social Movements in Europe from 1750 to the Present (HIST 311)

International Studies. Gender and International Development (INTL 421/521)

Journalism and Communication. Women, Minorities, and Media (J 320)

Learning and Instructional Leadship: Educational Policy and Management. Educational History of American Women (EDPM 472/572)

Philosophy. Philosophy and Feminism (PHIL 215)

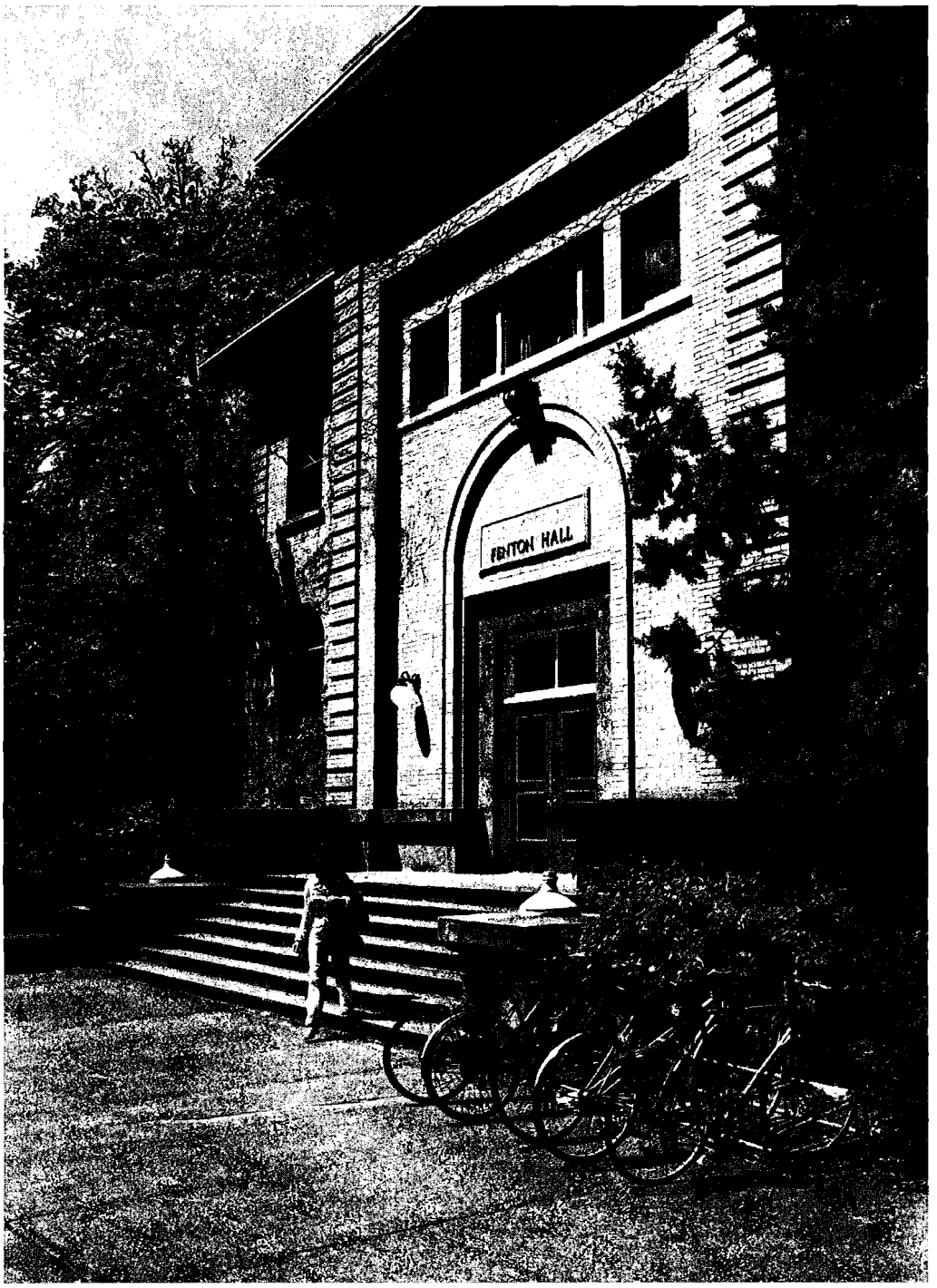
Political Science. Women and Politics (PS 348), Feminist Theory (PS 483/583)

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 the Family (SOC 330), Sociology of Women (SOC 355), Issues in Family Sociology (SOC 425/525), Issues in Sociology of Gender (SOC 455/555), Feminist Theory (SOC 456/556)


FENTON HALL

Preparatory Programs and Special Studies

PREPARATORY PROGRAMS

Students may begin preparation for the following professional or graduate programs at the University of Oregon. Some of the programs simply require a bachelor's degree for admission, while others require specific undergraduate courses and field experience. In all cases, interested students should consult appropriate university advisers. The Office of Academic Advising and Student Services assists students in the selection of courses, the timing of graduate admission tests, and other aspects of the application process.

ENGINEERING, PREPARATORY

373A Willamette Hall
Telephone (503) 346-4749
David M. Strom, Preengineering Director

Graduates with bachelor's degrees in engineering are in great demand to solve practical problems by applying physical-science principles and mathematics. While it is sometimes difficult to define the difference in outlook between a career in one of the physical sciences, e.g., physics or chemistry, and a career in engineering, engineering solutions to problems are usually much more influenced by practical and economic considerations.

There are two academic phases in earning a bachelor's degree in an engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students wanting to complete their first two to three years of study at a liberal-arts university before transferring to a school of engineering. Details are contained in the *Student Guide for Engineering Preparation at the University of Oregon including the 3/2 Program with Oregon State University*, available 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. Science courses in physics and chemistry are strongly recommended.

PREENGINEERING REQUIREMENTS

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the OSU College of Engineering *Advising Guide*, available from the College of Engineering, Oregon State University, Corvallis OR 97331; telephone (503) 737-5236. 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 1 (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 also offers a three-plus-two program. It allows a student to earn a bachelor's degree in physics from the University of Oregon and a bachelor's degree in engineering 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.

All required preengineering courses must be completed with grades of C– or better for admission to the OSU College of Engineering. Those courses are marked with an asterisk (*) in the sample programs below.

Students not needing both Foundations of Physics II (PHYS 351) and Elementary Functions (MATH 112) should take Calculus I,II,III (MATH 251, 252, 253) as soon as possible. They should then proceed to the next level of required mathematics (MATH 256, 281, 282).

Sample Program

The following sample program is for students prepared to begin calculus in their freshman year.

Freshman Year	*45 credits*
*Calculus I,II,III (MATH 251, 252, 253)	12
*General Physics with Calculus (PHYS 211, 212, 213)	12
*Introductory Physics Laboratory (PHYS 204, 205, 206)	6
College Composition I (WR 121)	3
*Introduction to Numerical Computation with FORTRAN (CIS 133)	4
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	*45 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)	3
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

Oregon State University also requires Lifetime Fitness for Health (HHP 231), a 3-credit course offered at OSU.

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

164 Oregon Hall
Telephone (503) 346-3211
Marliss G. Strange, Coordinator

The Office of Academic Advising and Student Services supervises the following preprofessional health science programs. Information on other health-allied programs is available from the coordinator. Because professional schools change admission requirements frequently, students need to consult regularly with UO advisers and inquire about the professional programs they plan 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.

DENTAL HYGIENE, PREPARATORY

Hilda Yee Young, Head Adviser

The University of Oregon offers courses that satisfy admission requirements for the Oregon Health Sciences University (OHSU) Dental Hygiene Program in Portland.

Completion of a two-year program (90-credit minimum) is required prior to registration in the Dental Hygiene Program. The following courses satisfy basic requirements:

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 (BI 101, 102, 103)

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 in addition to speech

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.

All courses required for admission must be taken for letter grades.

DENTISTRY, PREPARATORY

John R. Lukacs, Director
Marliss G. Strange, Coordinator

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 at the OHSU School of Dentistry 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 bulletin.

Although a bachelor's degree is not an admission requirement, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree.

Science Requirements

The following courses are required at most dental schools in the United States:

Mathematics (MATH 111 and above), 12 credits

One-year general chemistry sequence with laboratories

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

Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222) with laboratories (BI 225, 226, 227) is the recommended biology sequence. Cellular Physiology (BI 223) with laboratory (BI 228) is also recommended

Alternatively, some predental students may take General Biology I,II,III (BI 101, 102, 103). Although this meets minimum admission requirements, it is not recommended as the sole preparation either for dental school work or for the Dental Admission Test. This sequence is acceptable in the UO general science major program, and it prepares students for some upper-division work in biology. It does not, however, substitute for the BI 220–228 core courses required for the biology major. 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

Predental students must realize that there is competition for admission to the OHSU School of Dentistry. The mean grade point average (GPA) of the entering class of 1993 was 3.20. If the GPA is below 3.00 there is less probability of acceptance. However, the Admissions Committee of the School of Dentistry makes special allowance for students who start 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 Planning and Placement Service, 244 Hendricks Hall.

Recommended Electives. Dental schools recommend that predental students, in addition to completing the basic requirements already described, choose electives that broaden their cultural background and strengthen their scientific training. Courses in the following fields are suggested: developmental biology, microbiology, genetics, physical chemistry, mathematics, foreign language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, literature, anthropology, and personnel management. Students should explore their own interests and obtain the best possible general cultural education.

The guidance of predental advisers in course planning is indispensable, and their counsel should be sought regularly.

Dental Preceptorship. The university sponsors a dental preceptorship program through the Predental Club that allows students to observe dental professionals at work. The Predental Club is a group of students interested in dentistry and dental hygiene. The students organize free tours of the Oregon Health Sciences University School of Dentistry, promote dental health through a Dental Awareness Day, and serve as peer advisers. For more information inquire at the prehealth sciences information area in 164 Oregon Hall.

MEDICAL TECHNOLOGY, PREPARATORY

M. Charlene Larison, Head Adviser

The medical technology preparatory program is under review. At present the University of Oregon does not have a complete program to prepare students for entry into the professional component of medical technology training. Students can obtain individual assistance from the head adviser to identify professional programs and select most of the basic courses required for admission.

MEDICINE, PREPARATORY

Marliss G. Strange, Head Adviser

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 in 164 Oregon Hall. Because most students apply to eight to ten medical schools besides the OHSU School of Medicine, they should consult this book during their junior year.

Minimum Requirements

The minimum requirements for admission to the OHSU School of Medicine and many other medical schools can be met with the following course work:

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 Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222) with laboratories (BI 225, 226, 227) to meet this requirement.

Cellular Physiology (BI 223) with laboratory (BI 228) is recommended

Alternatively, some students may take General Biology I,II,III (BI 101, 102, 103). 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 prepares students for some upper-division work in biology. The sequence does not, however, substitute for the BI 220–228 core courses required for the biology major and for admission to most upper-division course work in biology.

One college-level mathematics course. Many schools require a course in 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 behavioral sciences (psychology, sociology, or anthropology)

Specific courses are recommendations only; in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and postbaccalaureate students may meet the minimum requirements in other ways; they should consult their advisers and *Medical School Admission Requirements*. More detailed information on curriculum, application procedures, and the medical profession is available at the prehealth sciences information area in 164 Oregon Hall.

Admission

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 bulletin 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 credits earned in medical school may be transferred back to the undergraduate institution to satisfy bachelor's degree requirements in remaining upper-division science credits. Students planning to enter medical school at the end of their junior year should consult advisers regularly to ensure that general university and departmental major requirements are met. 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, and letters of recommendation.

Currently, a 3.50 GPA is the national mean for accepted applicants, and it is unlikely that a candidate with a GPA below 3.00 would be accepted at most United States medical schools. Furthermore, courses taken to satisfy the science requirements must be taken for letter grades. The pass/no pass option should be used sparingly and only in nonscience courses.

Nearly all medical schools require applicants to take the MCAT, given in early spring and 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 164 Oregon Hall at the prehealth sciences information area, which also has a manual that describes the test and provides practice questions and suggestions for preparing for the test. Applicants are urged to take the test in the spring of the calendar year immediately preceding the year of admission to medical school or no later than the fall term one 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.

The university sponsors an academic and service society, the Asklepiads. For more information, see the **Honors and Awards** section of this bulletin.

Osteopathic medical schools require basically the same minimum undergraduate program. A few schools request letters of recommendation from practicing osteopaths.

Chiropractic medical schools require many of the same courses, although some require anatomy and physiology.

NUCLEAR MEDICAL TECHNOLOGY, PREPARATORY

Nuclear medical technology is a paramedical specialty concerned with the use of radioactive materials for diagnostic and therapeutic purposes. The Veterans Administration Medical Center in Portland is affiliated with the Oregon Health Sciences University for purposes of providing training for this rapidly growing profession. To be admitted to the one-year (twelve-month) program, applicants must have completed a bachelor's degree with a major in biology, chemistry, or physics. General science majors are considered if they have completed prerequisite science courses. Certified medical technologists, radiologic technologists, and nurses with four-year degrees are also admissible.

The Office of Academic Advising and Student Services, in 164 Oregon Hall, has additional information.

NURSING, PREPARATORY

Hilda Yee Young, Head Adviser

The University of Oregon offers most of the courses required for admission at the Oregon Health Sciences University School of Nursing and its associated programs. Students can begin at the UO with required courses in chemistry and mathematics and then transfer to another institution or supplement course work at the UO with courses at Lane Community College.

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.

Prior to registration students should contact the head adviser, who can provide information about all the above options and assist in selecting appropriate courses.

PHARMACY, PREPARATORY

James W. Long, Head Adviser

The University of Oregon offers a program that fulfills admission requirements to the Oregon State University (OSU) College of Pharmacy and to many other accredited pharmacy schools. Students considering other pharmacy schools should review *Pharmacy Schools Admission Requirements*, available in the Office of Academic Advising and Student Services, 164 Oregon Hall.

The prepharmacy curriculum for the OSU College of Pharmacy requires 90–96 credits, including:

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)

General Biology I,II,III (BI 101, 102, 103) ***or*** Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222) with laboratories (BI 225, 226, 227)

Bacteriology (BI 318)

Calculus I (MATH 251) or Calculus for Business and Social Science I (MATH 241)

Introduction to Sociology (SOC 204)

Mind and Society (PSY 202)

Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202)

College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

One course in communication taken at Lane Community College

All required courses must be taken for letter grades whenever that option is available.

Prepharmacy students can pick up a list of OSU general-education requirements in 164 Oregon Hall. Students may complete these requirements before admission to or while enrolled in the pharmacy program.

In addition to the required courses, students must submit scores from the Pharmacy Admission Test and letters of recommendation from the teaching faculty and from a pharmacist.

Applications are available from the Oregon State University College of Pharmacy, Corvallis OR 97331-3507; telephone (503) 737-5794. Generally, the application deadline for the following fall term is late winter term.

RADIATION THERAPY TECHNOLOGY, PREPARATORY

Marliss G. Strange, Head Adviser

Radiation therapy technology is a highly specialized branch of medicine that utilizes ionizing radiation in the treatment of disease, especially cancer. Radiation therapy may be used alone or in combination with surgery and/or chemotherapy. The aim of therapy may be to cure the disease or to alleviate symptoms such as pain.

The University of Oregon offers the prerequisite courses to prepare students for admission to the Oregon Health Sciences University School of Medicine program. OHSU offers the final two years of the program leading to a bachelor of science in radiation therapy.

Admission Requirements

General Biology I,II,III (BI 101, 102, 103) or equivalent higher-level biology sequence

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 224, 225, 226) with laboratories (CH 237, 238, 239)

General Physics (PHYS 201) or General Physics with Calculus (PHYS 211) with laboratory (PHYS 204)

College Algebra (MATH 111), Elementary Functions (MATH 112) or higher-level mathematics

9 credits of group-satisfying arts and letters courses

9 credits of group-satisfying social science courses

College Composition I (WR 121) and either College Composition II or III (WR 122 or 123)

In addition to the required courses, all of which should be taken for letter grades, students are expected to observe professional radiation therapists at their work. The program director at OHSU can assist interested students in contacting appropriate professionals in the Eugene area; telephone (503) 494-6708.

REGISTERED NURSES, BACHELOR'S DEGREE FOR

The University of Oregon offers most prerequisite nonnursing courses for registered nurses who seek admission to the bachelor's degree program at the Oregon Health Sciences University (OHSU).

For information about admission requirements and nursing courses at the OHSU, consult the assistant dean for undergraduate student affairs, Oregon Health Sciences University School of Nursing, 3181 SW Sam Jackson Park Road, Portland OR 97201.

VETERINARY MEDICINE, PREPARATORY

M. Charlene Larison, Head Adviser

The University of Oregon offers course work that prepares students for admission to the Tri-State Program in Veterinary Medicine (offered jointly by Oregon State University, Washington State University, and the University of Idaho) and for most United States schools of veterinary medicine.

University of Oregon course work that meets the requirements for the tristate program is listed below. For other schools' requirements consult the *Veterinary Medicine School Admission Requirements in the United States and Canada*, which is available in the biology advising center, 73 Klamath Hall, and in the Office of Academic Advising and Student Services, 164 Oregon Hall.

Many veterinary schools request scores from the Veterinary College Admission Test or Graduate Record Examinations as well as veterinary medical exposure and animal experience. Requirements should be studied early so that they can be fulfilled prior to admission.

Minimum 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 227, 228, 229)

Organic chemistry (CH 331, 332) or (CH 331, 335, 336) with laboratories (CH 337, 338)

One upper-division biochemistry course. Cellular Biochemistry (BI 222) meets this requirement; see adviser for letter to accompany application

College Algebra (MATH 111), Elementary Functions (MATH 112)

General Biology I,II,III (BI 101, 102, 103) or Genetics and Evolution (BI 220), Molecular Biology (BI 221), Cellular Biochemistry (BI 222) with laboratories (BI 225, 226, 227, 228). BI 220, 221 satisfy the requirement for one semester or term of genetics; see adviser for letter to accompany application

General Physics (PHYS 201). Most veterinary schools require more than one course with laboratories

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 111 Susan Campbell Hall on the UO campus; telephone (503) 346-5722.

Additional information about the WICHE programs described below is available from the Office of Academic Advising and Student Services, 5217 University of Oregon, Eugene OR 97403-5217.

Occupational Therapy, Preparatory

Hilda Yee Young, Head Adviser

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 Movement Science is arranged through the Office of Academic Advising and Student Services, 164 Oregon Hall.

Graduate programs leading to a certificate of proficiency or a master's degree require the same preparation as the transfer programs. Applicants to most graduate programs must submit scores from the Graduate Record Examinations (GRE) general test.

The only occupational therapy program in the state of Oregon is at Pacific University. The program requires twenty-four months of study leading to a bachelor of science degree in occupational therapy, followed by six months of full-time professional fieldwork.

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

Marliss G. Strange, Head Adviser

The university offers courses that satisfy admission requirements for sixteen United States schools and colleges of optometry. Although specific requirements vary, all schools emphasize mathematics, general physics, general chemistry, and biology. Some require additional courses in organic chemistry, psychology, social science, literature, philosophy, statistics, English, and foreign languages.

All applicants must take the Optometry Admission Test (OAT), usually given in fall and spring. Applicants must also submit letters of recommendation from science instructors.

Practicum opportunities are available to students who want experience observing optometrists at work.

Address inquiries to the American Optometric Association, 243 N Lindbergh, 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

The university offers a prephysical therapy program that satisfies requirements for admission to most United States schools of physical therapy. Students may choose either to (a) obtain a bachelor's degree, simultaneously fulfilling requirements for entrance into a physical therapy certificate or master's degree program, or (b) transfer to a school offering a bachelor's degree program in physical therapy after completion of physical therapy prerequisites at the University of Oregon.

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 within a chosen major. No specific major is required for most postbaccalaureate programs as long as certain course work is completed. However, because considerable physical science background is required for admission, students usually choose a compatible major, such as biology, general science, or exercise and movement science.

Students planning to transfer after their sophomore year must fulfill virtually all of the physical therapy requirements in their lower-division work. They must also meet lower-division graduation requirements of the school to which they apply for admission. Approximately 60 percent of the students who apply for bachelor of science degree programs in physical therapy already have bachelor's degrees in other fields.

Most schools require 12 credits each of general biology, general chemistry, and general physics and 6 credits each of human anatomy and human physiology (including laboratories in all science courses). In addition, many schools require course work in abnormal psychology, developmental psychology, and statistics. Letters of recommendation from faculty members may also be requested.

Practicum experience is 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, 164 Oregon Hall.

Applying for Admission. Applications to physical therapy programs are made during fall term a year in advance of expected enrollment. Most application deadlines are in early winter; selections are made in March and April for the following fall. Application for WICHE certification must be completed by October 15 of the year preceding admission.

Most schools of physical therapy do not accept students with grade point averages below 3.00. Moreover, recent competition for admission has caused the mean grade point average for accepted students to rise above this level.

Currently, the only physical therapy program in the state of 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

Marliss G. Strange, Head Adviser

The university offers courses that satisfy admission requirements for the seven accredited colleges of podiatric medicine in the United States. Information on specific requirements, on the Medical College Admission Test (MCAT), and on careers in podiatry is available in the Office of Academic Advising and Student Services, 164 Oregon Hall. For more information, students may write to the American Podiatry Association, 20 Chevy Chase Circle NW, Washington DC 20015.

The California College of Podiatric Medicine participates in the WICHE program; telephone (800) 334-2276.

LAW, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Jack W. Bennett, Head Adviser

In general, all major law schools require that applicants for admission have a bachelor's degree. They do not, however, require specific undergraduate majors or prescribe a specific prelegal curriculum. Law schools suggest that prospective students choose majors that provide education in broad cultural fields, which orient students to the general societal framework within which our legal system has developed.

Whatever the undergraduate major, prelaw students should place considerable emphasis on the development of skills in English composition and communication and on acquiring the ability to read with understanding, to think logically, and to perform research and analysis competently. Many law schools advise against a large concentration of courses in vocational training.

The University of Oregon School of Law recommends the following courses for student consideration. They are not required for admission, nor do they substitute for a broad, well-developed educational background.

College Composition I,II,III (WR 121, 122, 123), Advanced Composition (WR 423)

Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)

United States (HIST 220, 221)

Introduction to Financial Accounting I (ACTG 211), Introduction to Management Accounting (ACTG 213)

Critical Reasoning (PHIL 103), Social and Political Philosophy (PHIL 307, 308)

England (HIST 331, 332, 333)

Political Theory (PS 430, 431, 432)

Literature and additional expository writing courses

Courses in psychology and sociology are recommended

All accredited law schools in the United States require their applicants to submit scores from the Law School Admission Test (LSAT). The examination is given in October, December, February, and June. Registration forms are available in the prelaw advising area, 164 Oregon Hall; the School of Law admissions office; and the University Counseling Center's Testing Office, 238 Student Health Center (1590 East 13th Avenue). 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 campus bookstores. Students who want more information or assistance should inquire at the prelaw information area, 164 Oregon Hall, and consult the admissions director of the 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.

LIBRARY SCIENCE, PREPARATORY

The best preparation for graduate training in library science is a liberal arts undergraduate education with a strong concentration in one or more majors. No specific major is required for admission, but many programs recommend competence in foreign languages and a foundation in computer science.

The state of Oregon participates in a WICHE contract with six western graduate programs at the Universities of Arizona; Hawaii, Manoa; Washington; California, Berkeley; California, Los Angeles; and at San Jose State University. See the WICHE Programs in the **Health Sciences, Preparatory** section of this bulletin for the WICHE certification procedure.

The Office of Academic Advising and Student Services, 164 Oregon Hall, has catalog information on the WICHE schools.

MASTER OF BUSINESS ADMINISTRATION, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Jack W. Bennett, Head Adviser

The master of business administration program trains graduates for high-level management positions. Two models of preparation currently exist. The first model is to complete an undergraduate major in the College of Business Administration and then enter a master's degree program. Some schools permit transfer credit earned in undergraduate course work to count toward the graduate degree; many of the more competitive programs, however, require two years of residency and allow no transfer credit.

The second model is to complete an undergraduate major and degree outside the College of Business Administration before entering an M.B.A. program. Many schools look for diversity of background in their applicants, and a broad liberal arts education is considered an excellent foundation. Students should develop analytic skills through course work in calculus, computer programming, andeconomics, 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 important considerations in evaluating an application for admission. Certain types of experience may reflect motivation, exposure to practical problems, and the ability to apply these to a business school education. In 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 has a pre-M.B.A. information area with catalogs, recent literature on the profession, and information and assistance on admission tests and procedures. Informational workshops for students interested in earning an M.B.A. are scheduled fall and spring terms in 164 Oregon Hall.

See the **Graduate School of Management** section of this bulletin for information on University of Oregon M.B.A. degree programs.

SOCIAL WORK, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Nancy Miller, Head Adviser

Graduate programs in social work usually require a bachelor's degree but do not specify a major or particular course work for admission. The best preparation begins with broad exposure to the social and behavioral sciences and an understanding of the behavior of individuals, groups, and social institutions. University students recently admitted to professional programs in social work have found majors in anthropology, political science, psychology, and sociology especially appropriate in providing the foundation for graduate study in social work.

Courses in foreign languages, oral and written communication, management, ethnic studies, and computer science are also valuable. Professional social workers not only provide direct services to clients in a wide variety of settings but also become administrators, supervisors, and consultants.

Practical experience in service-related activities or employment can be important in helping the prospective social worker understand the opportunities, dimensions, and responsibilities of the profession.

The Office of Academic Advising and Student Services, 164 Oregon Hall, houses a catalog library of graduate programs in social work. The application process generally begins very early in the senior year or even before.

TEACHER EDUCATION, PREPARATORY

164 Oregon Hall
Telephone (503) 346-3211
Nancy Miller, Head Adviser

UO students interested in teaching careers should pursue academic programs and extracurricular activities that provide a rich experiential and knowledge base for teaching. Those planning to teach at the secondary level should choose majors and minors in the College of Arts and Sciences or professional schools in the subject-matter area or areas they plan to teach. Elementary teachers need a broad background in art, music, literature, mathematics, natural sciences, social sciences, writing, health, and physical education.

Prospective teachers can learn about the choices and opportunities available to them through informational workshops and preprofessional advising offered through the Office of Academic Advising and Student Services. Students can earn university credit while getting supervised practical experience working with children or adolescents through the university's ESCAPE Field Studies Program, M111 Erb Memorial Union. An up-to-date collection of advising materials from teacher education programs located in Oregon and adjoining states is housed in the Office of Academic Advising and Student Services, 164 Oregon Hall.

Admission to teacher education programs in Oregon is competitive. For specific suggestions about appropriate academic preparation, field experience, and other admission requirements, students should make early contact with institutions offering the fifth-year teacher education programs to which they plan to apply. These programs are available at Eastern Oregon State College, Oregon State University, Portland State University, Southern Oregon State College, and selected private colleges. Four-year undergraduate degree programs in education are offered at Eastern Oregon State College, Southern Oregon State College, Western Oregon State College, and several private colleges.

SPECIAL STUDIES

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); vice provost for academic personnel. B.S., 1965, M.S., 1967, Wisconsin, La Crosse; Ph.D., 1972, Oregon. (1972)

William E. Lamon, associate professor (mathematics education). B.S., 1964, San Francisco; M.S., 1965, California State; Ph.D., 1968, California, Berkeley. (1972)

David G. Moursund, professor (computers in education). B.A., 1958, Oregon; M.A., 1960, Ph.D., 1963, Wisconsin, Madison. (1967)

Richard G. Schlaadt, professor (school health instruction, drug education, student teaching); director, substance abuse prevention. B.S., 1957, Lewis and Clark; M.S., 1958, Illinois; Ed.D., 1966, Oregon State. (1967)

Emeriti

Jack D. Adler, associate professor emeritus (motor learning). B.A., 1951, M.S., 1960, Washington (Seattle); D.Ed., 1967, Oregon. (1965)

John W. Borchardt, associate professor emeritus (administration, philosophy). B.S., 1940, LaCrosse; M.A., 1951, Ph.D., 1966, Iowa. (1948)

William J. Bowerman, professor emeritus; assistant athletic director emeritus. B.S., 1933, M.S., 1951, Oregon. (1948)

H. Harrison Clarke, professor emeritus (physical-education research). B.S., 1925, Springfield; M.S., 1931, Ed.D., 1940, Syracuse. (1953)

Robert E. Kime, professor emeritus (sex education, consumer health). B.S., 1954, M.S., 1958, Wisconsin, La Crosse; Ph.D., 1963, Ohio State. (1963)

Betty F. McCue, professor emerita (history and philosophy of physical education). B.S., 1945, Pittsburgh; M.S., 1948, MacMurray; Ph.D., 1952, Iowa. (1968)

Marian H. Miller, professor emerita; assistant university physician emerita. B.A., 1925, M.D., 1930, Oregon. (1931)

Myra Miller, associate professor emerita (physical-education field instruction). B.A., 1937, Washington (Seattle); diploma, 1939, New York School of Social Work. (1967)

Corlee Munson, associate professor emerita (professional physical education). B.A., 1948, Northern Colorado; M.S., 1956, Washington (Seattle); Ph.D., 1966, Iowa. (1959)

Jessie L. Puckett, professor emerita (physical-education professional preparation). B.S., 1931, M.S., 1937, Oregon. (1952)

William P. Rhoda, professor emeritus (physical-education administration). B.S., 1939, Pennsylvania; M.S., 1947, D.Ed., 1951, Oregon. (1948)

Norval J. Ritchey, professor emeritus (physical-education administration). B.S., 1953, M.S., 1956, Oregon. (1956)

Frances G. Scott, professor emerita. B.A., 1953, M.A., 1954, Texas; Ph.D., 1960, California, Los Angeles. (1962)

Richard J. Smith, associate professor emeritus (teacher education, coaching). B.S., 1949, M.Ed., 1953, Springfield; Ph.D., 1968, Oregon. (1962)

Warren E. Smith, professor emeritus (world health, health and aging). B.S., 1941, Oregon; M.A., 1941, Michigan; Ed.D., 1957, Stanford. (1963)

Vernon S. Sprague, professor emeritus (physical-education professional preparation). B.S., 1937, Oregon; M.A., 1942, Ph.D., 1951, Michigan. (1946)

Celeste Ulrich, professor emerita (significance, meaning, and behavioral bases of physical education). B.S., 1946, M.A., 1947, North Carolina; Ph.D., 1956, Southern California. (1979)

Donald P. Van Rossen, associate professor emeritus (sports psychology). B.S., 1953, M.Ed., 1954, Ph.D., 1968, Illinois. (1958)

Frances VanVoorhis, assistant professor emerita of home economics (consumer economics, family finance, home management). B.S., 1932, Minnesota; M.S., 1949, Iowa State. (1944)

Margaret J. Wiese, associate professor emerita of home economics (foods and nutrition). B.S., 1941, Iowa State; M.A., 1945, Iowa. (1947)

Janet G. Woodruff, professor emerita (physical-education administration, service programs). B.S., 1926, M.A., 1929, Columbia. (1929)

Edna P. Wooten, professor emerita (anatomy). B.S., 1945, M.A., 1946, Ph.D., 1961, Ohio State. (1965)

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

SUBSTANCE ABUSE PREVENTION PROGRAM

The UO Substance Abuse Prevention Program offers a series of courses, conferences, workshops, and practicum experiences in the prevention of substance abuse. For more information call Director Richard G. Schlaadt or Program Coordinator Miki Mace at (503) 346-3397.

In addition to the curriculum described under the university's academic units, additional courses are available in the areas listed below.

HUMAN DEVELOPMENT COURSES (HDEV)

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.

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

610 Experimental Course: [Topic] (1–5R)

ACADEMIC LEARNING SERVICES

68 Prince Lucien Campbell Hall
Telephone (503) 346-3226
Susan Lesyk, Director

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 for maximum of 4 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 counted toward the total credits required for a bachelor's degree.

AIR FORCE ROTC

Students interested in obtaining an officer's commission in the Air Force upon graduation may join the Air Force Reserve Officers Training Corps (ROTC) program offered through the Department of Aerospace 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 bulletin.

Four-Year Program. Freshmen or sophomores may enroll in the General Military Course without obligation. The course consists of a weekly one-hour lecture and one-hour leadership laboratory each term of the freshman year, and a weekly two-hour lecture and one-hour leadership laboratory each term of the sophomore year. Students with military experience may be able to waive all or part of the general course. Before completion of the second year of the course, sophomores may apply to enter the Professional Officer Course. Four-year program cadets who want to enter the professional course must attend a four-week summer field-training encampment at government expense before the junior year.

Two-Year Program. Sophomores interested in a two-year program may apply during the fall term of the sophomore year. Those selected attend a six-week summer field-training encampment before their junior year at government expense.

Professional Officer Course. After successfully completing a four- or six-week field training encampment, cadets enter the Professional Officer Course at the beginning the junior year. Participants attend a weekly three-hour lecture and a one-hour leadership laboratory each term during their junior and senior years. All professional course members receive a $100 monthly tax-free stipend.

Scholarships

National Competition Scholarships. Air Force ROTC offers two-, three-, and four-year national-competition merit scholarships. Scholarships pay tuition, fees, textbooks, and a monthly tax-free stipend of $100 per month for the duration of the scholarship. Three- and four-year scholarships are awarded to high school seniors; two- and three-year scholarships are available to college freshmen and sophomores. High school students interested in applying should consult their school counselors or call the aerospace studies department by the end of the junior year or early in the senior year. Other students may obtain information from the aerospace studies department.

Special Scholarships. Special scholarship opportunities are available to students majoring in nursing, mathematics, physics (subject to change), and to members of minority groups in all majors. Each scholarship pays tuition, fees, textbooks, and a monthly tax-free stipend of $100. More information is available from the aerospace studies department.

Professional Officer Course Scholarships. Air Force ROTC cadets who are not awarded merit or special scholarships may qualify for $2,000 a year toward books and tuition in the junior and senior years.

For more information about Air Force ROTC opportunities and details about scholarships, write or call the Air Force ROTC Detachment, 308 McAlexander Fieldhouse, Oregon State University, Corvallis OR 97331-4903; telephone (503) 737-3291.

ARMY ROTC

See **Military Science**

LABOR EDUCATION AND RESEARCH CENTER

1675 Agate Street
Telephone (503) 346-5054
Margaret J. Hallock, Director

FACULTY

Steven Deutsch, professor. See **Sociology**

Lynn M. Feekin, adjunct instructor. B.A., 1972, Northern Iowa. (1994)

William Fritz, instructor. (1985)

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)

Jill K. Kriesky, assistant professor. B.A., 1978, Grinnell; M.S., 1980, Wisconsin, Madison; Ph.D., 1988, New Hampshire. (1993)

Marcus Widenor, associate professor. B.A., 1974, Antioch; M.A., 1976, Massachusetts. (1983)

Emeritus

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.

The Labor Education and Research Center (LERC) was established at the University of Oregon in 1977 by the Oregon Legislative Assembly on the recommendation of the State Board of Higher Education. LERC was founded to serve the educational and research needs of Oregon workers and their organizations.

LERC serves as a liaison between members of Oregon's labor community and the state system of higher education. Research and educational programs provide a catalyst for interaction among labor leaders, public officials, arbitrators, labor relations specialists, and members of the academic community.

LERC produces educational programs including seminars, conferences, and short courses on campus and throughout the state. It offers training and education to unionists in grievance handling, arbitration, collective bargaining, health and safety, and issues of concern in today's complex and rapidly changing economy. LERC also cooperates with national, regional, and state labor organizations to provide intensive training and educational opportunities for union members, officers, and staff members in 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 issues, and issues concerning 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 bulletin. It provides increased service to the metropolitan area through both general and specialized programs. A Portland-area committee of labor leaders provides consultation about program offerings. The University of Oregon Portland Center is located at 722 SW 2nd Avenue in Portland; telephone (503) 725-3055.

LERC is a member of the University and College Labor Education Association and the Pacific Northwest Labor History Association.

Most of the center's courses are offered without credit. However, workers participating in LERC programs can arrange for academic credit when certain conditions are met.

Full-time students at the university may be eligible for one or more of the courses available directly through the center. These courses are limited to students who have made acceptable arrangements for study with individual center faculty members; they are subject to the approval of the director. The center's faculty members work with a student to determine how a LERC course fits into his or her academic program. LERC faculty members are available to students for consultation related to the center's interest areas.

Address inquiries to the Labor Education and Research Center, 1289 University of Oregon, Eugene OR 97403-1289.

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 U.S., 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

Office of the Librarian
Knight Library
Telephone (503) 346-3056
George W. Shipman, University Librarian

For information on University of Oregon Library services and faculty members, see the **Library** section of this bulletin under **Campus and Community Resources.**

LIBRARY COURSES (LIB)

101 Introduction to the Library (1) Introduction to using the fundamental resources of a library: its catalogs, periodical indexes, electronic resources, and special collections. *Students may not receive credit for both LIB 101 and 127.*

127 Use of the Library (3) Initial training in effective use of library materials such as catalogs and subject headings, indexes, abstracts, encyclopedias, electronic resources, and bibliographies. Not offered 1994–95.

199 Special Studies: [Topic] (1–5R) Introduction to general library resources and to subject-related library resources. **R** when topic changes.

230 Business and Economics Research Sources (3) Introduction to the library's business and economics materials including company information and investment analysis. Development of financial research techniques. Not offered 1994–95.

240 Legal Research (3) Attempts to provide a basic understanding of the legal system and process. Introduction to legal research tools and use of the Kenneth Lucas Fenton Memorial Law Library.

405 Reading and Conference: [Topic] (1–21R)

407/507 Seminar: [Topic] (1–5R) Library resources and bibliography.

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

441/541 History of the Book (3) Development of the book from earliest times to the present: alphabet and scripts, manuscript books, printing, production and distribution, relation to social conditions. Not offered 1994–95.

605 Reading and Conference: [Topic] (1–16R)

MILITARY SCIENCE

1679 Agate Street
Telephone (503) 346-3102
David P. Goebel, Department Head

COURTESY FACULTY

David P. Goebel, courtesy professor; major, U.S. Army. B.S., 1975, Penn State, M.A., 1991, Webster. (1993)

William D. Stewart, Jr., courtesy assistant professor; major, National Guard. B.A., 1970, Boise State. (1993)

Thomas U. Washington, courtesy assistant professor; captain, U.S. Army. B.S., 1986, James Madison. (1994)

Special Staff

James R. Smith, courtesy instructor, detachment sergeant major; master sergeant, U.S. Army. (1992)

Curtis Terrell, courtesy instructor, primary drill instructor; sergeant first class, U.S. Army. (1994)

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

The Department of Military Science is organized as a regular instructional division of the university. The department offers four years of military science courses divided between lower and upper division. These courses are elective and are open to all admitted students at the university.

Curriculum

The curriculum is an interdisciplinary course of study designed to meet the following objectives:

1. Provide 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

Lower Division. Lower-division (100- and 200-level) courses are usually 2 credits each. They provide the basic framework of knowledge and emphasize basic military terms, leadership, organization, and military history. Students write one or two papers during the academic year.

Upper Division. Upper-division (300- and 400-level) courses are usually 3 credits each. They provide the advanced leadership, communication, ethics, 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), rifle and pistol teams, color guard, and rock climbing and rappelling exercises.

MILITARY SCIENCE COURSES (MIL)

121, 122, 123 Military Science I (2,2,2) **121:** military organization and the impact it has on social and political events. **122:** military history and basic map reading. **123:** basic principles of leadership including motivation, ethics, communication, and teamwork.

199 Special Studies: [Topic] (1–5R)

221, 222, 223 Military Science II (2,2,2) **221:** military structure, organization, and units. Introduction to sixteen leadership dimensions. **222:** the role of the U.S. military in war and in national policy. **223:** applied small-unit leadership, tactics, and military first aid; basic life-saving techniques; how to operate in the field.

321, 322, 323 Military Science III (3,3,3) **321:** applied leadership techniqes and principles to develop a leadership style. **322:** applied small-unit tactics, leadership, and land navigation to develop field skills. **323:** practical and applied leadership techniques; historical solutions to problems in leadership.

405 Reading and Conference: [Topic] (1–3R)

410 Experimental Course: [Topic] (1–4R)

411, 412, 413 Military Science IV (3,3,3) Application of staff functions to the cadet battalion. **411:** army training management program, principles of military instruction, and officer evaluations. **412:** military justice system and law of warfare; army logistics and supply operations at the battalion level. **413:** ethical roles of officers in the military. Transition to officership as army second lieutenants.

The U.S. Army supports Reserve Officers Training Corps (ROTC) programs at colleges and universities throughout the country. Students who take military science courses may also participate, by contractual arrangement with the Department of the Army, in the process that leads to a commission as a second lieutenant in the U.S. Army. During the period of enrollment in the advanced phase of training leading to a commission, each cadet must take, in addition to military science courses, a course in each of the following subjects: military history, written communication, mathematical reasoning, human behavior, and computer literacy. Some 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 by the army on a competitive basis to students who seek a commission. Anyone interested in pursuing a

commission or scholarship or both should write or call the Department of Military Science, 1297 University of Oregon, Eugene OR 97403-1297; telephone (503) 346-3102.

OVERSEAS STUDY

Office of International Education and Exchange
330 Oregon Hall
Telephone (503) 346-3206
Thomas Mills, Director

The Office of International Education and Exchange, which reports to the Office of International Affairs, 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].**

NICSA is the Northwest Interinstitutional Council on Study Abroad. CIEE is the Council on International Educational Exchange. ISEP is the International Student Exchange Program. ACTR is the American Council of Teachers of Russian.

See also **International Education and Exchange** in the **Campus and Community Resources** section of this bulletin.

OVERSEAS STUDY COURSES

Argentina

OBEL 188, 288, 388, 488, 688 Overseas Studies: Buenos Aires, Universidad de Belgrano (ISEP) (1–12R) Not offered 1994–95.

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)

Colombia

OJAV 188, 288, 388, 488, 688 Overseas Studies: Bogota, Pontificia Universidad Javeriana (ISEP) (1–12R) Not offered 1994–95.

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

OLON 188, 288, 388, 488 Overseas Studies: London, NICSA Program (1–12R)

OUEA 188, 288, 388, 488, 688 Overseas Studies: Norwich, University of East Anglia (1–12R)

Fiji

OUSP 188, 288, 388, 488, 688 Overseas Studies: Suva, University of the South Pacific (ISEP) (1–12R) Not offered 1994–95.

Finland

OTAM 188, 288, 388, 488, 688 Overseas Studies: Tampere, University of Tampere (1–12R)

France

OAVI 188, 288, 388, 488 Overseas Studies: Avignon, NICSA Program (1–12R)

OLYO 188, 288, 388, 488, 688 Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) (1–12R)

OMAI 188, 288, 388, 488 Overseas Studies: Le Mans, Université du Maine (1–12R)

OPOI 188, 288, 388, 488, 688 Overseas Studies: Poitiers, University of Poitiers Universities in Lyon (1–12R)

Germany

OBWU 188, 288, 388, 488, 688 Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg (1–12R)

OCOL 188, 288, 388, 488 Overseas Studies: Cologne, NICSA Program (1–12R)

OSIP 188, 288, 388, 488 Overseas Studies: Baden-Württemberg, Spring Intensive Program (1–12R)

Hong Kong

OCHK 188, 288, 388, 488, 688 Overseas Studies: Hong Kong, Chinese University of Hong Kong (CIEE) (1–12R) Not offered 1994–95.

Hungary

OJAU 188, 288, 388, 488, 688 Overseas Studies: Szeged, Jozseph Attila University (1–12R)

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, NICSA Program (1–12R)

Japan

OAGU 188, 288, 388, 488, 688 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)

OKEI 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Keio University (1–12R)

OMEI 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Meiji University (1–12R)

OWAS 188, 288, 388, 488, 688 Overseas Studies: Tokyo, Waseda University (1–12R)

Kenya

OKEN 188, 288, 388, 488, 688 Overseas Studies: Nairobi, Kenyatta University (ISEP) (1–12R) Not offered 1994–95.

Korea

OYON 188, 288, 388, 488, 688 Overseas Studies: Seoul, Yonsei University (1–12R)

Mexico

OCUE 188, 288, 388, 488 Overseas Studies: Cuernavaca, Intensive Spanish Program (1–12R) Not offered 1994–95.

OQUE 188, 288, 388, 488 Overseas Studies: Querétaro, Summer Study in Mexico (1–12R)

The Netherlands

ONIJ 188, 288, 388, 488, 688 Overseas Studies: Breukelen, Netherlands School of Business (Nijenrode) (1–12R)

Norway

OBER 188, 288, 388, 488, 688 Overseas Studies: Bergen, University of Bergen (1–12R)

Philippines

OAMU 188, 288, 388, 488, 688 Overseas Studies: Manila, Ateneo de Manila University (ISEP) (1–12R) Not offered 1994–95.

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)

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

OLNK 188, 288, 388, 488, 688 Overseas Studies: Linköping, University of Linköping (1–12R)

OUPP 188, 288, 388, 488, 688 Overseas Studies: Uppsala, University of Uppsala (1–12R)

Tanzania

ODAR 188, 288, 388, 488, 688 Overseas Studies: Dar es Salaam, University of Dar es Salaam (ISEP) (1–12R) Not offered 1994–95.

Thailand

OKKU 188, 288, 388, 488 Overseas Studies: Khon Kaen, Khon Kaen University (CIEE) (1–12R)

OTHA 188, 288, 388, 488, 688 Overseas Studies: Bangkok, Thammasat University (1–12R) Not offered 1994–95.

Togo

OBEN 188, 288, 388, 488, 688 Overseas Studies: Lome, Université du Benin (ISEP) (1–12R) Not offered 1994–95.

Uruguay

OURU 188, 288, 388, 488, 688 Overseas Studies: Montevideo, Universidad Catolica del Uruguay (ISEP) (1–12R) Not offered 1994–95.

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)

For more information, write or call the Associate Director, Overseas Study, Office of International Education and Exchange, 5209 University of Oregon, Eugene OR 97403-5209; telephone (503) 346-3207.

PHYSICAL ACTIVITY AND RECREATION SERVICES

181 Esslinger Hall
Telephone (503) 346-4105
Lois J. Youngen, Director

FACULTY

James Blanchard, senior instructor (outdoor pursuits). B.S., 1967, M.S., 1979, Oregon. (1979)

Brent Harrison, instructor (recreation). B.S., 1988, M.S., 1991, Bemidji State. (1993)

Nancy A. Heapes, instructor (aquatics). B.A., 1979, Adams State; M.Mus., 1987, Oregon. (1992)

Lani Loken-Dahle, senior instructor (aquatics, racquetball). B.S., 1971, Michigan; M.A., 1973, Arizona State. (1979)

Janice Radcliffe, instructor (fitness managment). B.S., 1978, M.S., 1985, Oregon; Ph.D., 1994, Texas at Austin. (1986)

Karla S. Rice, senior instructor (recreational programs); director, recreation and intramurals. B.S., 1962, Central Michigan; M.A., 1965, Michigan State. (1967)

Becky L. Sisley, professor (coaching); athletic liaison, academic advising and student services. B.A., 1961, Washington (Seattle); M.S.P.E., 1964, Ed.D., 1973, North Carolina, Greensboro. (1965)

Lois J. Youngen, associate professor (professional preparation). 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.

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. Physical Activity and Recreation Services consists of Physical Education, Recreation and Intramurals, and Equipment and Facilities Management 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, recreation coordinators, facility supervisors, and recreation-activity leaders. 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. PE courses emphasize the development of physical skills and the acquisition of knowledge that contribute to a healthy lifestyle.

More than 130 instruction courses are offered each term in a variety of activity areas—aerobics, aqua aerobics, gymnastics, outdoor pursuits, racquet sports, individual activities, running, team sports, martial arts, 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.

PE enrolls about 3,500 participants each term. Most classes meet two or three times a week for 1 credit. Several outdoor-pursuit courses include three-day field trips in addition to on-campus sessions. Up to 12 credits 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 bulletin.

Students and members of the staff, faculty, and community are welcome and encouraged to enroll in physical education courses as noncredit participants. Noncredit participants are assessed an administrative fee of $5.00 and must register in person at the PE office. Opportunities are also available for people who have disabilities or who need special educational accommodations in order to participate in physical education courses. More information is available from the PE office, 181 Esslinger Hall; telephone (503) 346-4105. The office is open from 9:00 A.M. to 5:00 P.M., Monday through Friday.

Fees

Fees for PE courses are:

Course	*Dollars*
Activity (1 credit)	37
Activity (2 credits)	64
Aquatics (1 credit)	39
Aquatics (2 credits)	69
Outdoor-pursuits preparation (1 credit)	33
Outdoor-pursuits outing (1 credit)	39–49
Practicum (1–3 credits)	10–15

Some courses require additional fees to pay for equipment, transportation, and certification. Fees and fee refund schedules are printed in the schedule of classes every term.

RECREATION AND INTRAMURALS

Recreation and Intramural (RIM) 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 RIM activities are badminton, basketball, bowling, cross-country, flag football, fun runs, golf, racquetball, softball, soccer, swimming, tennis, track and field, volleyball, and wrestling.

Recreation Workouts. Noncredit recreation workouts provide high-quality and inexpensive exercise experience without academic pressure. Activities include aerobics, weight workout, dance, bench and funk aerobics.

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 user's pass valid for a single term or for a full year from the RIM office, 102 Esslinger Hall.

EQUIPMENT AND FACILITIES MANAGEMENT SERVICES

This component of Physical Activities and Recreation Services is responsible for maintaining and providing service to the men's and women's locker rooms. Staff members issue lockers, clothing, and towels to student, staff, faculty, and community users.

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. Esslinger Hall houses gymnasiums and court facilities, men's and women's locker rooms, and the main offices for Physical Activities 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.

Adjoining Esslinger Hall to the south is McArthur Court, the basketball pavilion. Playing fields located east and south of Esslinger Hall and on the south bank of the Willamette River provide excellent facilities for outdoor instruction and intramural and intercollegiate 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 nine covered courts east of Leighton Pool.

PHYSICAL EDUCATION COURSES

These courses are offered for credit and are open to any student who meets the prerequisites.

Because not every course listed here can be offered every year, students are advised to consult the most recent UO Schedule of Classes.

Aerobics (PEAE)

101–199 Service Courses for Men and Women (Aerobics) (1R) 111: Stretch and Flex I. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Aerobics) (1R) 211: Less-Impact Aerobics I, **212:** Less-Impact Aerobics II, **221:** Aerobics I, **222:** Aerobics II, **223:** Aerobics III, **231:** Aerobic Bench I, **232:** Aerobic Bench II, **233:** Aerobic Bench III, **241:** Aerobic Funk I, **242:** Aerobic Funk II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Aerobics) (1R) 321: Aerobic Power I, **331:** Aerobic Bench Power I. **R** once for maximum of 2 credits per activity.

Aquatics (PEAQ)

101–199 Service Courses for Men and Women (Aquatics) (1R) 101: 111: Learn to Swim, **121:** Aqua Aerobics I, **122:** Aqua Aerobics II. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Aquatics) (1R) 211: Stroke Improvement, **221:** Swim Conditioning I, **222:** Swim Conditioning II, **231:** Water Polo I, **232:** Water Polo II, **241:** Springboard Diving I, **242:** Springboard Diving II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Aquatics) (1R) 311: Swim Training I, **331:** Swim Performance I, **332:** Swim Performance II, **333:** Swim Performance III, **341:** Scuba (Basic), **345:** Scuba (Advanced), **346:** Scuba (Rescue Diver), **351:** Lifeguard (National Pool and Water Park Lifeguard Training), **356:** Lifeguard (American Red Cross), **361:** Lifeguard Instructor (American Red Cross), **366:** Water-Safety Instructor (American Red Cross), **371:** Scuba (Underwater Navigator), **372:** Scuba (Altitude Diver), **373:** Scuba (Search and Recovery), **374:** Scuba (Multi-Level 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 2 credits per activity.

Gymnastic Activities (PEG)

101–199 Service Courses for Men and Women (Gymnastic Activities) (1R) R once for maximum of 2 credits per activity. Not offered 1994–95.

201–299 Service Courses for Men and Women (Gymnastic Activities) (1R) 211: Juggling I, **212:** Juggling II, **241:** Trampoline I, **242:** Trampoline II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Gymnastic Activities) (1R) R once for maximum of 2 credits per activity. Not offered 1994–95.

Human Action Studies (PEHA)

101–199 Service Courses for Men and Women (Human Action Studies) (1R) R once for maximum of 2 credits per activity. Not offered 1994–95.

201–299 Service Courses for Men and Women (Human Action Studies) (1R) 241: First Aid-Cardiopulmonary Resuscitation (CPR) (American Red Cross). **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Human Action Studies) (1R) R once for maximum of 2 credits per activity. Not offered 1994–95.

Individual Activities (PEI)

101–199 Service Courses for Men and Women (Individual Activities) (1R) Beginning levels of individual activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Individual Activities) (1R) 211: Archery I, **221:** Billiards I, **222:** Billiards II, **231:** Bowling I, **232:** Bowling II, **241:** Golf I, **242:** Golf II, **243:** Golf III, **251:** Ice Skating I, **252:** Ice Skating II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Individual Activities) (1R) 341: Golf Tour. **R** once for maximum of 2 credits per activity.

Intercollegiate Athletics (PEIA)

101–199 Service Courses for Men and Women (Intercollegiate Athletics) (1R) Beginning levels of intercollegiate athletic activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Intercollegiate Athletics) (1R) Intermediate levels of intercollegiate athletic activities. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Intercollegiate Athletics) (1R) 311: Golf (Women's Rules), **312:** Golf (Men's Rules), **317:** Tennis (Women's Rules), **318:** Tennis (Men's Rules), **323:** Cross-Country (Women's Rules), **324:** Cross-Country (Men's Rules), **329:** Track (Women's Rules), **330:** Track (Men's Rules), **336:** Wrestling (Men's Rules), **341:** Softball (Women's Rules), **347:** Volleyball (Women's Rules), **353:** Basketball (Women's Rules), **354:** Basketball (Men's Rules), **360:** Football (Men's Rules). **R** once for maximum of 2 credits per activity.

Martial Arts (PEMA)

101–199 Service Courses for Men and Women (Martial Arts) (1R) 115: Self-Defense, **121:** Aikido I, **122:** Aikido II, **123:** Aikido III. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Martial Arts) (1R) 211: Fencing I, **212:** Fencing II, **213:** Fencing III, **221:** Karate I, **222:** Karate II, **223:** Karate III, **224:** Karate IV, **231:** Bo-Quarterstaff I, **232:** Bo-Quarterstaff II, **241:** Judo I, **242:** Judo II, **251:** Tae Kwon Do I, **252:** Tae Kwon Do II, **253:** Tae Kwon Do III. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Martial Arts) (1R) Advanced levels of martial arts activities. **R** once for maximum of 2 credits per activity

Multisport Activities (PEMS)

101–199 Service Courses for Men and Women (Multisport Activities) (1R) 111: Conditioning I, **112:** Conditioning II, **113:** Conditioning III. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Multisport Activities) (1R) 201: Personal Fitness. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Multisport Activities) (1R) 341: Triathlon I. **R** once for maximum of 2 credits per activity.

Outdoor Pursuits—Land (PEOL)

101–199 Service Courses for Men and Women (Outdoor Pursuits—Land) (1R) **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Outdoor Pursuits—Land) (1R) **251:** Rock Climbing I, **261:** Cross-Country Skiing I, **271:** Alpine Skiing I, **272:** Alpine Skiing II, **273:** Alpine Skiing III, **274:** Ski Racing, **277:** Nordic Downhill Skiing, **280:** Snowboarding I, **281:** Snowboarding II, **282:** Snowboarding III, **285:** Wilderness Survival, **286:** Backpacking Preparation, **288:** Mountaineering Preparation, **290:** Mountain Rescue Preparation, **292:** Snow Camping Preparation, **294:** Ski Touring Preparation. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Outdoor Pursuits—Land) (1R) **351:** Backpacking Outing I, **352:** Backpacking Outing II, **353:** Canyoneering Outing, **361:** Mountaineering Outing I, **364:** Mountain Rescue Outing, **371:** Snow Camping Outing I, **381:** Ski Touring Outing I. **R** once for maximum of 2 credits per activity.

Outdoor Pursuits—Water (PEOW)

101–199 Service Courses for Men and Women (Outdoor Pursuits—Water) (1R) Beginning levels of outdoor pursuits—water activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Outdoor Pursuits—Water) (1R) **205:** Fly Fishing, **211:** Sailing I, **212:** Sailing II, **213:** Sailing III, **221:** Windsurfing I, **222:** Windsurfing II, **223:** Windsurfing III, **231:** White-Water Rafting I, **232:** White-Water Rafting II, **233:** White-Water Rafting III, **241:** Canoeing, **242:** Swift-Water Canoeing, **261:** Kayaking I, **262:** Kayaking II, **263:** Kayaking III. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Outdoor Pursuits—Water) (1R) **361:** River Rescue Techniques. **R** once for maximum of 2 credits per activity.

Physical Education Professional Experience (PEPE)

294 Physical Fitness (2) Basic skills and knowledge of weight training, aerobics, aqua aerobics, and conditioning.

408 Workshop: [Topic] (1–5R) Professional topics in physical education.

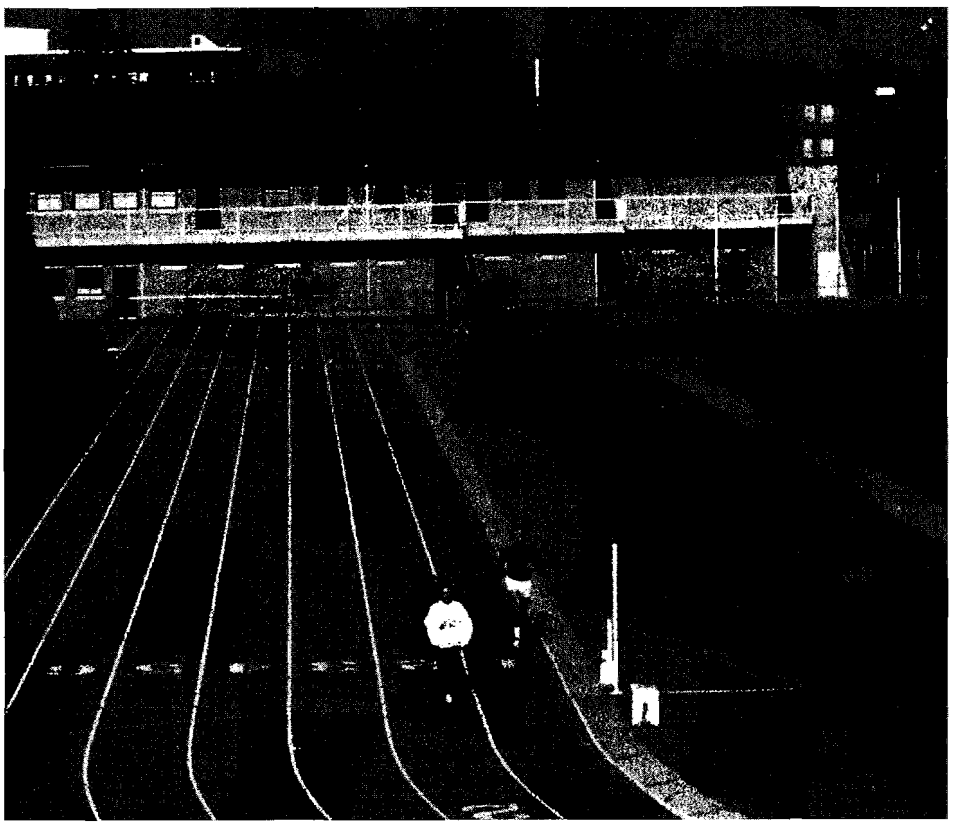
409 Practicum: [Topic] (1–6R) Practical experiences in aerobics, aquatics, gymnastics, human action studies, individual activities, martial arts, multisports, outdoor pursuits, racquet sports, running, team sports, weight training, and yoga.

Racquet Sports (PERS)

101–199 Service Courses for Men and Women (Racquet Sports) (1R) Beginning levels of racquet sport activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Racquet Sports) (1R) **211:** Table Tennis I, **212:** Table Tennis II, **231:** Badminton I, **232:** Badminton II, **233:** Badminton III, **241:** Racquetball I, **242:** Racquetball II, **243:** Racquetball III, **271:** Tennis I, **272:** Tennis II, **273:** Tennis III. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Racquet Sports) (1R) Advanced levels of racquet sport activities. **R** once for maximum of 2 credits per activity.



Running (PERU)

101–199 Service Courses for Men and Women (Running) (1R) **111:** Walking Fitness I, **113:** Race Walking, **131:** Jogging-Running. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Running) (1R) **231:** 10K Road Running. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Running) (1R) **R** once for maximum of 2 credits per activity.

Team Sports (PETS)

101–199 Service Courses for Men and Women (Team Sports) (1R) Beginning levels of team sport activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Team Sports) (1R) **210:** Recreational Softball, **211:** Softball I, **212:** Softball II, **213:** Softball III, **231:** Volleyball I, **232:** Volleyball II, **233:** Volleyball III, **241:** Basketball I, **242:** Basketball II, **243:** Basketball III, **252:** Ultimate Frisbee I, **253:** Ultimate Frisbee II, **261:** Soccer I, **262:** Soccer II, **263:** Soccer III, **264:** Indoor Soccer I, **265:** Indoor Soccer II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Team Sports) (1R) Advanced levels of team sport activities. **R** once for maximum of 2 credits per activity.

Weight Training (PEW)

101–199 Service Courses for Men and Women (Weight Training) (1R) Beginning levels of weight training activities. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Weight Training) (1R) **211:** Weight Training I, **212:** Weight Training II, **213:** Weight Training III, **221:** Circuit Weight Training I, **222:** Circuit Weight Training II. **R** once for maximum of 2 credits per activity.

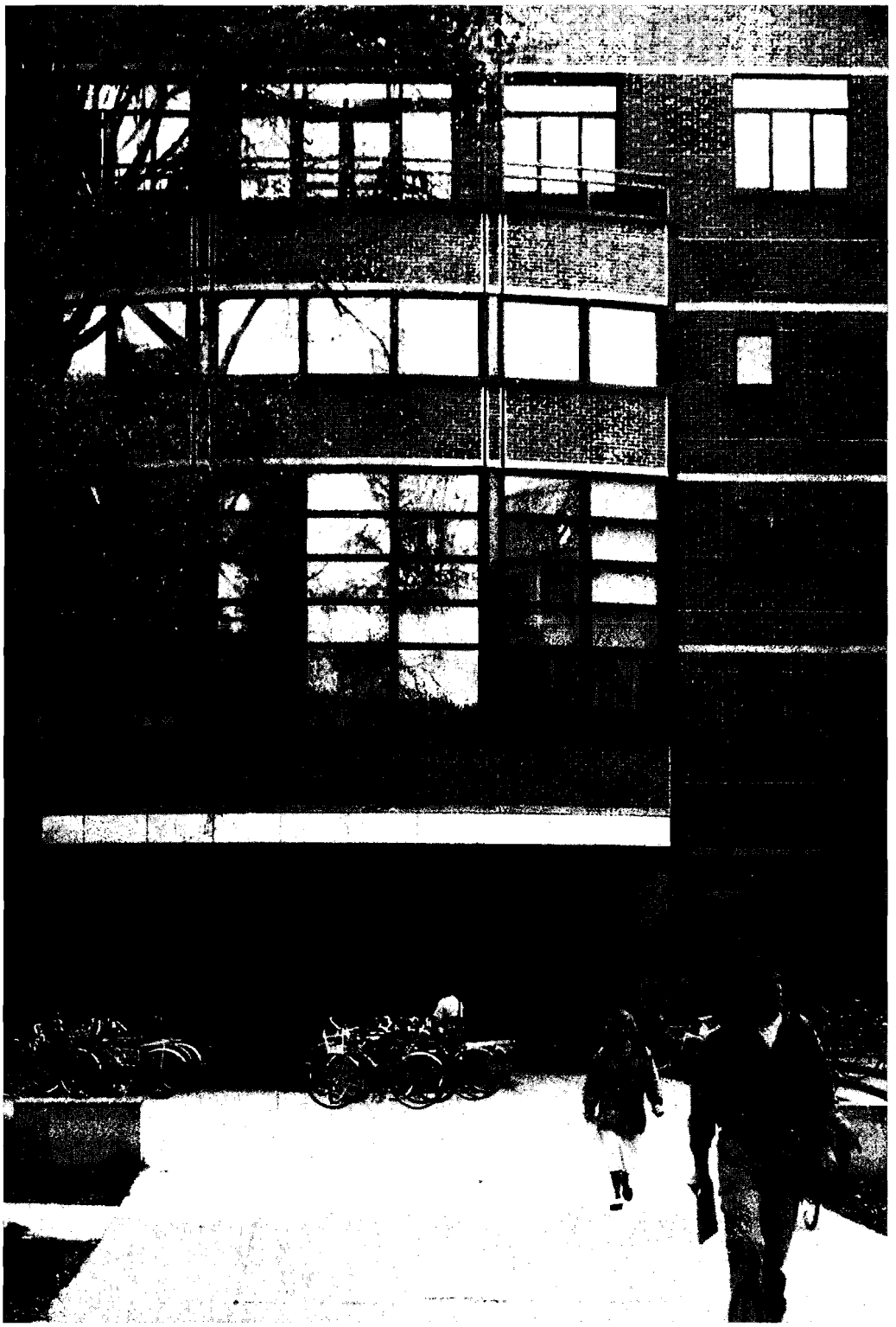
301–399 Service Courses for Men and Women (Weight Training) (1R) **321:** Body Building I, **322:** Body Building II, **323:** Body Building III, **331:** Sports Conditioning, **341:** Strength Training. **R** once for maximum of 2 credits per activity.

Yoga Courses (PEY)

101–199 Service Courses for Men and Women (Yoga) (1R) **101:** Meditation I, **102:** Meditation II, **131:** Tai Chi I, **132:** Tai Chi II. **R** once for maximum of 2 credits per activity.

201–299 Service Courses for Men and Women (Yoga) (1R) **211:** Hatha Yoga I, **212:** Hatha Yoga II, **231:** Kundalini Yoga I, **232:** Kundalini Yoga II. **R** once for maximum of 2 credits per activity.

301–399 Service Courses for Men and Women (Yoga) (1R) Advanced levels of yoga activities. **R** once for maximum of 2 credits per activity.



School of Architecture and Allied Arts

105 Lawrence Hall
Telephone (503) 346-3631
Jerry V. Finrow, Dean

The School of Architecture and Allied Arts offers opportunities for study in the history, theory, administration, and practice of the visual arts as well as professional education in architecture, interior architecture, landscape architecture, and community planning and public policy. Approximately 9 percent of the students on the Eugene campus are enrolled in the school's architecture; art history; fine and applied arts; landscape architecture; and planning, public policy and management departments and in programs in arts and administration, historic preservation, and interior architecture. A program in recreation, tourism management, and design is being planned.

A special aspect of the school is the extensive involvement of students in studio settings in the arts and in environmental design. This opportunity promotes the direct exploration of ideas and development of speculative thinking through visual means. The school also has a long tradition of expecting independent student initiative and responsibility in seeking a significant university education.

Admission, major requirements, and course offerings are described in detail in the departmental sections that follow. Freshmen and transfer students must meet University of Oregon requirements for admission to the School of Architecture and Allied Arts. All previous work being submitted for transfer credit must be approved by the major department.

Students are assisted in developing their programs of study by advisers from the department to which they have been admitted.

Many courses are open to nonmajors, especially in fine and applied arts and in art history. Arts and sciences premajors interested in exploring programs in the school should seek advice from the dean's office on integrated general studies programs. Availability of some courses varies with student demand. Nonmajors should consult the *UO Schedule of Classes* issued each term and inquire at the offices of departments offering the courses in which they want to enroll.

All departments offer studies leading to graduate degrees. Specific information about these programs is found under departmental headings and in the **Graduate School** section of this bulletin.

The school is a member of the Cascadia Alliance, a group of schools of environmental design in the Cascadia Region of the Pacific Northwest that meet to develop joint programs and share specialized educational resources. Other members of the alliance include the Universities of British Columbia and Washington and Portland State University. The alliance publishes *Cascadia Forum*, a biennial publication on important regional issues in environmental design.

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, administrative and departmental offices, and most of the faculty offices and studio spaces. The north site, located north of the Millrace, is an eight-building complex containing faculty offices, advanced studios in the arts, and environmental design research laboratories and workshops. Planning, public policy and management is located in Hendricks Hall.

The Urban Architecture Center in Portland is maintained for students who participate in that program. Pallazzio Pio is the home of the Department of Architecture's summer program in Rome.

For studio courses, the school provides desks, easels, and other major equipment not normally available to individuals. Students supply their own instruments and course materials. Student work may become the property of the school unless other arrangements are approved by the instructor.

RESEARCH, 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 in invited gallery shows and exhibitions at regional and national levels. 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 and in the local community.

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, and the Institute for Sustainable Environment.

The following topics illustrate the breadth of research currently engaged in by faculty members:

Analysis of aesthetic perception of forest landscapes by recreational groups and related forest-management needs and requirements

Climate-responsive and energy-conscious design principles, passive heating and cooling, daylighting, solar and wind energy research

Community economic development and diversification studies

The development and significance of community-based arts programs

Development of geographic information-system software with land use planning, computer-modeling capabilities

The evolution of Mayan architecture and urbanization

Housing design and construction methods for high-quality, affordable housing

Investigations of federal, state, and local cultural policies in art

Italian-velvet weaving traditions and applications for computer-driven contemporary looms

Japanese folk architecture and its lessons for contemporary design

Microcomputer programs for teaching art and design

Nomadic art traditions of the Scytho-Siberians

Planning and policy formation for rural communities faced with declining resources and community change

Production of large-format papers to create architecturally scaled forms and prints

Rural and cultural landscape preservation

Settlement patterns of Oregon's Willamette Valley

Studies in Chinese art history

Studies in planting design and theory

Studies in visual continuity, motion graphics, and sequential imagery in film

Studies of the development of Constructivist painting and sculpture in Europe in the 1920s

Theoretical principles of spatial composition and ordering in architecture

User-assisted design methodologies and processes including pattern languages

Visual inquiry as a basic mode of human understanding

Office of Research and Development

125 Lawrence Hall
Telephone (503) 346-3697
Karen J. Johnson, Director

The Office of Research and Development serves as a center for external relations, alumni contact, and fundraising for school programs and activities. It assists faculty members and graduate students in identifying funding sources and writing grant proposals. A bulletin of grant opportunities is published twice a year, as is the School of Architecture and Allied Arts newsletter, *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 one of fifteen centers for daylighting research because of significant research by its faculty in the areas of energy-conscious design and analysis.

Energy Studies in Buildings Laboratory. This research facility is equipped with a boundary-layer wind tunnel, a mirrored-box artificial sky that simulates an overcast sky, and computers. Activities of the laboratory include development of computer software design tools for energy analysis and design of buildings and research on the behavior of light wells and atria as daylighting devices in building design. The laboratory is available for professionals to use.

Computer Graphics Studies. Various departments in the school offer course work in the emerging area of computer graphics, focusing on the capability of the computer to enhance our understanding of communication through the formation and manipulation of graphic symbols as well as on studies of the simultaneous display and representation of complex information. The architecture, fine and applied arts, and landscape architecture departments have been especially active in developing a schoolwide computer graphics program. The Computer Graphics Laboratory is located in 281 Lawrence Hall. Related instructional and research laboratories are housed in Pacific Hall and the north-site complex.

Center for Housing Innovation

264 Onyx Bridge
Telephone (503) 346-4064
Donald B. Corner, Director

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 bulletin.

Institute for a Sustainable Environment

130 Hendricks Hall
Telephone (503) 346-0675
John H. Baldwin, Director

The Institute for a Sustainable Environment explores issues related to 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.

ARCHITECTURE AND ALLIED ARTS COURSES (AAA)

Schoolwide AAA courses are common to all the disciplines of the school and are taught by qualified faculty members from any of the school's departments. They are described only in this section of the bulletin.

180 Introduction to Visual Inquiry I (3) Studio seminar increases awareness of the meaning and value of visual experience. Basic visualization processes; giving form to ideas and perceptions; reflecting on their meaning.

181 Introduction to Visual Inquiry II (3) Exploration of drawing and thinking skills as applied to a number of subject areas. Study of graphic systems used by artists and designers.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

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 (3) Presents theories, principles, and methods of art criticism. Faculty members from art history, fine and applied arts, architecture, and arts and administration analyze issues of criticism from various disciplinary perspectives.

605 Reading and Conference: [Topic] (1–16R)

606 Special Problems: [Topic] (1–16R)

608 Workshop: [Topic] (1–16R)

ARCHITECTURE

210 Lawrence Hall
Telephone (503) 346-3656
Michael D. Utsey, Department Head

FACULTY

Jill E. Bambury, assistant professor (spatial ordering, contemporary theory, design); B.A., 1978, Dalhousie; B.Arch., 1982, Technical University of Nova Scotia; M.Ph., 1988, Cambridge; member, RAIC. (1993)

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 daylighting); assistant department head. A.B., 1975, California, Berkeley; M.Arch., 1981, Oregon. On leave 1994–95. (1986)

Donald B. Corner, associate 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, associate professor (design, housing, vernacular architecture and urban districts). B.S., 1968, Cooper Union; M.S., 1970, Northwestern; M.Arch., 1974, California, Berkeley. (1986)

Gunilla K. Finrow, professor (design, materials and detailing for the proximate environment, Scandinavian architecture); director, interior architecture. Dipl. Arch., 1963, Swiss Federal Institute of Technology; M.Arch., 1967, California, Berkeley; reg. architect, Oregon; NCIDQ certification, I.D.E.C. membership. (1970)

Jerry V. Finrow, professor (design, pattern language, design process); dean, architecture and allied arts. B.Arch., 1964, Washington (Seattle); M.Arch., 1968, California, Berkeley; reg. architect, Oregon; member, American Institute of Architects. (1968)

Donald Genasci, professor (history and theory, urban design). B.Arch., 1963, Oregon; Dipl. in Urban Design, 1965, Architecture Association; M.A., 1974, Essex; reg. architect, NCARB and England (ARCUK). (1977)

Wilmot G. Gilland, professor (design procedure, creative process, form-context systems). A.B., 1955, M.F.A., 1960, Princeton; reg. architect, California, Oregon; fellow, American Institute of Architects. (1969)

Arthur W. Hawn, professor (design, preservation, history of furniture). B.A., 1961, M.A., 1964, Washington State; F.I.D.E.C. membership. (1967)

Suenn Ho, assistant professor (vernacular building, spatial ordering, design media). B.A., 1985, Williams; M.Arch., Columbia, 1988. (1993)

Wayne J. Jewett, senior instructor (furniture design and construction, sculpture). B.S., 1970, M.F.A., 1972, Wisconsin, Madison. (1974)

Lyman T. Johnson, professor (design, behavioral, technological influences in the proximate environment). B.A., 1957, M.A., 1959, California, Los Angeles; F.I.D.E.C. membership. (1966)

Ronald W. Kellett, associate professor (design, media, design process and methods); associate vice president, research. B.E.S., 1975, Manitoba; M.Arch., 1979, Oregon; reg. architect, British Columbia. (1985)

Peter A. Keyes, assistant professor (design, housing research and production, architectural history). A.B., 1978, Harvard; M.Arch., 1983, Columbia; reg. architect, New York. (1990)

William Kleinsasser, professor (design methods, media, theory). A.B., 1951, M.F.A., 1956, Princeton; reg. architect, Pennsylvania, New York, Oregon. (1965)

Chris H. Luebkeman, assistant professor (structures, structural design and systems). B.Eng., 1983, Vanderbilt; M.S., 1985, Cornell; Dr.Sc., 1991, Swiss Federal Institute of Technology. (1992)

Kevin M. Matthews, assistant professor (computer-integrated design). B.A., 1983, California, Santa Cruz; M.Arch., 1988, California, Berkeley. (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)

Robert B. Peña, assistant professor (design, technology). B.S., 1981, Colorado at Boulder; M.Arch., 1987, California, Berkeley. (1992)

Donald L. Peting, associate professor (design, structures, historic preservation and technology); associate dean, architecture and allied arts. B.Arch., 1962, Illinois; M.Arch., 1963, California, Berkeley; reg. architect, Oregon, Washington. (1963)

James A. Pettinari, professor (design, historical analysis, renovation and preservation). B.Arch., 1966, Minnesota; M.Arch., 1970, Pennsylvania; reg. architect, Minnesota; NCARB certificate. (1975)

Guntis Plēsums, professor (design, structure systems, Japanese architecture). B.Arch., 1961, Minnesota; M.Arch., 1964, Massachusetts Institute of Technology; reg. architect, Oregon, New York. On leave 1994–95. (1969)

John S. Reynolds, professor (design, relating architecture, energy consumption); director, Solar Energy Center. B.Arch., 1962, Illinois; M.Arch., 1967, Massachusetts Institute of Technology; reg. architect, Oregon, Massachusetts. (1967)

Charles W. Rusch, professor (microcomputer applications, visual thinking, behavioral factors). A.B., 1956, Harvard; B.Arch., 1964, M.Arch., 1966, California, Berkeley. (1978)

Robert L. Thallon, assistant professor (design, media). B.A., 1966, California, Berkeley; M.Arch., 1973, Oregon; reg. architect, Oregon. (1979)

James T. Tice, associate professor (design, theory). B.Arch., 1968, M.Arch., 1970, Cornell; reg. architect, California. (1990)

Glenda Fravel Utsey, assistant professor (design, site-specific process and skill development, settlement patterns). B.Arch., 1971, M.L.A., 1977, Oregon. (1981)

Michael D. Utsey, associate professor (design, visual language, graphic projection). B.Arch., 1967, Texas; M.Ev.D., 1971, Yale; reg. architect, Oregon. (1967)

Mary C. "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; member, Environmental Design Research Association. (1992)

Jenny Young, assistant professor (design, programming). B.A., 1970, Vassar; M.Arch., 1974, California, Berkeley; reg. architect, Oregon. (1982)

Linda K. Zimmer, assistant professor (design, media, behavioral factors). B.I.Arch., 1982, Kansas State; M.I.Arch., 1990, Oregon; NCIDQ certification; member, Institute of Business Designers. (1990)

Adjunct

John Cava, adjunct assistant professor (design, history, theory). B.Arch., 1979, Oregon; M.Arch., 1987, Columbia; reg. architect, Oregon; member, American Institute of Architects. (1988)

Brad Cloepfil, adjunct assistant professor (design, materials and methods). B.Arch., 1980, Oregon; M.Arch., 1985, Columbia; reg. architect, New York. (1988)

James W. Givens, adjunct assistant professor (design, design theory and process). B.Arch., 1985, M.Arch., 1989, Oregon. (1986)

Daniel M. Herbert, adjunct professor. B.F.A., 1951, Colorado; B.S., 1954, Arch. Eng., Illinois; reg. architect, Oregon; member emeritus, American Institute of Architects. (1981)

Donald H. Lutes, adjunct associate professor (design, architectural practice, urban design). B.Arch., 1950, Oregon; reg. architect; fellow, American Institute of Architects. (1989)

Otto Poticha, adjunct associate professor (design, architectural practice, community involvement in physical change). B.S., 1958, Cincinnati; reg. architect, Indiana, Oregon; NCARB certificate; member, American Institute of Architects. (1981)

John S. Rowell, adjunct assistant professor (design, construction). B.S., 1984, British Columbia; M.Arch, 1990, Oregon. (1991)

Edward H. Starkie, adjunct assistant professor (development, financial modeling). B.A., 1976, California, Berkeley; B.L.A., 1984, Oregon; M.S., 1991, Massachusetts Institute of Technology. (1991)

Emeriti

George F. Andrews, professor emeritus. B.S., 1941, Michigan; reg. architect, Oregon. (1948)

John L. Briscoe, professor emeritus (design, structures, construction). B.Arch., Eng., 1950, Oklahoma State; reg. architect, Oregon; NCARB certificate; member, American Institute of Architects. (1953)

Stanley W. Bryan, professor emeritus (design, office practice, working drawings and specifications). B.Arch., 1947, Washington (Seattle); M.Arch., 1948, Massachusetts Institute of Technology; reg. architect, Oregon, Washington, California; member, Construction Specifications Institute. (1955)

Philip H. Dole, professor emeritus (design, settlement patterns, vernacular). B.Arch., 1949, Harvard; M.S., 1954, Columbia; reg. architect, New York. (1956)

Robert R. Ferens, professor emeritus. Cert. Arch., 1941, B.Arch., 1942, Pratt Institute; M.Arch., 1948, Massachusetts Institute of Technology; reg. architect, Nigeria; member, Nigerian Institute of Architects. (1948)

Philip C. Gilmore, associate professor emeritus. B.Arch., 1948, M.F.A., 1956, Oregon; reg. architect, Oregon. (1960)

Wallace Hayden, professor emeritus. B.Arch., 1928, Oregon; reg. architect, Oregon. (1930)

Rosaria Flores Hodgdon, associate professor emerita (urban design, urban architecture, cultural context in architecture). Arch. Dipl., 1946, University of Naples; reg. architect, Massachusetts. (1972)

George M. Hodge, Jr., professor emeritus (reinforced concrete construction, prestressed concrete and earthquake design). B.S., 1949, M.S., 1950, Arch. Eng., Illinois; reg. structural engineer, Texas. (1964)

Earl E. Moursund, professor emeritus (design, spatial composition and theory, typology). B.S., 1949, Texas; M.Arch., 1951, Cranbrook Academy of Art; reg. architect, Texas. (1955)

Pasquale M. Piccioni, associate professor emeritus (design, light-space-structure cultural ecology). B.Arch., 1960, Pennsylvania; reg. architect, Pennsylvania. (1968)

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, creating forms that are aesthetically pleasing and supportive of social well-being in the community and society.

The Department of Architecture includes the Interior Architecture Program (see that section of this bulletin) and maintains close ties with other departments in the School of Architecture and Allied Arts. Architecture faculty members believe that the interdisciplinary cooperation of environmentally concerned fields is important to the study of architecture and continually seek new ways to learn from one another.

A central part of architectural education is the design studio, in which students learn by doing through experience with the design of buildings. This mode of learning is demanding, and students are expected to be committed and able to work independently and responsibly toward program and course objectives. In the design studio, continuous evaluation and response are the basic learning modes.

The department has set high standards for student performance. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent-study courses.

Preparation. Architecture is an inclusive art, bringing together many different disciplines. Students should prepare themselves in the following fields:

1. Social sciences
2. Natural sciences
3. Humanities
4. Fine arts

Students are also encouraged to travel in order to experience 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 building construction, teaching, governmental agencies concerned with environmental policy, community and neighborhood planning, urban planning, and architectural programming.

Internship and Licensure. In the United States, the title "architect" is legally restricted to individuals licensed by each state. Individual state governments use guidelines established by the National Council of Architectural Registration Boards (NCARB) to license architects. NCARB guidelines for license examination eligibility and the NCARB examination are used uniformly by most states. Before taking the examination, an applicant must have three years of professional experience with a registered architect. Some states, including Oregon,

require registration with the Intern Development Program in preparing for licensure.

Portland, Overseas, and Other Off-Campus Study

Portland Urban Architecture Program. The department maintains studios, a classroom, and a library in downtown Portland. These studios focus on urban topics, as do many of the support courses offered. Students may elect to spend from one to three terms in this program. At least one breadth course is offered each term, and other courses are available through Portland State University.

Portland Joint Program in Architecture. The University of Oregon and Portland State University are offering a joint professional degree program in Portland starting fall 1994. Through the preprofessional program at Portland State University and the M.Arch. (Option II) program at the UO, students can complete a four-plus-two professional degree in Portland. A new facility housing the UO urban architecture studios, the PSU preprofessional program, and the joint program is expected to open fall 1995. More information about this option is available in the department office.

Rome Program. The Department of Architecture offers an annual summer program in Rome, including both studio and subject-area courses. Walking tours of Rome and field trips to nearby architectural sites round out the program. The program is housed in the historic center of Rome. Students live in apartments within a fifteen-minute walk of the facility.

Exchange Programs. Each year a small number of Oregon students exchange places with students in the architecture programs at universities in Glasgow, Scotland; and 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 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 **Special Studies** section of this bulletin.

Summer Architecture Academy. The department's Summer Architecture Academy offers prospective students a chance to learn about the field in an intensive six-week experience. Workshops, lectures, demonstrations, and field trips complement daily studio work.

Information about the Summer Architecture Academy may be obtained by calling (503) 346-3656 or by writing to the Summer Architecture Academy, Department of Architecture, 1206 University of Oregon, Eugene OR 97403-1206.

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 undergraduate and graduate bulletin, below, and the department's *Advising Handbook*. The *Advising Handbook* includes sample programs, grading policies, an explanation of how students' progress is monitored through the program, and other advising information. Each student is assigned to a faculty adviser and is encouraged to consult that adviser for more specific information.

Residence Requirements. For transfer students to receive the bachelor of architecture (B.Arch.) or master of architecture (M.Arch.) degree from the university, the following minimum course work must be taken in residence:

1. Design area: four terms of architectural design including ARCH 485/585, 486/586
2. Architecture subject area: 30 credits
3. General electives: 16 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.Arch. only)

Leave of Absence

University Policy. Graduate students should see the Continuous Enrollment statement in the **Graduate School** section of this bulletin. Undergraduate students should contact the UO admissions office about the effects of withdrawal from the university on 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 should notify the department of any leave of absence and the expected date of return. Returning students must notify the department at least one term before their expected date of return in order to be guaranteed access to design studio during the academic year of their return. Students may renew their leave-of-absence status, accumulating up to three years of leave. After three years, or upon failing to complete the leave-of-absence terms of agreement, a student's major status may be revoked. Students wanting to return after a three-year period must reapply for admission to the program. Graduate students wanting a leave of absence must submit both a Graduate School leave-of-absence form and a Department of Architecture form. Both forms are available in the architecture department office. Undergraduate students must submit a department leave-of-absence form; they must also submit a reenrollment card to the Office of the Registrar.

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 National Architectural Accrediting Board: (1) the bachelor of architecture, which requires a minimum of five years of study, and (2) the master of architecture, which requires a minimum of three years of study following an unrelated bachelor's degree or two years following a related preprofessional bachelor's degree. These professional degrees are structured to educate those who aspire to registration and licensure as architects.

The four-year preprofessional degree, where offered, is not accredited by NAAB. The preprofessional degree is useful for those wanting a foundation in the field of architecture, as preparation for either continued education in a professional degree program, or for employment options in architecturally related areas.

UNDERGRADUATE STUDIES

The undergraduate program is a five-year professional degree program leading to a bachelor of architecture (B.Arch.) degree. It is highly structured the first two years and more flexible the last three. This flexibility allows each student to establish a study sequence according to individual interests and needs and to take advantage of the diverse opportunities of the profession. Transfer students should be aware that an accelerated program is normally not possible.

Prospective applicants who have a prior four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission below). 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 requirements for professional-school majors, students must complete upper-division course work outside the major as part of the general elective requirement.

University Requirements: 42 credits. Group requirements in arts and letters, social science, and science (36 credits); the race, ethnic, non-European-American requirement (3 credits); college composition (6 credits). Architecture majors are required to take General Physics (PHYS 201, 202), which are science group-satisfying courses.

Major Program Requirements: 186 credits. See Professional Curriculum section.

Minor Requirements

The Department of Architecture offers a minor in architecture, subject to the following:

1. Students must complete the department's minor program application and submit it with the required academic records to the Department of Architecture, 210 Lawrence Hall. Applicants are notified when their applications have been approved. The

application form includes a curriculum work sheet with the requirements in effect at the date of acceptance

2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available after the needs of majors have been met
3. Enrollment in each minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to a minor program until space becomes available
4. Courses required for minors are open to other university students with instructor's consent
5. A mid-C or better must be earned in courses taken for letter grades, a P in pass/no pass courses

Course Requirements	*34 credits*
Introduction to Architecture (ARCH 201)	4
Design Arts (ARCH 307)	3
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	11
Building skills course	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 and prior to 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 bulletin). The deadline for completion of the departmental application is January 15. All applicants must meet both deadlines. Later requests may jeopardize the applicants' ability to fulfill application requirements. Applications are reviewed and accepted only once each year. Students receive notices about their applications by April 15.

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, an essay, recommendations, and a portfolio of creative work). Prospective applicants should write to Architecture Admissions, Department of Architecture, 1206 University of Oregon, Eugene OR 97403-1206.

Applicants are not required to have course work in building design but are encouraged to seek a broad foundation in the visual arts (e.g., drawing, painting, sculpture, graphic design). Experience with crafts and construction may also demonstrate evidence of creative capability.

All accepted applicants must be academically secure. To be considered, first-year applicants must have grades and scores that meet at least three of the following four indices:

1. High school grade point average (GPA)—3.00
2. Verbal Scholastic AssessmentTest (SAT I)—450
3. Mathematical SAT I—500
4. Total SAT I—1000

In addition, students whose first language is not English must score at least 575 on the Test of English as a Foreign Language (TOEFL).

Transfer applicants must have a minimum college or university grade point average of 2.50 and meet the other criteria listed above for first-year applicants.

GRADUATE STUDIES

There are three programs of graduate study in the Department of Architecture: Options I, II, and III. In all three programs, students must take a minimum of 45 graduate credits, of which 30 must be in the major and 9 must be at the 600 level. These programs have no minimum requirement for graded credits. Additional requirements for each program are listed below.

The Option I program leads to the master of architecture (M.Arch.) as a postprofessional degree. Applicants must already have a professional degree in architecture. Students in this program write a mandatory thesis. 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 a first professional degree. The Option II program, which can usually be completed in six terms, is for applicants who have a four-year nonprofessional degree in architecture or a related design discipline. Students in this program complete a mandatory terminal research project. The Option III program can usually be completed in ten terms, and applicants must have a B.S. or B.A. degree. Approximately fifteen new students are admitted into the Option II program and thirty-five into the Option III program each year.

Professional Degree Program Requirements

Option III students must complete the 64 credits of architectural design studio and 80 credits of professional subject-area courses described in the Professional Curriculum section below. In addition, Option III students must complete 6 credits in Seminar (ARCH 507 or 607). A minimum of ten terms in residence is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing in studio or subject-area courses. The extent of this advanced standing is determined in consultation with the student's academic adviser before beginning the course of studies. The transferability of any prior course work is provisional, pending satisfactory completion of three terms in residence.

For Option II students, up to 24 credits of design—not counting ARCH 585, 586 and 50 credits of subject-area courses—may be transferred. Option II students must complete a minimum of six terms and the following 85 credits in residence:

40 credits in architectural design studios

30 credits in professional subject-area courses

9 credits in Seminar (ARCH 507 or 607)

6 credits in Research (ARCH 601) and completion of a terminal research project

For more information, see the Study of Architecture section above.

Postprofessional Degree Program Requirements

The Option I program provides an opportunity for advanced study and contribution to knowledge within the field through the M.Arch. thesis. Option I students must complete a minimum of four terms in residence. Students in this program are expected to develop an individual research topic within one of the following areas of faculty research:

1. Computer-assisted design
2. Design process and theory
3. Energy-conscious design
4. Environment and behavior
5. Housing
6. Interior components and furniture
7. Lighting, light design, and color
8. Proxemic design and ergonomics
9. Urban design
10. Vernacular architecture

The Option I thesis draws on individual research, professional and general university courses, and consultation with the student's thesis committee. For more information about the thesis, see the **Graduate School** section of this bulletin.

Graduate Admission

Prospective applicants may request a description of the graduate program and an application packet by writing directly to the Admissions Adviser, Department of Architecture, 1206 University of Oregon, Eugene OR 97403-1206. The packet describes all submission requirements. Applicants must submit Graduate Record Examinations (GRE) scores. 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 January 15 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 15. Option III students begin the program during summer session. All other graduate students are required to begin their work in the fall term. The Department of Architecture does not have a late-admission program.

Students enrolled in a graduate program must attend the university continuously (except summers) until all program requirements have been completed, unless a leave of absence has been approved. For departmental policy re-

garding leave of absence, see the Curriculum for the Study of Architecture section above.

A number of graduate teaching fellowships (GTFs) are available to particularly well-qualified graduate students. Applicants with previous architectural education (Option I or II) may want to request GTF application forms with their packets.

PROFESSIONAL CURRICULUM

The professional curriculum in architecture is composed of three elements: architectural design, architectural subjects, and general electives.

Architectural Design: 64 credits

The architectural design studio and its activities are the heart and focus of the professional curriculum. The design studio is a social and interactive work place. Students are encouraged and expected to work cooperatively and to draw upon the knowledge, skills, and criticism of colleagues.

Through studio projects, students learn to solve design problems and respond to design situations with architectural intent, meaning, and knowledge. Introductory studios emphasize ideas, skills, and critical thinking fundamental to the design process. Intermediate studios emphasize integration of subject-area skills and content with design. Advanced studios emphasize comprehensive integration of subject-area knowledge with design skill.

Design credit can only be earned through participation in design studio. Up to 6 credits earned in Site Planning and Design (LA 489/589) or Interior Design (IARC 484/584) studios may be applied to this 64-credit requirement.

Introductory Architectural Design Studios

Introductory Architectural Design I,II (ARCH 181, 182), two-term studio for undergraduate majors only

Graduate Architectural Design I,II: Option III (ARCH 681, 682), two-term studio for Option III graduate students only

Graduate Architectural Design: Option II (ARCH 683), for Option II graduate students only

Intermediate Architectural Design Studios

Intermediate Architectural Design 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-six credits required for Option III graduate 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 all professional degree students. Fundamental courses introduce knowledge, concepts, and skills basic to further study in several subject areas. Breadth courses instill competence with knowledge, concepts, skills, and methodologies representative of a particular subject area and prepare students for advanced courses.

Architectural subject courses fall into four subareas: (1) architectural design skills, (2) architectural design content, (3) context of the architectural profession, and (4) architectural history. Introductory studios have corequisite courses including seven technology courses, three design-arts core courses (offered 1994–95 as experimental courses), and architectural history—four courses for undergraduates and three courses for graduate students. In the following list, breadth courses are indicated **b**.

Architectural Design Skills

Architectural design requires proficiency in a range of skills and techniques. These include design process skills in techniques of observation, analysis, synthesis, evaluation, and communication and design media skills in techniques of drawing, model making, and computer applications. Subjects and courses in the architectural design-skills subarea are:

Design Skills (ARCH 202)

Design Process, Methods, and Research. Understanding strategies, processes, and techniques for design and design research. Principles of problem analysis and definition, information gathering and organization, concept and form generation, and evaluation.

Research Methods (ARCH 411/511)

Structural Planning (ARCH 412/512)

Design Synthesis (ARCH 425/525)

Media for Design Development. Understanding theory and application of visual media for design process. Principles and skills of diagramming, drawing, and model making to support design thinking and communication.

Introduction to Architectural Computer Graphics (ARCH 222)

Analysis through Recording of Historic Buildings (ARCH 421/521)

Computer Applications in Architecture (ARCH 422/522)

b Media for Design Development (ARCH 423/523)

Advanced Design-Development Media (ARCH 424/524)

b Descriptive Geometry and Perspective (ARCH 426/526)

Architectural Design Content

The discipline of architecture is predicated on integration of knowledge in history, theory, and application in a range of content areas. Subjects and courses in this subarea introduce general knowledge in the field and include courses about responding to place, human activity support, spatial ordering, structure, construction, and environmental control.

Introduction to Architecture (ARCH 201)

History and Theory of Place Response. Understanding the physical, cultural, and ecological context for architecture. Principles and skills for critical analysis of specific places and deriving appropriate design responses.

Design Arts (ARCH 307)

b Settlement Patterns (ARCH 431/531)

Settlement Patterns: Japanese Vernacular I,II (ARCH 432/532, 433/533)

b Vernacular Building (ARCH 434/534)

b Theory of Urban Design I (ARCH 436/536)

Theory of Urban Design II (ARCH 437/537)

Climate Analysis for Design (ARCH 438/538)

b Architectural Form and Urban Quality (ARCH 439/539)

Understanding Landscapes (LA 260)

b Site Analysis (LA 361)

Contemporary American Landscape (LA 485/585)

History and Theory of Human Activity Support. Understanding design implications of activities and relationships implied by the building program and expressed as the needs and desires of the first occupants. Principles of deriving design responses that remain useful over time.

Design Arts (ARCH 307)

b Social and Behavioral Factors in Design (ARCH 443/543)

b Housing in Society (ARCH 445/545)

Light and Color in the Environment (ARCH 447/547)

b Architectural Programming (ARCH 449/549)

Furniture and Accessories (IARC 444/544)

Color Theory and Application for the Built Environment (IARC 447/547)

History and Theory of Spatial Ordering. Principles of form and composition in the making of architectural space. The study of past and present ideas and principles through which building elements are given order and meaning.

Design Arts (ARCH 307)

b Spatial Composition and Dynamics (ARCH 456/556)

b Types and Typology (ARCH 458/558)

History and Theory of Structure. Understanding the role of structural form and behavior in creating safe and satisfying environments. Methods for selection and refinement of systems of structure based on general principles and detailed calculation.

Design Technology (ARCH 305)

b Introduction to Structural Theory (ARCH 461/561)

b Basic Wood and Steel Systems (ARCH 462/562)

b Basic Reinforced Concrete Systems (ARCH 463/563)

Advanced Reinforced Concrete Systems (ARCH 464/564)

Advanced Structures (ARCH 465/565)

High-Rise and Long-Span Systems (ARCH 466/566)

Structure Systems I,II (ARCH 467/567, 468/568)

Seismic Study (ARCH 469/569)

History and Theory of Construction. Study of the physical properties and manufacture of building materials and their behavior in place over time. Understanding materials and construction processes, their influence on decisions in design, and their impact on the form and expression of the built environment.

Design Technology (ARCH 305)

b Materials and Processes of Construction I (ARCH 471/571)

b Materials and Processes of Construction II (ARCH 472/572)

Design Integration and Communication (ARCH 473/573)

Preservation and Restoration Technology (ARCH 474/574)

Preservation Technology: Masonry (ARCH 475/575)

Design Integration and Communication Lecture (ARCH 476/576)

Construction Communications (ARCH 477/577)

Architectural Working Drawings (ARCH 478/578)

Materials of Interior Design I,II (IARC 471/571, 472/572)

Working Drawings in Interior Architecture (IARC 473/573)

History and Theory of Environmental Control. Study of the effects of climate on people and the need for tempered enclosure and life support systems in buildings. Systems of heating, cooling, lighting, water and air supply, waste removal, and power as organizational elements in building design.

Design Technology (ARCH 305)

b Environmental Control Systems I (ARCH 491/591)

b Environmental Control Systems II (ARCH 492/592)

Solar Heating (ARCH 493/593)

Passive Cooling (ARCH 494/594)

Daylighting (ARCH 495/595)

Electric Lighting (IARC 492/592)

Context of the Architectural Profession
The discipline and practice of architecture exists within a broad societal context. Courses in this area consider professional practice in contexts of ethics, law, business, and the construction industry.

Practicum (ARCH 409)

Project Management (ARCH 416/516)

b Context of the Architectural Profession (ARCH 417/517)

Building Design Regulation (ARCH 418/518)

b Architectural Practice (ARCH 419/519)

Context of the Interior 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.

b Three 400- or 500-level courses in architectural history taught by the Department of Art History. Undergraduates are required to take ARH 314 or 315 as 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 196–200, 399–410, 503, 507, 508, 510, 601–610) may be offered and approved to satisfy subject or elective credit requirements. Independent study is limited to 9 credits of Research (ARCH 401, 601), Reading and Conference (ARCH 405, 605), and Special Problems (ARCH 406, 606) to fulfill subject-area requirements.

General Electives: 42 credits

The general elective component of the professional curriculum enables undergraduate majors to study general subjects beyond university group requirements. To encourage professional-degree students to continue liberal studies beyond introductory courses, B.Arch. students are required to earn 18 credits of upper-division general electives in academic subjects outside the School of Architecture and Allied Arts (exclusive of service and performance courses).

ARCHITECTURE COURSES (ARCH)

181, 182 Introductory Architectural Design I,II (6,6S) P/N only. Design studio projects and exercises introducing fundamental concepts and considerations in environmental design. Teaches knowledge and skills needed in subsequent studios and professional course work. Majors only.

196 Field Studies: [Topic] (1–3R)

198 Workshop: [Topic] (1–3R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

201 Introduction to Architecture (4) Offers a structure of principles for making places for people. Examines places, design procedures, and the use of architectural principles in general.

202 Design Skills (3) Introduction to basic design processes, methods, and media. Coreq: ARCH 181.

222 Introduction to Architectural Computer Graphics (4) Introduces basic skills and literacy with the Macintosh computer for architectural illustration drafting and design.

281, 282 Intermediate Architectural Design I,II (6,6S) P/N only. Studio projects for second-year undergraduates. Integration of issues of context, activity support, spatial order, construction, structure, and environmental control. Emphasis on schematic concept formation and subsequent architectural development. Prereq: ARCH 182.

305 Design Technology (3) Foundation knowledge, concepts, and skills fundamental to structure, construction, and environmental control subareas. Prereq: ARCH 182, 201.

307 Design Arts (3) Foundation knowledge, concepts, and skills fundamental to place response, human activity support, and spatial ordering subareas. Prereq: ARCH 182, 201.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

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)

411/511 Research Methods (3) P/N only. Introduction to research methodologies with special emphasis on environmental design research.

412/512 Structural Planning (3) Introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. Study of operations-research techniques. Prereq: ARCH 461/561, 462/562, 463/563.

413/513 Professional Office Experience (3) Supervised work experience at selected professional firms for majors without comparable experience. Instructor-led discussion and review sessions. Written application required. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683, instructor's consent. Cannot be taken concurrently with studio.

416/516 Project Management (3) Methods and techniques of project management including preparation of contract documents, cost estimating, and construction contract administration. Undergraduate prereq: ARCH 282.

417/517 Context of the Architectural Profession (3) Introduction to the professional practice of architecture and related careers. Examines the professional, legal, and regulatory environment; firm organization and management; marketing; contractual issues; and the construction process. Undergraduate prereq: ARCH 282.

418/518 Building Design Regulation (3) History, theory, and practice of the regulatory environment of building design. Includes land use, zoning ordinances, and building codes. Undergraduate prereq: ARCH 282.

419/519 Architectural Practice (3) P/N only. Professional practice explored through an investigation of relationships between users, clients, designers, contractors, and regulating agencies. Visits with practitioners. Undergraduate prereq: ARCH 282.

421/521 Analysis through Recording of Historic Buildings (3) Field and laboratory techniques of graphic and written recording and analysis of buildings. Analysis of historic drawings, photography, and descriptions. Prereq: ARCH 423/523, 462/562; undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683. Open to historic preservation graduate students.

422/522 Computer Applications in Architecture (3) Introduction to computer applications in architectural design, education, and practice, especially those related to design process and presentation. Undergraduate prereq: ARCH 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) A structure of principles for the design of places for people (useful, linking, varied, variable, evocative, inspiring, and whole). Illustrated lectures, readings, discussions, and projects. Undergraduate prereq: ARCH 201.

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.

431/531 Settlement Patterns (3) Settlements and cities as three-dimensional responses to physical context, culture, and change. Implications of ideal models and utopian concepts and realization of place in the vernacular. Undergraduate prereq: ARCH 307.

432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (3,3) Japanese concepts of space and time, aesthetic and symbolic meaning, origins of form, and village structure. **432/532:** space structuring principles in Japanese houses, the role of gardens; **433/533:** village organization, principles of place making. Individual projects. Undergraduate prereq: ARCH 282, 307; graduate prereq: ARCH 682 or 683.

434/534 Vernacular Building (3) Survey and theory of everyday houses, public buildings, and settlements built in cultures worldwide. Emphasis on building types, construction, human use, and building process.

436/536, 437/537 Theory of Urban Design I,II (3,3S) Examines the cultural and formal ideas that underlie American and European urban design. **436/536:** Ancient Greek to 1700. **437/537:** 1700 to the present. Undergraduate prereq: ARCH 282, 307.

438/538 Climate Analysis for Design (3) Lectures and problems in climate analysis related to buildings and to comfort. Prereq: ARCH 491/591, 492/592.

439/539 Architectural Form and Urban Quality (3) Critical investigation of architecture as an aesthetic activity with public responsibility crucial to civilized urban life. Living tradition, intentionality, manners and civility, "following a rule," and sense of detail. Majors only.

443/543 Social and Behavioral Factors in Design (3) Patterns of human interaction with the physical settings of everyday activities. Application of social science paradigms and research to architectural programs, design, and evaluation processes. Undergraduate prereq: ARCH 182.

445/545 Housing in Society (3) History, theory, and practice of housing design with emphasis on social policy and emerging ideas in the architecture of housing. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683.

447/547 Light and Color in the Environment (3) Understanding and modeling the interaction of light and body color. Includes the spectral distribution of light sources and the influence of climate and context. Prereq: ARCH 423/523.

449/549 Architectural Programming (3) Theory and methods for uncovering and defining requirements for an architectural project including philosophic, sociological, operational, economic, and contextual issues. Prereq: ARCH 484/584 eligibility.

456/556 Spatial Composition and Dynamics (3) Architectural space as a means by which people measure their existence and expand their awareness. Methods for analyzing and generating spatial organization. Undergraduate prereq: ARCH 282, 307; graduate prereq: ARCH 682 or 683.

458/558 Types and Typology (3) Critical introduction to theory of typology that categorizes urban and architectural forms by formal characteristics and cultural meaning. Lectures cover basic concepts, historical development, and case studies. Undergraduate prereq: ARCH 282, 307; graduate prereq: ARCH 682 or 683.

461/561 Introduction to Structural Theory (4) Development of a basic understanding of the behavior of structural elements and framed systems, study of force systems using mathematical and graphic methods, strength of materials. Undergraduate prereq: ARCH 305, PHYS 201, 202.

462/562 Basic Wood and Steel Systems (4) Application of mathematics and mechanics to the design of wood and steel buildings and structures. Analysis of simple elements, connections, and systems; the relation of structural design to architectural design. Prereq: ARCH 461/561.

463/563 Basic Reinforced Concrete Systems (4) Structural behavior, theory and design of structural elements and framing systems. Emphasis on one-way systems, basic column and footing design. Prereq: ARCH 462/562.

464/564 Advanced Reinforced Concrete Systems (4) Development of theory and design of reinforced and prestressed concrete framing systems. Selection of appropriate systems for buildings and infrastructure. Prereq: ARCH 463/563.

465/565 Advanced Structures (4) Development of advanced analysis, design, and planning of composite horizontal and vertical structural systems for buildings and infrastructure. Prereq: ARCH 463/563.

466/566 High-Rise and Long-Span Systems (4) Development of advanced analysis, design, and planning of high-rise and long-span systems. Prereq: ARCH 463/563.

467/567, 468/568 Structure Systems I,II (3,3) Behavior and influence of structure systems in architecture. Nonmathematical, creative exploration of structural concepts through model construction and observation of natural and built examples. **467/567:** cable, tent, pneumatic, arched, folded-surface, and shell systems. **468/568:** truss systems and bending-resistant and vertical structures. Prereq: ARCH 461/561.

469/569 Seismic Study (3) Interaction of earthquakes and buildings, how loads are applied and distributed through a structure, influence of building configuration on response to earthquake loads. Prereq: ARCH 463/563.

471/571, 472/572 Materials and Processes of Construction I,II (3,3) Introduction to the nature of building materials and processes. Influence of construction on design decisions; historic and contemporary examples; properties of materials. **471/571:** framed structures, wood, and metals. **472/572:** masonry and concrete. Undergraduate prereq: ARCH 305.

473/573 Design Integration and Communication (3) P/N only. Detailed analysis and description of an existing building of architectural significance, the building architect, and affiliated school of building. Production of a comprehensive set of working drawings describing the building. Prereq: ARCH 282; coreq: ARCH 476/576.

474/574 Preservation and Restoration Technology (3) Materials, structure systems, buildings, and elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair.

475/575 Preservation Technology: Masonry (3) History and preservation of traditional masonry construction. Emphasis on the 19th and early 20th centuries.

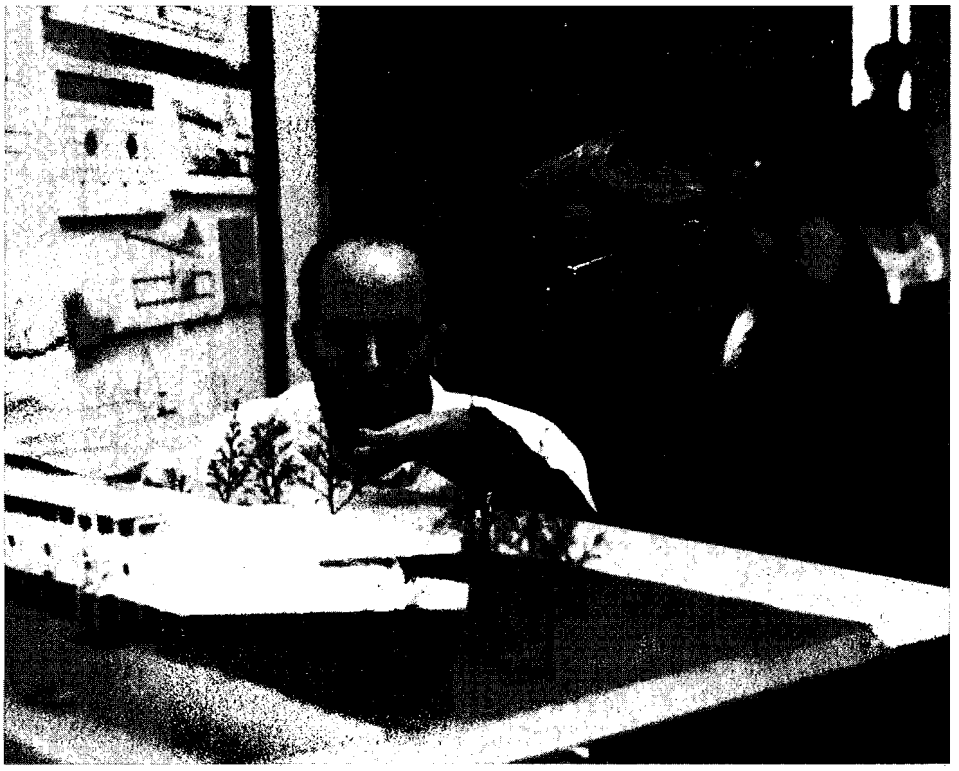
476/576 Design Integration and Communication Lecture (2) P/N only. Study of the works of a significant architect, relating them to common themes and issues. Coreq: ARCH 473/573.

477/577 Construction Communications (3) Construction process communications, contract documents, working drawings and specifications, cost estimating, and contract administration. Undergraduate prereq: ARCH 282; ARCH 471/571, 472/572 recommended.

478/578 Architectural Working Drawings (4) Information required for communication of construction processes. Methods and techniques of working drawings. Undergraduate prereq: ARCH 282; ARCH 471/571, 472/572 recommended.

480/580 Supervised Design Teaching (1–3R) Supervised assistance with desk critiques and tasks related to studio teaching. Written application required. Undergraduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683, instructor's consent. **R** for maximum of 3 credits.

484/584 Architectural Design (6R) P/N only. Design projects requiring comprehensive and integrative study over a wide range of project options. Individual criticism, group discussions, lectures and seminars by visiting specialists, public review of projects. Under-



graduate prereq: ARCH 282; graduate prereq: ARCH 682 or 683.

485/585, 486/586 Advanced Architectural Design I,II (8,8S) P/N only. In-depth work on complex design projects and design development beyond that normally possible in intermediate studios. Undergraduate prereq: 24 credits in ARCH 484; graduate prereq: 36 credits in ARCH 584.

491/591, 492/592 Environmental Control Systems I,II (4,4S) Influence of energy source, climate, heating, cooling, lighting, acoustics, and water and waste systems on design of buildings and sites. **491/591:** architectural and mechanical means to manipulate thermal environment. **492/592:** implications of lighting, acoustics, and water and waste for architectural design. Open to nonmajors.

493/593 Solar Heating (3) A continuation of solar energy topics from 491/591, 492/592 with advanced calculation procedures. Design implications and performance predictions for passive approaches to solar heating. Prereq: ARCH 491/591, 492/592, instructor's consent.

494/594 Passive Cooling (3) Passive or natural cooling for buildings emphasizing design implications. Theory, application, and special problems in ventilation and storage mass, radiation, evaporation, earth contact, and shading. Prereq: ARCH 491/591, 492/592, instructor's consent.

495/595 Daylighting (3) Daylighting as an element of architectural design. Emphasis on models and photography to study behavior of light. Case studies and prediction techniques. Prereq: ARCH 491/591, 492/592, instructor's consent.

503 Thesis (1–9R) P/N only

601 Research: [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 (3) Foundation knowledge, concepts, and skills fundamental to structure, construction, and environmental control subject areas.

613 Graduate Design Arts (3) Foundation knowledge and concepts fundamental to place response, human activity support, and spatial ordering subject areas.

619 Terminal Project (1–9R) P/N only

681, 682 Graduate Architectural Design I,II: Option III (6,6S) P/N only. Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Emphasis on developing graphic skills and the capability for visual thinking essential to advanced studios. Majors only.

683 Graduate Architectural Design: Option II (6R) P/N only. Design to expand perception and response to issues in architectural design. Design as exploration of fundamental theoretical ideas. Studio projects require comprehensiveness and integrative study. Majors only.

ART HISTORY

237C Lawrence Hall
Telephone (503) 346-3675
Leland M. Roth, Department Head

FACULTY

Alfred Acres, assistant professor (Renaissance and baroque art). B.A., 1984, Michigan; M.A., 1986, Ph.D., 1992, Pennsylvania. (1992)

Cynthea Bogel, assistant professor (Chinese and Japanese art). B.A., 1980, Smith; A.M., 1986, Ph.D., 1992, Harvard. (1992)

Mary-Lyon Dolezal, assistant professor (medieval, Byzantine art). A.B., 1977, Oberlin; M.A., 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, Scytho-Siberian art). B.A., 1962, M.A., 1964, Ph.D., 1970, Chicago. (1966)

Charles H. Lachman, associate professor (Chinese and Japanese 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, assistant professor (Renaissance-baroque architectural history). B.A., 1966, Jesus College, Oxford; M.A., 1973, Ph.D., 1983, Courtauld Institute, University of London. (1993)

Kathleen D. Nicholson, associate 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)

W. Sherwin Simmons, associate professor (modern, 20th-century art). B.A., 1967, Yale; M.A., 1975, Ph.D., 1979, Johns Hopkins. (1973)

Richard A. Sundt, associate professor (history of ancient and medieval architecture). B.A., 1967, Indiana; M.A., 1973, Ph.D., 1981, Wisconsin, Madison. (1982)

Emeriti

Marian Card Donnelly, professor emerita (history of architecture, Scandinavian art). B.A., 1946, M.A., 1948, Oberlin; Ph.D., 1956, Yale. (1966)

A. Dean McKenzie, professor emeritus (medieval, Byzantine, and Russian art). B.A., 1952, San Jose State; M.A., 1955, California, Berkeley; Ph.D., 1965, New York. (1966)

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

Participating

Arthur W. Hawn, architecture

Kenneth I. Helphand, landscape architecture

Stephen C. McGough, art museum

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 under-

graduate majors and graduate students special seminars on methodology.

Preparation. Students expecting to transfer to the art history program from two-year colleges should include in their program the equivalent of the History of Western Art I,II,III (ARH 204, 205, 206) and two years of French or German. They should also complete as many of the university 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 are also eligible for opportunities in teaching at all levels. The department provides career advising; information on career, internship, and fellowship opportunities; and regularly updated information on graduate programs.

Financial Assistance

For undergraduate and graduate students in art history, the department offers a number of scholarships and teaching and research fellowships, including the Mr. and Mrs. Eric G. Clarke Scholarship in Oriental Art and university graduate teaching fellowships (GTFs). Students may also seek scholarship aid through the School of Architecture and Allied Arts and the university's Office of Student Financial Aid. In addition, support for travel or research may be available through the Maude I. Kerns Endowment in Oriental Art and the Marion Dean Ross Endowment in Architectural History.

UNDERGRADUATE STUDIES

The major program combines art historical study 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 seven 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 88 credits of course work including 52 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 are required to take all art history courses for letter grades. Nonmajors, subject to the general university requirements, may take any department course either for a letter grade or pass/no pass (P/N).

Lower Division	*52 credits*
Studio art (drawing, painting, sculpture, or design)	4
Two years of a foreign language approved by the department (e.g., French, German, Italian, Chinese, or Japanese)	24
Electives in related areas (e.g., history, philosophy, or literature)	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).

Upper Division	*36 credits*
Critical Approaches to Art Historical Study (ARH 300)	4
Eight courses—two in each of four of the following six areas or traditions: ancient, medieval, Renaissance-baroque, modern, East Asian, and 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.

Minor Requirements

Students wanting a minor in art history must file an application form with the department, consult with the faculty adviser for their minor option, and maintain a current academic record in the Department of Art History office.

The art history minor is offered in three options.

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	*24 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	12

Of the four upper-division electives in architectural history, no more than two may come from the History of Interior Architecture I,II,III (ARH 474, 475, 476) or the History of Landscape Architecture I,II,III (ARH 477, 478, 479).

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 unusual in the western United States. It is tailored to meet the needs and objectives of two kinds of students: (1) those who seek careers in the academic or art-related business worlds immediately upon completion of the M.A. degree, and (2) those who want to acquire a solid foundation in the field before pursuing studies leading to a Ph.D. degree.

Applications to the graduate program are considered once a year in late winter and early spring. For the 1995–96 academic year, applications and supporting documents, including Graduate Record Examinations scores, must be received by February 15, 1995.

Master of Arts Requirements

Students who have successfully completed undergraduate programs in art history, history, or languages and literature are particularly encouraged to consider graduate studies in art history.

All entering graduate students are required to complete Bibliography and Methods (ARH 611) for a letter grade. All graduate students emphasizing Western art must take at least 3 or 4 graduate credits in each of the main areas of study: ancient, Renaissance-baroque, medieval, and modern (including American).

Two M.A. program options are available: (1) a program culminating in a written thesis, and (2) a program culminating in a comprehensive written examination. The student should 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.

Thesis Option. The thesis option is intended for students who want to specialize or who plan to continue in a doctoral program. Thesis-option students must complete at least 9 to 12 credits in graduate research seminars. They must also 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 rather than continuing in a doctoral program. These students are expected to emphasize either Western or Asian art. Their programs should be based on one of the following models:

Western Art Examination Option	*48 credits*
Seven courses in Western art—at least one in each of the following areas: ancient, medieval, Renaissance-baroque, and modern (including American)	28
Two courses in Asian or other non-Western art	8

Bibliography and Methods (ARH 611) 4
Museology (ARH 511) and Reading and Conference (ARH 605) 8

Asian Art Examination Option *48 credits*
Five courses in an Asian or other non-Western area of emphasis 20
Two courses in an Asian or other non-Western secondary area 8
Western art (one or two areas) 8
Bibliography and Methods (ARH 611) 4
Museology (ARH 511) and Reading and Conference (ARH 605) 8

Comprehensive examination-option students must take three graduate-level seminars. The program culminates in a comprehensive examination based on the student's individual course of study.

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 language examination given by the department, or (2) by presenting, before the beginning of fall term, satisfactory passing results on the standardized, national Graduate School Foreign Language Test (GSFLT).

Proficiency in a language is crucial for the student's academic program. In the event that a student has not met the initial 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 language examination or GSFLT examination by the end of spring term in 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 GTF award until the requirement is met.

Students in Asian art must demonstrate competence in either Chinese or Japanese language. The means for determining competence depends on the background and preparation of the individual student. For more information, inquire at the Department of Art History.

Doctor of Philosophy Requirements

Students are not usually admitted to the Ph.D. program unless they have successfully completed a master's degree in art history or a closely related field. Course work for the degree consists of 48 post-M.A. credits, selected with the advice and consent of the student's adviser.

Language Requirement. Students in Western art history must meet the language requirement by passing examinations in both French and German. Proficiency in one of the two languages must be demonstrated no later than the end of the first year, either by successfully passing the department's fall-term examination (or, if necessary, the spring examination), or by presenting satisfactory results on the GSFLT. The second-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 award until the language requirement is successfully met.

Doctoral students in Asian art must demonstrate proficiency in either Chinese or Japanese language, depending on their field of study. They must also pass a reading examination in an appropriate European language and commence study of a second Far Eastern language if it 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)

200 Innovative Education: [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.

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, Laing.

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. Bogel, Lachman, Laing.

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. 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. Roth, Sundt.

322 Art of Ancient Greece (4) Introduction to major traditions, functions, and styles of Greek art from the Bronze Age through the Archaic to the Classical and Hellenistic periods. Hurwit. Not offered 1994–95.

323 Art of Ancient Rome (4) Introduction to major traditions, functions, and styles of the art of ancient Italy and the Roman Empire, from the Etruscans through the Republic to the art of Constantine the Great. Hurwit. Not offered 1994–95.

324 Art and Politics in the Ancient World (4) Use of art and architecture by leading figures and states to shape and express the political environment and ideologies of the ancient world. Propagandistic art from Egypt to Rome. Hurwit. Not offered 1994–95.

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. Not offered 1994–95.

341 Italian Art 1400–1560 (4) Painting and sculpture of the Renaissance and mannerist periods analyzed in terms of style, iconography, theory, patronage, and social context. Acres. Not offered 1994–95.

342 Italian Art 1560–1700 (4) Reform of art in the late 16th century and development of the baroque in Italy. Focus on Caravaggio, Carracci, Bernini, other leading artists. Acres. Not offered 1994–95.

343 European Renaissance Art (4) Painting and graphic arts in the Netherlands, Germany, and England in the 15th and 16th centuries. Van Eyck, Dürer, Holbein, other leading artists. Acres.

344 European Baroque Art (4) Baroque art outside Italy. Development of distinctive national schools. Special emphasis on the flourishing of Dutch painting and French classicism. Acres.

349 History of Prints (4) Western printmaking, from the 15th century to the present, focused on major artists (Dürer, Rembrandt, Goya, Johns). Development of print media; changing goals of printmakers. Not offered 1994–95.

351 19th-Century Art (4) Introduction to artistic movements in Europe from 1780 to 1900 including neoclassicism, romanticism, realism, and impressionism. Nicholson, Simmons.

352 20th-Century Art (4) Introduction to artistic movements in painting, sculpture, and graphics from postimpressionism (1900s) to the present. Nicholson, 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. Not offered 1994–95.

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. Not offered 1994–95.

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, Laing.

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. Laing. Not offered 1994–95.

391,392 Art of the Pacific Islands I,II (4,4) Art and architecture of the Pacific Islands considered in terms of style and as vehicles of social and religious expression. **391**: Melanesia. **392**: Polynesia and Micronesia. Sundt. Not offered 1994–95.

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. Bogel.

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. Prereq: ARH 209 or 394 or 395 or 396 or instructor's consent. Bogel.

399 Special Studies: [Topic] (1–5R) Departmental offerings vary from year to year and reflect the interests of faculty members.

400 Innovative Education: [Topic] (1–5R)

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: instructor's consent. McGough.

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. Not offered 1994–95.

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. Not offered 1994–95.

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. Not offered 1994–95.

427/527 Greek Architecture (3) Origins of the Greek Orders and temple architecture from ca. 900 to 400 B.C. Prereq: ARH 204 or 314 or instructor's consent. Sundt. Not offered 1994–95.

428/528 Roman Architecture (3) Architecture and building technology during the republican and imperial periods. Prereq: ARH 204 or 314 or instructor's consent. Sundt. Not offered 1994–95.

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 ca.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, 435/535 Medieval Painting I,II (4,4) Medieval painting with emphasis on book illumination. **434/534:** 600–1200. **435/535:** Gothic, 1200–1500. Prereq: ARH 205 or instructor's consent. Dolezal. Not offered 1994–95.

437/537 Romanesque Architecture (3) 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. Sundt.

438/538, 439/539 Gothic Architecture I,II (3,3) Architecture in Western Europe from ca. 1130 to ca. 1500. **438/538:** emphasis on northern France. **439/539:** emphasis on England, Germany, and the area outside northern France. Prereq: ARH 205 or 314 or instructor's consent. Sundt.

441/541 Renaissance and Baroque Problems: [Topic] (4R) In-depth examination of careers of major artists or issues relevant to art of the period. Topics vary. Possible subjects include art and power, Caravaggio. Prereq: ARH 341 or 342 or 343 or 344 or instructor's consent. **R** twice when topic changes for maximum of 8 credits.

448/548 Renaissance Architecture (3) Examination of the significant developments in architecture in Italy and the rest of Europe, 1400–1585, with special emphasis on theory and normative types. Prereq: ARH 206 or 315 or instructor's consent. Roth.

449/549 Baroque Architecture (3) Examination of the significant developments in architecture in Italy and the rest of Europe, 1585–1750. Prereq: ARH 206 or 315 or instructor's consent. Roth.

450/550 18th-Century Art (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. Not offered 1994–95.

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. Not offered 1994–95.

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** twice when topic changes for maximum of 12 credits.

453/553 20th-Century Problems: [Topic] (4R) Changing topics in European art, 1880–1940. Prereq: ARH 352 or instructor's consent. Simmons. **R** twice when topic changes for maximum of 12 credits.

454/554 Modern German Art (4) Development of modernism in German art from the founding of the secession to national socialism. Prereq: ARH 352 or instructor's consent. Simmons.

455/555 Contemporary Art (4) Major artistic movements and critical theory in Europe and the United States from 1940 to the present. Prereq: ARH 352 or instructor's consent. Simmons.

458/558, 459/559 American Art I,II (4,4) Intensive survey of major developments in American painting and sculpture. **458/558:** 1585–1860, landscape and genre topics. **459/559:** 1860–1940, academic art and regionalism in the 1920s and 1930s. Prereq: ARH 206 or instructor's consent. Nicholson, Roth.

460/560 18th-Century Architecture (3) 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 (3) Major developments in architecture in Europe, 1740–1900. Special emphasis on such topics as the impact of eclecticism, industrialization, and urban growth. Prereq: ARH 206 or 315 or instructor's consent. Roth.

462/562 20th-Century Architecture (3) Major developments in architecture in Europe, 1890 to the present. Topics include the theory of international modernism and the rise of ethnic traditions. Prereq: ARH 206 or 315 or instructor's consent. Roth.

464/564, 465/565, 466/566 American Architecture I,II,III (3,3,3) Major developments in American architecture. **464/564:** 1600–1820; includes vernacular traditions, late baroque transplantations, and the effort to create national symbols. **465/565:** 1820–1900; includes the rediscovery of national symbols, the impact of industry, and the national focus on the single-family residence. **466/566:** 1885 to the present; emphasizes academicism, the impact of international modernism, and the rediscovery of eclectic symbolism. Prereq: ARH 206 or 315 or instructor's consent. Roth.

467/567 Chicago Architecture (3) 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.

469/569 Historic Preservation (3) Theory and history of historic preservation in the United States and Europe; legislation and procedures.

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.

477/577, 478/578, 479/579 History of Landscape Architecture I,II,III (4,4,4) 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. Offered alternate years; not offered 1994–95. **478/578:** Landscape design of the 18th and 19th centuries, emphasizing the design of public open spaces and the Anglo-American tradition. Offered alternate years; not offered 1994–95. **479/579:** American and 20th-century landscape architecture. Offered 1994–95 and alternate years. Helphand.

484/584 Problems in Chinese Art: [Topic] (4R) Topis vary from year to year. Prereq: ARH 208, ARH 384 or 386 or instructor's consent. Bogel, Lachman. **R** twice when topic changes for maximum of 8 credits.

488/588 Japanese Prints (4) Major thematic, technological, and artistic developments of the woodblock print in Japan as part of the cultural, social, and political patterns of the times. Prereq: ARH 209 or instructor's consent. Bogel, Laing.

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) Changing topics in Japanese art; the topic for 1994–95 is Fujiwara: Court Culture and Art. Prereq: ARH 209 or 394 or 395 or 396 or instructor's consent. Bogel. **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. Not offered 1994–95.

608 Workshop: [Topic] (1–5R)

609 Practicum: [Topic] (1–9R)

610 Experimental Course: [Topic] (1–5R)

611 Bibliography and Methods (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

251F Lawrence Hall
Telephone (503) 346-3639
Linda F. Ettinger, Program Director

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)

Rogena M. Degge, associate 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)

Beverly J. Jones, associate professor (curriculum and research, technology, aesthetics). B.S., 1967, Oregon College of Education; M.S., 1976, Ph.D., 1977, Oregon. (1977)

Jane C. Maitland-Gholson, associate professor (evaluation, perception, aesthetics). B.S., 1973, Southern Illinois; M.A., 1980, Ed.D., 1984, Illinois. (1984)

Adjunct and Courtesy

Eric Schiff, adjunct instructor (information technology). B.A., 1977, M.A. 1981, Oregon. (1988)

Diana Lauterbach, courtesy assistant professor (information and electronic resources). B.A., 1989, College of St. Catherine; M.L.S., 1992, Syracuse. (1993)

Emeriti

Thomas O. Ballinger, professor emeritus (cross-cultural, Nepalese, and African art). B.A., 1949, M.A., 1951, New Mexico. (1952)

Jane Gehring, associate professor emerita (methods and curriculum, textiles). B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon. (1958)

Gordon L. Kensler, professor emeritus (curriculum, research, community art). B.F.A., 1949, M.F.A., 1951, Art Institute of Chicago; Ed.D., 1964, Stanford. (1966)

Vincent Lanier, professor emeritus (newer media educational theory, art criticism). B.A., M.A., 1948, Ed.D., 1954, New York. (1966)

June K. McFee, professor emerita (psychosocial foundations, environmental design). B.A., 1939, Washington (Seattle); M.Ed., 1954, Central Washington; Ed.D., 1957, Stanford. (1965)

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

Participating

Roger J. Best, marketing

Bryan T. Downes, planning, public policy and management

Don E. Dumond, anthropology

Lawrence W. Fong, Museum of Art

Stephen C. McGough, Museum of Art

Neill Archer Roan, music

William Simonsen, planning, public policy and management

Mark T. Spriggs, marketing

The Arts and Administration Program—the only one of its kind in the Pacific Northwest—combines knowledge in the visual, and performing arts with social, cultural, managerial, and educational concerns that pertain to administering both nonprofit and for-profit arts organizations, institutions, and programs. A field of specialization is arts management. 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. It offers master of arts (M.A.) and master of science (M.S.) degrees in arts management.

UNDERGRADUATE STUDIES

Undergraduate courses include several that are approved for the arts and letters group: Art and Human Values (AAD 250), The Arts and Visual Literacy (AAD 251), Art and Gender (AAD 252). 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), Criticism in Art and Design (AAA 440), 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 30 credits, distributed as follows:

	30 credits
Art and Human Values (AAD 250)	4
The Arts and Visual Literacy (AAD 251)	4
Art and Gender (AAD 252)	4
Art in Society (AAD 450)	3
Art and Community Service (AAD 451)	3
Approved electives	12

At least 9 elective credits must be upper division; at least 6 elective credits must be in AAD courses. All AAD credits must be earned in graded courses taken at the University of Oregon. Grades of C+ or better must be earned in graded courses.

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, 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 regional 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 current 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, perfoming arts, or community arts in either the public or the private sectors.

Admission

Admission to study at the graduate level requires previous study in visual or performing arts and the humanities. Although an undergraduate degree in an arts area is not required, a minimum of 21 credits of arts-related course work or equivalent professional experience is standard. Applicants from the business, management, and social science fields are encouraged to apply but may need to take up to an additional 21 credits in arts-related course work. Applicants are asked to indicate interest in a particular concentration area at the time of application. Application materials are reviewed with this interest in mind, and appropriate entry requirements are examined. If they have not been fulfilled, admitted students are advised to take additional prerequisites.

Students planning graduate study should request information and application forms by writing to Arts and Administration Program, 5230 University of Oregon, Eugene OR 97403-5230.

Admission is determined by the arts management master's degree admissions committee, which consists of faculty members of the Arts and Administration Program, representatives of the arts management master's degree advisory board, and faculty representatives from concentration areas when appropriate. The committee reviews applications and documentation and conducts interviews.

Master's Degree Requirements

The master of arts (M.A.) degree requires competence in one foreign language. Students must complete all work toward a master of science (M.S.) or M.A. degree within seven years.

Study in the master's degree program consists of three components: (1) core courses, (2) an concentration area, and (3) research and practice, including an internship.

Students learn techniques needed for analysis and development of arts policy and 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 utmost importance to professionals in public and private arts organizations from diverse social and cultural settings. Projects focus on issues examined during the student's internship.

The two-year arts management master's degree program requires at least 60 credits of course work distributed among the three components.

Core Component: 26 credits

Core courses address the study and management of the arts in social and cultural contexts with a focus on arts policy and the community arts environment. Nonprofit and for-profit organizations and issues are addressed.

The core component includes Seminar (AAD 507), 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), Public Budget Administration (PPPM 629), and electives in arts and administration chosen in consultation with an adviser.

Area of Concentration Component: 15 credits

Concentration areas focus on various cultural resources and management areas. Each area consists of elective course work from supporting programs and departments. Selection of an 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. Five concentration areas are available:

- business and marketing management
- community arts management
- information management
- museum management
- performing arts management

Research and Practice Component: 15–18 credits

Master's candidates write either a project paper—one addressing a critical topic studied during the internship—or a thesis. In both cases, a required course in research methodology prepares students for the internship and for writing the thesis or project.

Courses required for this component include Research Methodology (AAD 630), Internship (AAD 604), and either Thesis (AAD 503) or Master's Degree Project (AAD 611).

NONDEGREE PROGRAM

Applied Information Management Program

This program is described in the **Continuation Center** section of this bulletin. 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)

400 Innovative Education: [Topic] (1–5R) Not offered 1994–95.

401 Research: [Topic] (1–18R)

404 Internship: [Topic] (1–18R) Not offered 1994–95.

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 (3) Work with children in a supervised art laboratory. Appropriate for students preparing to teach art to children and adolescents in public schools and alternative settings. Not offered 1994–95.

429/529 Museum Education (3) Examines theory and practice of museum education. Analyzes program-development approaches for university and community audiences; creates educational materials for campus and local museums. Degge.

AAA 440/540 Criticism in Art and Design (3) See **Architecture and Allied Arts**.

450/550 Art in Society (3) Concepts derived from anthropology, philosophy, sociology, and art education are used to examine fine, popular, folk, industrial, and environmental art forms in contemporary society. Degge.

451/551 Art and Community Service (3) Overview of services that art and art educators perform in the community. Explores settings, constituencies, philosophical approaches, methodologies, planning, and funding of community art programs. Blandy.

452/552 Women and Their Art (3) Contributions by women in art from the Middle Ages through the 20th century. Focuses on existing social, political, and aesthetic conditions for women. Not offered 1994–95.

460/560 Arts Administration (3) Considers the arts administrative role in museums, galleries, art centers, community and university art programs, state and local education divisions, art councils, and performing arts organizations. Ettinger.

462/562 Cultural Policy in Art (3) Examines impact of cultural policies and institutions on opportunities of the artistic community, on what art forms are made accessible, and on the general aesthetic welfare of the public. Degge.

470/570 Art and Therapeutic Strategies (3) Preparation to teach art to students with disabilities. Mainstreaming, special programs, teaching strategies, and development of curricular materials. Not offered 1994–95.

483/583 Information Design and Presentation (3) Design and presentation of electroni-

cally processed information. Uses concepts from aesthetics and graphic design; computer, behavioral, and social sciences. Practical applications in various contexts. Schiff.

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) A recent topic is Master's Degree Proposal.

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 (3) Opportunity to learn youth art program management in a laboratory situation. Responsibility for managing a youth art program under faculty supervision. Not offered 1994–95.

630 Research Methodology (3) Scientific bases and classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique of research reports. Maitland–Gholson.

646 Aesthetic Inquiry (3) Reviews contemporary research in aesthetics from a multidisciplinary perspective. Considers quantitative and qualitative studies from psychology, anthropology, sociology, computer science via traditional and contemporary aesthetic theory. Not offered 1994–95.

685 Design and Computing (3) Examines how computing is changing the problems, processes, and theories of design. Devotes attention to fine art, industrial design, graphic design, and information systems. *Offered at UO Portland Center.*

687 The Thinking Machine (3) Reviews the computer as an aid to thinking, augmenting, or replacing information processing aids. Considers computer development as an intelligent agent. *Offered at UO Portland Center.*

689 Design and Management of Effective Training Programs (3) 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 UO Portland Center.*

FINE AND APPLIED ARTS

198 Lawrence Hall
Telephone (503) 346-3610
Kenneth R. O'Connell, Department Head

FACULTY

Laura J. Alpert, associate professor (sculpture). B.A., 1968, Stanford; M.F.A., 1971, Oregon. (1979)

Paul E. Buckner, professor (the human and organic form, sculpture). B.A., 1959, Washington (Seattle); M.F.A., 1961, Claremont. (1962)

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, assistant professor (visual design). B.A., 1967, Central Washington; M.F.A., 1988, Oregon. (1986)

George Kokis, professor (ceramics). B.F.A., 1955, M.F.A., 1961, Alfred. On leave 1994–95. (1973)

Sana Krusoe, assistant professor (ceramics). B.A., 1968, Occidental; M.F.A., 1987, Claremont Graduate. (1990)

Kenneth R. O'Connell, professor (visual design). B.S., 1966, M.F.A., 1972, Oregon. (1977)

Frank S. Okada, professor (painting, drawing). B.F.A., 1957, Cranbrook Academy of Art. (1969)

Kenneth H. Paul, associate professor (printmaking, painting). B.A., 1961, M.A., 1965, Wyoming. (1970)

Barbara Pickett, associate professor (fibers). B.S., 1971, Portland State. (1975)

Dan Powell, associate professor (photography). B.A., 1973, M.A., 1977, Central Washington; M.F.A., 1980, Illinois. (1987)

Margaret Prentice, associate professor (printmaking). B.F.A., 1967, Arizona, Tucson; M.F.A., 1980, Colorado, Boulder. On leave 1994–95. (1986)

Jan L. Reaves, assistant professor (painting, drawing). B.A., 1970, M.F.A., 1983, Oregon. (1988)

Mary Sillman, assistant professor (visual design). B.A., 1978, Sarah Lawrence; M.F.A., 1984, Cranbrook Academy of Art. (1991)

Thomas F. Urban, associate professor (sculpture, woodworking, photography); coordinator, EMU Craft Center. B.S., 1970, M.F.A., 1973, Wisconsin. (1973)

Terri Warpinski, associate professor (photography). B.A., 1979, Wisconsin, Green Bay; M.F.A., 1983, Iowa. (1984)

Adjunct, Courtesy, and Visiting

Margaret Coe-Clark, adjunct assistant professor (basic design, watercolor). B.A., 1963, M.F.A., 1978, Oregon. (1979)

Miriam Kley, visiting assistant professor (basic design, color theory, three-dimensional graphic illustration). B.A., 1951, Brooklyn; M.F.A., 1967, Chicago. (1990)

Richard C. Pickering, courtesy senior instructor. B.A., 1964, Arizona State; M.F.A., 1970, Oregon. (1970)

Marilyn Reaves, visiting assistant professor (basic design, calligraphy). B.A., 1966, Lawrence; M.F.A., 1990, Oregon. (1990)

Robert S. Wenger, visiting assistant professor (basic design, visual inquiry). B.S., 1970, 1979, M.F.A., 1986, Oregon. (1986)

Emeriti

David G. Foster, professor emeritus (visual design). B.A., 1951, Institute of Design, Illinois Institute of Technology; M.F.A., 1957, Oregon. (1957)

Robert C. James, professor emeritus (ceramics). B.A., 1952, California, Los Angeles; M.F.A., 1955, Cranbrook Academy of Art. (1955)

C. Max Nixon, professor emeritus (metal craft, jewelry, weaving). B.F.A., 1939, Kansas. (1956)

C. B. Ryan, professor emeritus (painting, drawing). B.S., 1939, M.F.A., 1940, Oregon. (1946)

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

The Department of Fine and Applied Arts has courses in ceramics, drawing, fibers, metalsmithing and jewelry, painting, photography, printmaking, sculpture, and visual design (including computer graphics). Lower-division courses serve students doing their major work in the department and nonmajors seeking studio work as part of a liberal education.

UNDERGRADUATE STUDIES

Students must apply directly to the Department of Fine and Applied Arts for admission as majors. Write or call the department for the application form and deadlines. Admission screening takes place each term for admission the next term (excluding summer session).

Three bachelor's degrees are offered by the department: a four-year program leads to the bachelor of arts (B.A.) or bachelor of science (B.S.) degree, and a five-year program leads to the bachelor of fine arts (B.F.A.) degree.

Major disciplines within the department are not separated at the undergraduate level except in the case of the fifth-year program for a B.F.A. degree.

Major Requirements

General departmental requirements for the B.A. and B.S. degrees are 66 credits, including two courses in drawing, two courses in Basic Design (ART 116), and three courses in art history. Twenty-four of the 66 credits must be upper-division studio work.

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 in art history, and 4 credits of Terminal Creative Project B.F.A. (ART, ARTC, ARTF, ARTM, ARTP, ARTR, ARTS, or ARTV 409)

Students who have completed a comparable four-year curriculum in art at another institution may be admitted to the fifth-year B.F.A. program. Such B.F.A. candidates must, however, satisfy the university's residence requirement of 45 credits for all undergraduate degrees. For transfer students completing an undergraduate degree here, the department requires at least 24 credits of studio work in residence, of which at least 12 must be upper division.

Admission to the B.F.A. program is subject to approval by a portfolio review of the student's work, usually during the fourth year. The B.F.A. candidate selects a faculty sponsor, who agrees to initiate the portfolio review and supervise the terminal creative project.

Program Planning. The department stresses interdisciplinary programs as well as concentrated study. Each student is encouraged to

select a faculty adviser during the first year. It is critical to the development of a worthwhile program of study 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 additional work in the department.

Minor Requirements

The minor in fine and applied arts requires 42 credits. Course work must be taken in at least two departmental curricular areas, excluding courses taken to fulfill the 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	*20–21 credits*
Art history (ARH), three courses	9–12
Basic Design (ART 116)	4
Drawing (ART 233)	4
One course selected from among the following: Basic Design (ART 116), Drawing (ART 233), Introduction to Visual Inquiry I,II (AAA 180, 181), general departmental (ART) courses	3–4

Studio ***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 in several areas of instruction: ceramics, metalsmithing and jewelry, painting, printmaking, sculpture, and visual design. Graduate studies in fibers, photography, and computer studies are offered through the visual design area.

The M.F.A. program is intended to promote mature and independent creative work based on collegiality among members of the studio community. The faculty, with this in mind, prefers to rely more heavily on advising than on formal prescription.

The M.F.A. is the terminal degree in the studio arts. As such, it is designed to transcend the credit and course requirements traditionally associated with bachelor's and master's degrees. The standard two-year M.F.A. program requires six consecutive fall-through-spring terms as a full-time student.

The six terms of full-time enrollment, not including summer session, is the minimum residence requirement. At least 54 graduate credits must be accumulated in these six terms. Other requirements are six formal courses in art history, art theory, or related courses that focus on theoretical or historical issues in the arts. Exceptions to the six formal courses in art history or art theory must have the prior approval of the department head. Seminars with specific titles, e.g., Seminar: Experimental Animation (ARTV 507), can be used to satisfy this requirement. Untitled generic seminars, e.g., Seminar (ARTC 507) and other undefined generic courses, e.g., unsubtitled Research (601), Reading and Conference (605), and Workshop (508), do not satisfy this requirement. Also required is a minimum of 9 credits in Terminal Creative Project M.F.A. (ART, ARTC, ARTM, ARTP, ARTR, ARTS, or ARTV 609).

Graduate students in this department may elect to take all their work on a pass/no pass (P/N) basis. Because the principal requirements here are those of residence, which may not be waived, there is no policy for the acceptance of transferred graduate credit. All work done elsewhere, both privately and in other schools and foundations, is honored though not reviewed for credit.

Most of the first year is spent establishing work patterns and becoming familiar with departmental courses of instruction, faculty and staff members, and facilities.

Prospective students are expected to have the equivalent of this department's B.F.A. degree; applicants accepted without this experience are expected to make up background deficiencies before being admitted to the two-year program.

It is assumed that prospective graduate students have some knowledge of the department's offerings and seek entrance for particular reasons. The transition from the first year into the more independent phase of the second-year terminal project is generally more rewarding to those who visit the department before applying.

Formal Procedures

Conditional Admission. Applicants must make specific inquiry based on discipline and commitment, submitting an application, transcripts, vita, portfolio, and letters of recommendation as requested. All applicants accepted by the Graduate School are given conditional admission to study for the M.F.A. 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 enrollment consists of course work and special studies in his or her discipline and in other instructional areas to ensure broader acquaintance with the department and the university.

Sometime after the first term of residence, and usually before the end of the third, a committee for reviewing candidacy is constituted by the adviser for conditionally admitted graduate students. The committee is composed of no fewer than four departmental faculty members, two of whom, whenever possible, should be from the candidate's major discipline. At least one member of the committee must be from another discipline of the department. When faculty members outside the department are wanted on this committee, they are appointed to serve in a nonvoting capacity. The departmental committee reviews with the student his or her record of accomplishment, along with examples of past and current work, in order to advise on and to recommend advancement to candidacy with a change of student classification to graduate master's.

Terminal Project and Adviser. As soon as the student has achieved graduate master's classification, the student is eligible to select a terminal project adviser from the graduate faculty in his or her discipline. This adviser, in counsel with the candidate, selects the committee, which is composed of the adviser as chair, three other departmental faculty members, and usually a faculty member from outside the department. The entire committee meets with the student for a preliminary statement of project intention (the preliminary review), at least two progress reports, and the terminal review. As soon as the project proposal is organized by the candidate, a meeting of the committee is arranged for a preliminary review of the proposed project. A short written description of the proposal should be delivered by the candidate to each committee member prior to the meeting. The purpose of the preliminary review is to acquaint all parties with the conceptual and technical particulars of the proposal and to discuss the merit of the project and its appropriateness to the terminal degree. The committee also reviews the student's overall suitability for pursuit of the M.F.A. degree. If serious and irreconcilable differences of opinion arise, the committee should be reconstituted to begin again. If a second committee also has serious and irreconcilable differences, the student may be terminated as an M.F.A. degree candidate after review by the department head. Although the preliminary review is not a public meeting, the departmental faculty should receive the courtesy of notification. It is understood that guests are not to compromise the purpose of the meeting. The preliminary review is usually timed to allow three subsequent terms to complete the terminal project.

During the course of work on the terminal project, the candidate arranges for individual conferences with committee members and arranges, through the adviser, at least two committee meetings for progress reports. At each progress report meeting, the committee determines whether sufficient progress has been made, whether work is of appropriate quality for continuation of the project, and whether the student's performance in the M.F.A. program continues to be acceptable.

At least two weeks prior to the terminal review, each committee member should receive a rough draft of the report summarizing the terminal project. At least one week before the terminal review, the time, date, and place are publicly announced by the chair. Department staff members assist the candidate in arranging the space and dates for the public exhibition of the terminal project. The final review is open to all university faculty members and graduate students. The exhibition is open to the public.

The 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. An additional copy of the report may be made available to the major discipline for its use. The student may also request an additional bound copy.

FINE AND APPLIED ARTS COURSES

Unless specified otherwise, for generic courses numbered 199, 401, 405, 406, 407/507, 408/508, 409, 410/510, 601, 605, 606, 607, 608, and 609, topics and credits are arranged with the instructor. 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 (2) P/N only. The artist experience is a series of presentations by the resident faculty members of the Department of Fine and Applied Arts. Offered fall term only.

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.

200 Innovative Education: [Topic] (1–5R)

208 Foundation: [Topic] (2–4R) A 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 (2–4R) 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.

400 Innovative Education: [Topic] (1–5R)

406 Special Problems: [Topic] (1–8R) Prereq: instructor's consent.

407/507 Seminar: [Topic] (1–3R)

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 (2–4R) P/N only. Personal projects and ensemble work involving imagination-releasing exercises using clay, drawing, writing, and storytelling. Studio emphasizes creativity. R once.

415/515 The Origins of Mark and Image Making (2–4) P/N only. Shares some characteristics of a studio course but undertakes research in a nontraditional outdoor setting. Unprocessed natural and found material used for projects reviewed and discussed on site.

482/582 Anatomy for Artists (2–4) Principles and formation of the skeletal and muscular structure of the human figure. Prereq: ARTP 281 or ART 233 or 297. Buckner.

485/585 Artist's Books (3–4R) Creating books as an expression of fine art. Each aspect of the book's structure and form is designed to express the artist's ideas and content. Prereq: foundation course.

492/592 The Artist's Survival (2–3) P/N only. Reviews the direct application and presentation of an artist's work in the world of business and education.

601 Research: [Topic] (1–12R) P/N only. Prereq: instructor's consent.

602 Supervised College Teaching (1–4R) Prereq: instructor's consent.

605 Reading and Conference: [Topic] (1–6R) Prereq: instructor's consent.

607 Seminar: [Topic] (1–4R)

608 Workshop: [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: insturctor's consent.

255 Ceramics (2–4R) 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)

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] (1–3R) 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 (2–4R) Theory and practice in glaze and clay calculation and formulation. Prereq: instructor's consent, ARTC 255.

455/555 Advanced Ceramics (2–4R) Intensive study opportunities for those who seek the integration of skills, theory, and practice with the development of personal meanings. Kokis, Krusoe.

601 Research: [Topic] (1–12R) P/N only. 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 Workshop: [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 (2–4R) 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.

267 Weaving (2–4R) Introduction to weaving on four-shaft floor looms. Experimentation with a wide variety of fibers, pattern weave, and tapestry. Subject varies by term. Pickett.

358 Dyeing (2–4R) Dyeing fibers and fabrics using natural and synthetic dyes. Includes such techniques as stitch resist, paste resist, stencil printing, *ikat*, marbling. Focus on surface design.

401 Research: [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] (1–3R) 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 (2–4R) Weaving on multishaft looms including 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 (2–4R) Dyeing tecniques—stenciling, paste resist, *shibori*—that allow exploration of pattern design and symmetry on cloth. Subject varies by term. Prereq: instructor's consent.

Metalsmithing and Jewelry Courses (ARTM)

199 Special Studies: [Topic] (1–5R) Prereq: instructor's consent.

257 Metalsmithing and Jewelry (2–4R) Introduction to the handworking of ferrous and nonferrous metals; practical information about making small tools and jewelry and metal objects.

401 Research: [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] (1–3R) 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 (2–5R) Emphasis on creative work. Advanced problems in forging, raising, centrifuge, casting, enameling, etching, stone setting.

601 Research: [Topic] (1–12R) P/N only. 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.

608 Workshop: [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 (2–4R) 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 (2–4R) Basic instruction in the use of water media with particular attention to their limitations and capabilities.

381 Watercolor (2–4R) Visual and manual understanding of the media with emphasis on transparency and fluidity. Transitory conditions of light and atmosphere. Prereq: ART 233 or ARTP 294.

390 Painting (2–4R) Advanced painting concepts and technical processes. Independent initiative is encouraged. Prereq: 8 credits of lower-division painting or equivalent. Graff, Okada, J. Reaves.

391 Drawing (2–4R) Continued study in observation related to visual and spatial phenomena. Prereq: 4 credits in ART 233. Graff, Okada, J. Reaves.

392 Composition and Visual Theory (2–4R) Visual theory and its relation to visual, tactile, kinetic, and mnemonic characterization. Prereq: 4 credits in ART 116 or 233 or instructor's consent.

401 Research: [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] (1–3R) 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)

481 Water Color (2–4R) Advanced study in selected water media. Prereq: ARTP 381 or instructor's consent.

486/586 Large-Scale Painting (8R) Presents a realistic introduction to a professional commitment to painting. Introduces need for personal development of a studio discipline appropriate for independent graduate work. Prereq: ARTP 390, instructor's consent. Okada.

488/588 Theories of Painting (3) Examines the parallel development of modern painting to the present and concurrent theory. Includes contemporary exhibiting practices: galleries, museums, publicity, art as business. Okada.

490/590 Advanced Painting (2–4R) 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, J. Reaves.

491/591 Advanced Drawing (2–4R) 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, J. Reaves.

601 Research: [Topic] (1–12R) P/N only. 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 Workshop: [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 with 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 (3R) Techniques of screen printing including film stencil, liquid blockout stencil, paper stencil, and photosensitive approaches. The medium as a unique conceptual and expressive tool. Prereq: instructor's consent. Paul.

349 Introduction to Lithography (3) Basic methodology of delineation, processing, and printing of images on stone. Includes crayon, pen, and tusche work. Printing of small editions. Prereq: two terms of drawing or instructor's consent. Paul.

401 Research: [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] (1–3R) 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 (2–4R) Relief printing emphasizes color techniques, *chine collé*, wood engraving, monotype. Intaglio includes color methods with multiple plates and *à la poupée*. Focuses on personal imagery development. Prereq: ARTR 346 or 347 or instructor's consent. Prentice.

448/548 Intermediate and Advanced Screen Printing (2–4R) Continuing instruction in screen printing. Emphasizes advanced and experimental techniques, personal image development, and technical control. Prereq: ARTR 348 or instructor's consent. Paul.

449/549 Intermediate and Advanced Lithography (2–4R) Continuing instruction in lithography including methods of transfer, color work, plate lithography, photolithography. Emphasizes personal imagery and technical control. Prereq: ARTR 349 or instructor's consent. Paul.

601 Research: [Topic] (1–12R) P/N only. 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 Workshop: [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 (2–4R) Introduction to materials. Consideration of form; technical and compositional exercises in clay, plaster, wood, and stone.

393 Intermediate Sculpture (2–4R) 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.

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] (1–3R) 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 (2–4R) The human structure and its accurate interpretation. Three-dimensional work from the living model with supporting study through drawing. Prereq: instructor's consent. Buckner.

489/589 Metal Casting (2–6R) Basic principles of nonferrous metal casting in lost wax.

Design and operation of furnaces and ovens. Alpert, Buckner.

494/594 Advanced Sculpture (2–4R) Intensive creative work in a wide variety of media. Traditional and contemporary sculptural ideas and their relationship to personal expression. Regular reviews. Prereq: instructor's consent. Alpert, Buckner.

496/596 Ceramic Sculpture (2–4R) Techniques in building, modeling, molding, and surfacing terra cotta. The character of the materials and their effectiveness as sculptural media. Kokis, Krusoe.

601 Research: [Topic] (1–12R) P/N only. 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 Workshop: [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 Graphic Tools (3) Introduction to tools and techniques used in design practice. Focuses on print processes, materials, and presentation.

260 Computers in Visual Design (2–4R) Introduction to the many ways computers are being used as design tools. Covers techniques, hardware, software, and design principles.

351 Creative Photography I (4R) Basic black-and-white photographic processes and techniques; development of camera and darkroom skills; seeing photographically. Student work reviewed often. Powell, Warpinski.

380 Letterform: Calligraphy (2–4R) Fundamentals of calligraphy, its practice and history. Basic study of the structure of letters. M. Reaves.

381 Letterform: Letterpress (2–4R) Experiments with lead and wooden type as related to graphic composition and communication. Holcomb.

382 Letterform: Digital Typography (2–4R) Fundamentals of calligraphy, typography, codification techniques as related to photo- and electronically generated graphics. Holcomb.

383 The Graphic Symbol (2–4R) Studies in symbolic communication. Exploration in the graphic evolution of symbols. Prereq: ARTV 380 or 381 or 382, instructor's consent.

401 Research: [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] (1–3R) 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, 452/552, instructor's consent. Powell, Warpinski. **R** three times 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 (2–4R) Intermediate and advanced use of computers as an artist's tool. Some programming. Prereq: instructor's consent. Hickman, Holcomb.

461/561 Computers in Art II (2–4R) Advanced work in computer graphics. Explores both technical and aesthetic issues. Prereq: instructor's consent. Hickman, Holcomb.

475/575 Issues in Visual Design (2–4R) Advanced overview of theories and practice in visual design. Selected topics include visualization (hand-drawn and computer-facilitated), word-image relationships, design theory, and cultural history. Prereq: instructor's consent, ARTV 383. Holcomb. **R** three times 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, instructor's consent. Powell, Warpinski. Studio class.

477/577 Advanced Visual Design (2–4R) Explores visual communications through research, technical use, problem solving, critiques, and discussion. Emphasizes collecting information and refining visual problems. Integration of basic technical skills through applied problems. Prereq: instructor's consent. Holcomb.

478/578 Contemporary Photography Issues (4R) Historical and contemporary movements in photography, its relationship with other arts, and its influence on society. Focuses on 1940 to the present. Prereq: instructor's consent. Powell, Warpinski. **R** twice for maximum of 12 credits.

484/584 Advanced Photography (2–4R) Focuses on growth and development of personal work in any process or direction. Regular critiques, discussion of contemporary issues. Prereq: ARTV 351, instructor's consent. Powell, Warpinski. Studio course.

493/593 Visual Continuity (2–4R) The problems of image sequence and continuity in all graphic media including photography, video, and computer-generated graphics. Prereq: ART 116 or instructor's consent.

495/595 Motion Graphics (2–4R) Moving imagery; both diagrammatic and photographic use of video and computer graphics in visual design. Includes various animation techniques. Open to nonmajors. Prereq: ART 116, ARTV 493/593 or instructor's consent. Holcomb.

601 Research: [Topic] (1–12R) P/N only. 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 Workshop: [Topic] (1–8R) Prereq: instructor's consent.

609 Terminal Creative Project M.F.A. (1–12R) Prereq: instructor's consent.

646 Graduate Studies in Photography (2–5R) Weekly review of work in all photographically related processes. Reading and discussion. Prereq: portfolio, instructor's consent.

HISTORIC PRESERVATION

105 Lawrence Hall
Telephone (503) 346-3631
Donald L. Peting, Program Director

Participating Faculty

Howard Davis, architecture

Philip H. Dole, architecture

Arthur W. Hawn, architecture

Kenneth I. Helphand, landscape architecture

Michael Hibbard, planning, public policy and management

Robert Z. Melnick, landscape architecture

Donald L. Peting, architecture

Leland M. Roth, art history

Richard A. Sundt, art history

Jenny Young, architecture

Adjunct

Sally Donovan, adjunct assistant professor (survey, planning, Register nominations). B.F.A., 1979, Nebraska; M.S., 1987, Oregon. (1993)

Eric L. Eisemann, adjunct assistant professor (law). B.A., 1974, Knox; M.A., 1980, Western Kentucky. (1984)

Mary Gallagher, adjunct assistant professor (historic archaeology, planning and survey, Register nomination). B.A., 1979, Northern Illinois; M.A., 1984, Oregon State. (1992)

Kenneth Guzowski, adjunct assistant professor (survey, planning, historic landscapes). B.A., 1974, Central Michigan; M.S., 1990, Oregon. (1992)

Sharr Prohaska, adjunct assistant professor (cultural resource management, tourism, activism). B.S., 1988, Portland; M.A., 1990, George Washington. (1993)

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

UNDERGRADUATE STUDIES

Minor Program

The interdisciplinary minor in historic preservation requires a minimum of 27 credits, 15 of which must be upper division, distributed as follows:

1. ***Architectural History.*** 9 credits selected from the following 3- or 4-credit courses in the Department of Art History:

   American Architecture I,II,III (ARH 464, 465, 466), History of Interior Architecture I,II,III (ARH 474, 475, 476), History of Landscape Architecture I,II,III (ARH 477, 478, 479)

2. ***Historic Preservation.*** 18 credits selected from the following 3- or 4-credit courses in various departments, both within and outside the School of Architecture and Allied Arts:

   Analysis through Recording of Historic Buildings (ARCH 421), Vernacular Building (ARCH 434), Cultural Resources: Policy and Procedures (ANTH 435, offered by Oregon State University), Preservation and Restoration Technology (ARCH 474), Preservation Technology: Masonry (ARCH 475), Historic Finishes (IARC 476), Landscape Preservation (LA 480)

   Other historic preservation courses approved by the Committee on Historic Preservation.

   Up to 6 credits in courses related to historic preservation and taught in the following departments: anthropology, architecture, art history, geography, history, landscape architecture, and urban planning. These courses must be approved by the historic preservation committee.

The historic preservation minor is available to all university undergraduate students. The minor program is administered by the director of the Historic Preservation Program in the School of Architecture and Allied Arts. Early consultation with a faculty member on the historic preservation committee is recommended.

Students must give the committee written notice of the intent to seek the minor. A form for this purpose is available in the office of the dean of the School of Architecture and Allied Arts and must be submitted one year prior to formal application for graduation.

Course availability is subject to the instructor's consent and the space available after obligations to departmental majors have been met. A mid-C or better must be earned in letter-graded courses, a P (pass) in pass/no pass courses. The minor is granted upon completion of the requirements in effect when the notice of intent to seek the minor was filed.

GRADUATE STUDIES

A master of science (M.S.) degree in historic preservation is offered by the School of Architecture and Allied Arts. The two-year course of study is designed to meet the interests of students whose backgrounds are primarily in architecture, landscape architecture, and architectural history. It includes training in preservation theory and law, the characteristics of historic buildings and landscapes, historic building technology, and the procedures for evaluating and recording historic sites and buildings.

The program is administered by the Committee on Historic Preservation, an interdepartmental committee in the School of Architecture and Allied Arts.

Program Requirements

First Year	*43 credits*
Courses in preservation theory, legal issues, national register nomination, and research methods	13
Preservation courses in architecture, landscape architecture, and architectural history	15
Research	3
Electives	6
Summer internship	6
Second Year	*27 credits*
Preservation courses in architecture, landscape architecture, and architectural history	12
Electives	3
Terminal project or thesis	12

Admission

In addition to the basic requirements for admission to graduate study at the university, students must have some background in architecture or architectural history or both. Students who want to participate in the program through the Western Interstate Commission for Higher Education (WICHE) should inquire at the Graduate School.

For fall 1995 admission the application deadline is January 15, 1995. Requests for more information and application materials should be addressed to the Committee on Historic Preservation, School of Architecture and Allied Arts, 5233 University of Oregon, Eugene OR 97403-5233.

HISTORIC PRESERVATION COURSES (AAAP)

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–5R)

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

503 Thesis (1–12R) P/N only

601 Research: [Topic] (1–6R) P/N only.

602 Supervised College Teaching (1–5R)

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.

Architecture. Analysis through Recording of Historic Buildings (ARCH 521), Settlement Patterns (ARCH 531), Vernacular Building (ARCH 534), Preservation and Restoration Technology (ARCH 574), Preservation Technology: Masonry (ARCH 575)

Art History. Museology (ARH 511), 18th-Century Architecture (ARH 560), 19th-Century Architecture (ARH 561), 20th-Century Architecture (ARH 562), American Architecture I,II,III (ARH 564, 565, 566), History of Interior Architecture I,II,III (ARH 574, 575, 576), History of Landscape Architecture I,II,III (ARH 577, 578, 579)

Interior Architecture. Historic Finishes (IARC 576)

Landscape Architecture. Landscape Research Methods (LA 520), Landscape Preservation (LA 580), National Parks (LA 582), Contemporary American Landscape (LA 585)

Planning, Public Policy and Management. Grant Writing (PPPM 522), Neighborhood and Community Revitalization (PPPM 534), Managing Nonprofit Organizations (PPPM 580)

Participation in related course work throughout the university is encouraged. Available courses include Urban Geography (GEOG 542), Cultural Resource Management (ANTH 549), Cultural Resources: Policy and Procedures (ANTH 535, offered at Oregon State University), and The American West (HIST 566, 567).

INTERIOR ARCHITECTURE

210 Lawrence Hall
Telephone (503) 346-3656
Gunilla K. Finrow, Program Director

Participating Faculty

Gunilla K. Finrow, architecture
Arthur W. Hawn, architecture
Wayne J. Jewett, architecture
Lyman T. Johnson, architecture
Linda K. Zimmer, architecture

THE STUDY OF INTERIOR ARCHITECTURE

Education. In addition to providing a professional education in interior design, the Interior Architecture Program promotes inquiry into theory and design related to the interior environment and the development of design skills. Design studios offer opportunities for synthesis and testing of knowledge gained in lecture courses. The Interior Architecture Program exists within the Department of Architecture, which allows students an interdisciplinary context for study. Course work is shared between architecture and interior architecture, particularly in the first two years of study. The program includes 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: environmental studies, algebra, and geometry. Trigonometry and college-level physics are required for anyone who is interested in studying structures
4. Humanities: literature and writing courses, because interior architecture students must be able to read, write, and think clearly about abstract concepts

To better understand the professional field, prospective students should visit and discuss opportunities with local interior designers and firms practicing interior architecture.

Students are encouraged to travel in order to broaden their experiences related to the proximate environment.

Careers. Most students prepare for entering professional practice with interior architecture and design firms. Other opportunities exist in related areas such as product representation, color consultation, space planning, furniture design, and other activities related to the proximate environment.

Students graduating from the Interior Architecture Program may elect to apply for the national examination administered by the National Council for Interior Design Qualification (NCIDQ). Successful completion of this examination is required for professional membership in the American Society of Interior Designers (ASID) and the Institute of Business Designers (IBD).

Overseas Study

Students in all University of Oregon overseas study programs enroll in courses with subject codes that are unique to individual programs. Special course numbers are reserved for overseas study. See Overseas Study in the **Special Studies** section of this bulletin.

See also the Rome Program and the Danish International Studies Program listed in the **Architecture** section of this bulletin.

Summer Architecture Academy. See description in the **Architecture** section of this bulletin.

Curriculum for the Study of Interior Architecture

Students must meet the curriculum requirements published in the undergraduate and graduate bulletin and the department's *Advising Handbook* the year of their admission to the program. Students needing more specific information should see an adviser.

Residence Requirements. For transfer students to receive the B.I.Arch. or M.I.Arch. 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 33 credits from at least six subject areas
3. General electives: 12 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.I.Arch. only)

Leave of Absence. See policy statement in the **Architecture** section of this bulletin.

Accreditation. Undergraduate and graduate first-professional-degree curricula in interior architecture are accredited by the Foundation for Interior Design Education and Research (FIDER).

UNDERGRADUATE STUDIES

Potential applicants who have a four-year undergraduate degree in any field must apply to the graduate program (see Graduate Studies later in this section).

The undergraduate programs in interior architecture consist of the bachelor of interior architecture (B.I.Arch.) degree program and a minor in interior architecture.

Bachelor of Interior Architecture: 225 credits

A five-year program leads to the B.I.Arch. degree; the first two years are highly structured. Because of the diversity of opportunities in the profession, the program is designed to allow students and their advisers flexibility in establishing study sequences that satisfy individual interests and needs.

In addition to the principal objectives of the professional curriculum listed below, the bachelor's degree program includes requirements for a liberal general education. Beyond the university requirements for 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. 42 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—6 credits
3. Race, ethnic, non-European-American requirement—3 credits (may overlap with group requirements)

Major Program Requirements. 183 credits (see Professional Curriculum later in this section).

Minor Program Requirements. The Department of Architecture offers a minor in interior architecture, subject to the following restrictions:

1. Before taking any course work, a student must notify the Department of Architecture of intent to seek a minor. The minor is granted on completion of the requirements in effect on the date of the notice of intent
2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses if space is available after the needs of majors have been met
3. Enrollment in the minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to the minor program until space becomes available
4. Courses required for minors are open to other university students with instructor's consent. Substitute courses may be approved by the department
5. A mid-C or better must be earned in courses taken for letter grades or a P in pass/no pass courses

Minor Requirements	*32 credits*
Introduction to Architecture (ARCH 201)	4
Survey of Interior Architecture (IARC 204)	3
Design Arts (ARCH 307)	3
Materials of Interior Design I,II (IARC 471, 472)	6
Four of the following six courses: Furniture and Accessories (IARC 444); Color Theory and Application for the Built Environment (IARC 447); History of Interior Architecture I,II,III (ARH 474, 475, 476); Historic Finishes (IARC 476)	12
Building skills course	4

Undergraduate Admission

The admission review focuses on creative capability, academic capability, and potential program contribution through diversity of background, experience, or maturity. Students are expected to submit specific materials supporting each of these attributes. 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)—450
3. Mathematical SAT I—450
4. Total SAT I—950

In addition, students whose first language is not English must score at least 575 on the Test of English as a Foreign Language (TOEFL).

Transfer applicants must have a minimum college GPA of 2.50 and meet the other criteria listed above for first-year applicants.

The university deadline for undergraduate application to the Interior Architecture Program is December 15 (see Application Deadlines in the **Admissions** section of this bulletin). The deadline for completion of the departmental application is January 15. All applicants must meet both deadlines. Students receive notices about their applications by April 15.

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 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. Approximately thirty-five new students for architecture and interior architecture combined are admitted each year to the Option III program.

PROFESSIONAL DEGREE PROGRAM REQUIREMENTS

Option III students must complete 60 credits of interior-design studio and 87 credits of professional subject-area courses described under Professional Curriculum later in this section. In addition, Option III students must complete 6 credits in Seminar (IARC or ARCH 507 or 607). A minimum of ten terms in residence is required for this option.

Option II students must fulfill the professional curriculum requirements of the Option III program but are admitted with advanced standing. For Option II the minimum residency requirement is six terms. Transfer credit may be given to students who have had academic experience in a FIDER-accredited interior architecture or design program. The extent of this advanced standing is determined in consultation with the student's academic adviser before beginning the course of studies. Transferability of prior course work is provisional pending satisfactory completion of three terms in residence. For more information, refer to The Study of Interior Architecture at the beginning of this section.

In addition, Option II students must complete the following requirements:

1. 6 credits in Research (IARC 601), which may include independent technical study or instructor-directed research
2. 9 credits in Seminar (IARC or ARCH 507 or 607)
3. 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 bulletin.

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, Department of Architecture, 1206 University of Oregon, Eugene OR 97403-1206. The packet describes all application requirements. Applications must be postmarked by January 15 prior to the fall term of anticipated enrollment. Notifications of results are mailed by April 15. 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 bulletin.

PROFESSIONAL CURRICULUM

The professional curriculum in interior architecture is composed of three elements: interior architectural design, interior-architecture subject-area course work, and general electives.

Interior Design: 66 credits

The interior-design studio and its activities are at the center of interior-design education. Other course work is aimed at supporting the design-studio experience. The first studios emphasize the mastery of design tools through development of design skills and content. Later studios emphasize mastery of project content including experience in furniture design and building and 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 the 66-credit design requirement.

Introductory Design Studios

Introductory Architectural Design I,II (ARCH 181, 182), a two-term studio for undergraduate majors

Graduate Architectural Design I,II: Option III (ARCH 681, 682), a two-term studio for Option III graduate students

Intermediate Interior-Design Studios Interior Design (IARC 484/584), six terms, 36 credits. 30 credits required for Option III graduate students

Custom Cabinet and Furniture Design (IARC 486/586 or 487/587), 6 credits

Advanced Interior-Design Studios Interior-Design Terminal Project (IARC 488/588, 489/589), 12 credits

Subject Areas: 88 credits

The subject areas increase knowledge and skill development in interior architecture. Twelve subject areas or categories central to the profession have been identified to assist students' understanding of the structure of the interior-design field. A core curriculum required of all majors includes 21 credits in introductory courses and 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: 20 credits in Introduction to the Profession (IARC 201), Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Survey of Interior Architecture (IARC 204), Design Arts (ARCH 307), building skills course

Professional Practice: 3 credits in Context of the Interior Architectural Profession (IARC 417/517)

Other Courses: Practicum (IARC 409 or 609), Project Management (ARCH 416/516), Building Design Regulation (ARCH 418/518)

Media and Methods: 3 credits 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: Settlement Patterns (ARCH 431/531), Settlement Patterns: Japanese Vernacular I,II (ARCH 432/532, 433/533), Vernacular Building (ARCH 434/534), Architectural Form and Urban Quality (ARCH 439/539), landscape architecture courses

Human Activity Support: 7 credits in Thesis Preparation and Programming (IARC 445/545), Thesis Programming and Research (IARC 448/548), Documentation of Thesis Research, Programming, and Design (IARC 449/549)

Other Courses: Social and Behavioral Factors in Design (ARCH 443/543), 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: 3 credits from Spatial Composition and Dynamics (ARCH 456/556), Types and Typology (ARCH 458/558)

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: Introduction to Structural Theory (ARCH 461/561), Basic Wood and Steel Systems (ARCH 462/562), Basic Reinforced Concrete Systems (ARCH 463/563), Materials and Processes of Construction I,II (ARCH 471/571, 472/572), Preservation and Restoration Technology (ARCH 474/574), Preservation Technology: Masonry (ARCH 475/575), Historic Finishes (IARC 476/576)

Furniture: 5 credits in Furniture and Accessories (IARC 444/544), Working Drawings for Furniture (IARC 475/575)

Lighting and Environmental Control Systems: 3 credits from Environmental Control Systems I,II (ARCH 491/591, 492/592), Electric Lighting (IARC 492/592), Daylighting (ARCH 495/595)

Theory Seminars: interior architecture and architecture special-topic seminars

History of Art and Architecture: 18 credits including History of Interior Architecture I,II,III (ARH 474/574, 475/575, 476/576), three additional courses in history of art or architecture

Special Courses: generic courses numbered 401–410, 507, 508, 510, and 601–607 may be developed and approved for credit in subject or elective areas. Majors may take any graded course in the architecture department either for a letter grade or pass/no pass (P/N). The maximum allowable number of P/N credits is set by university regulations.

General Electives: 29 credits

Students are encouraged to select general-subject courses in addition to those taken to fulfill university group requirements. To ensure the continuation of liberal studies beyond the introductory level, B.I.Arch. candidates must complete 12 credits in upper-division general electives in academic subjects outside the School of Architecture and Allied Arts.

INTERIOR ARCHITECTURE COURSES (IARC)

ARCH 181,182 Introductory Architectural Design I,II (6,6S) P/N only. See **Architecture.**

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [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) See **Architecture.**

ARCH 202 Design Skills (3) See **Architecture.**

204 Survey of Interior Architecture (3) 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) See **Architecture.**

288 Creative Problems in Interior Architecture (6) P/N only. The planning processes by which interior spaces and forms are studied and executed. Prereq: ARCH 182.

ARCH 307 Design Arts (3) See **Architecture.**

400 Innovative Education: [Topic] (1–5R)

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 411/511 Research Methods (3) See **Architecture.**

ARCH 416/516 Project Management (3) See **Architecture.**

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 418/518 Building Design Regulation (3) See **Architecture.**

ARCH 421/521 Analysis through Recording of Historic Buildings (3) See **Architecture.**

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) See **Architecture.**

ARCH 423/523 Media for Design Development (3R) See **Architecture.**

424/524 Advanced Interior-Design Development Media (3) Media issues related to design inquiry, development, communication, and design character. Use of perspective as a means of testing proposals for the proximate environment. Prereq: ARCH 423/523.

ARCH 424/524 Advanced Design-Development Media (3R) See **Architecture.**

ARCH 425/525 Design Synthesis (3) See **Architecture.**

ARCH 426/526 Descriptive Geometry and Perspective (3) See **Architecture.**

ARCH 431/531 Settlement Patterns (3) See **Architecture.**

ARCH 432/532, 433/533 Settlement Patterns: Japanese Vernacular I,II (3,3) See **Architecture.**

ARCH 434/534 Vernacular Building (3) See **Architecture.**

ARCH 439/539 Architectural Form and Urban Quality (3) See **Architecture.**

ARCH 443/543 Social and Behavioral Factors in Design (3) See **Architecture.**

444/544 Furniture and Accessories (3) Analysis of furniture and cabinetry. Emphasis on design, development, methods of manufacture and distribution; furniture construction and techniques of shop drawing. Introduction to basic wood construction procedure. Open to nonmajors with instructor's consent.

445/545 Thesis Preparation and Programming (3) P/N only. Formulation of individual design thesis projects for IARC 488/588, 489/589. Documentation of project issues, context, site, and building information, research, case studies, and programming. Prereq: eligibility for IARC 488/588.

ARCH 445/545 Housing in Society (3) See **Architecture.**

447/547 Color Theory and Application for the Built Environment (3) Use of color in the built environment including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Undergraduate prereq: ARCH 182; graduate prereq: ARCH 682 or instructor's consent.

ARCH 447/547 Light and Color in the Environment (3) See **Architecture.**

448/548 Thesis Programming and Research (2) P/N only. Detailed programming and research for individual design thesis project. Includes documentation of programming, research, and design issues. Coreq: IARC 488/588.

449/549 Documentation of Thesis Research, Programming, and Design (2) P/N only. Written documentation of individual design thesis project. Includes documentation of design issues, research, case studies, and programming as well as graphic presentation. Coreq: IARC 489/589.

ARCH 449/549 Architectural Programming (3) See **Architecture.**

ARCH 456/556 Spatial Composition and Dynamics (3) See **Architecture.**

ARCH 458/558 Types and Typology (3) See **Architecture.**

ARCH 461/561 Introduction to Structural Theory (4) See **Architecture.**

ARCH 462/562 Basic Wood and Steel Systems (4) See **Architecture.**

ARCH 463/563 Basic Reinforced Concrete Systems (4) See **Architecture.**

471/571, 472/572 Materials of Interior Design I,II (3,3) The properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. Undergraduate prereq: ARCH 181, 182. Open to nonmajors with instructor's consent.

ARCH 471/571, 472/572 Materials and Processes of Construction I,II (3,3) See **Architecture.**

473/573 Working Drawings in Interior Architecture (4) P/N only. Preparation of working drawings for project designed in interior architecture studio. Majors only.

ARCH 474/574 Preservation and Restoration Technology (3) See **Architecture.**

475/575 Working Drawings for Furniture (2) P/N only. Development of full-scale working drawings and as-built drawings of furniture projects from furniture studio course. Coreq: IARC 486/586 or 487/587.

ARCH 475/575 Preservation Technology: Masonry (3) See **Architecture.**

476/576 Historic Finishes (3) Historic paint and varnish finishes and methods of replicating them for application to restoration, rehabilitation, or new-construction projects.

ARCH 480/580 Supervised Design Teaching (1–3R) See **Architecture.**

484/584 Interior Design (6R) P/N only. A series of creative problems in interior design; intensive analysis of design; methods of problem solution; individual criticism, review of design projects; group discussion and field trips. Undergraduate prereq: ARCH 182; graduate prereq: ARCH 682.

ARCH 485/585, 486/586 Advanced Architectural Design I,II (8,8S) See **Architecture.**

486/586, 487/587 Custom Cabinet and Furniture Design (6,6) P/N only. Projects involving the design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. 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 (6,6S) 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 (4,4S) See **Architecture.**

492/592 Electric Lighting (3) Principles of lighting with focus on integration of electric illumination and space. Design for lighting, calculations, and available systems and sources tested through models and drawings. Prereq: 24 credits of design studio. Interior-architecture and architecture majors only.

ARCH 495/595 Daylighting (3) See **Architecture.**

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) P/N only. See **Architecture.**

ARCH 612 Graduate Design Technology (3) See **Architecture.**

ARCH 613 Graduate Design Arts (3) See **Architecture.**

ARCH 681, 682 Graduate Architectural Design I,II: Option III (6,6S) P/N only. See **Architecture.**

688 Advanced Interior Design (1–12R) P/N only. Studio-based investigation of special aspects of interior design. Prereq: Option I or graduate standing in interior architecture and instructor's consent.

LANDSCAPE ARCHITECTURE

230 Lawrence Hall
Telephone (503) 346-3634
Robert Z. Melnick, Department Head

FACULTY

Ann Bettman, assistant professor (plants). B.A., 1967, Boston; B.L.A., 1978, M.L.A., 1979, Oregon; reg. landscape architect, Oregon. (1977)

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, assistant professor (housing and open-space planning, landscape architecture construction, design studios). B.E.S., 1975, University of Manitoba; B.L.A., 1978, M.L.A., 1980, Oregon. (1987)

Kenneth I. Helphand, professor (landscape history, literature, and theory). B.A., 1968, Brandeis; M.L.A., 1972, Harvard; 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)

Ronald J. Lovinger, professor (planting design theory, landscape transformations, landscape as art form). B.F.A., 1961, Illinois; M.L.A., 1963, Pennsylvania; reg. landscape architect, Oregon and Pennsylvania. (1965)

Robert Z. Melnick, professor (landscape preservation, research methods, historic and cultural landscape analysis). B.A., 1970, Bard; M.L.A., 1975, State University of New York College of Environmental Science and Forestry; 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)

Visiting

Stanton Jones, visiting assistant professor (landscape technologies, design studios). B.S., 1983, Miami; B.S.L.A., 1988, California, Davis; M.L.A., M.U.P., 1993, California, Berkeley. (1993)

Emeriti

George S. Jette, professor emeritus (recreational planning and design). B.L.A., 1940, Oregon. (1941)

Wallace M. Ruff, professor emeritus (research, experimentation, introduction of plants). B.S., 1934, Florida; M.S., 1950, California, Berkeley. (1952)

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

Landscape architecture is an environmental profession and discipline of broad scope concerned with the design, planning, and management of landscapes. Landscape architecture is founded on an awareness of our deep connections to the natural world and the recognition that we are part of the web of life. A healthy society rests on a commitment to landscape design that respects the land, its processes, its integrity—and that helps fulfill human potential.

Both a science and an art, landscape architecture is based on a scientific knowledge of natural processes coupled with an awareness of historical, cultural, and social dynamics. These are applied to making richly supportive places beautiful in their response to human needs and ecological context.

The Department of Landscape Architecture is built on the 19th-century legacy that land-

scape architecture is both a design and a social profession with responsibilities to ourselves, society, the past, and the future. The program combines professional understanding and skills with a liberal-arts education.

As a profession, landscape architecture includes ecologically based planning activities and the analysis of environmental impacts as well as the detailed development of land and sites. As an academic discipline, it provides an opportunity for personal development through environmental problem solving and project-oriented study.

UNDERGRADUATE STUDIES

The curriculum in landscape architecture leads to 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, urban planning, and other disciplines.

Curriculum Options

The curriculum represents a well-defined path toward the degree. Electives are expected to vary according to the interests, goals, and previous experience of individual students and are chosen with the help of faculty advisers. Departmental electives reflect the need to provide a wide range of environmental subject material and to introduce the rapidly expanding spectrum of career areas within the profession. Program objectives provide a solid base of essential skills, tools, and knowledge in landscape design as well as the flexibility that allows each student to emphasize such topics as ecological and resource analysis, land conservation and development, urban development of waterways and agricultural lands, private-agency professional practice, public-agency professional practice, environmental impact assessment, landscape preservation, and environmental research.

The undergraduate program provides a balanced exposure to the many facets of landscape architecture with the expectation that specialization will occur at the graduate level and in professional internship programs.

Curriculum Structure

The undergraduate curriculum consists of the following interrelated areas:

Planning and Design. A series of studio courses focuses on the development and communication of solutions to site and other environmental problems, especially through specific physical-design proposals. This area is also concerned with the physical-spatial implications of planning and management policies and programs. Tutorial studio work is the integrative heart of the curriculum.

Subjects. Five subject areas are essential foundations to integrative work in the planning and design program: landscape architectural technology; plant materials; landscape analysis and planning; history, literature, and theory of landscape architecture; and media and communication. Course work in these areas is provided in a required-and-elective format that encourages the student to structure an individualized educational program with the help of an adviser.

Electives. This area, which includes general university requirements, provides for wide personal choice in selecting course work in arts and letters, social science, and science.

Preparation

Students planning to major in landscape architecture should prepare by beginning studies in the following areas:

Environmental Awareness. Courses in ecology, biology, botany, geology, and geography help begin the long process of understanding the complex interrelationships and interdependencies of humankind and the environment.

Human Behavior. Courses in psychology, sociology, history, government, and related subjects help explain human needs, values, attitudes, and activities and are useful in preparing for the design of physical places.

Problem Solving. Courses in philosophy, mathematics, and the sciences aid in the development of analytical skills.

Visual Language Skills. Courses in drawing, painting, photography, film, design, art history, and related subjects help develop perceptual skills and the ability to explore and communicate ideas graphically.

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. Transcipts 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. 81 credits, twelve studios

First Year. Two courses, two studios: Introduction to Architecture (ARCH 201), Design Skills (ARCH 202), Introductory Architectural Design I,II (ARCH 181, 182)

Second Year. Two studios: Landscape Architectural Design (LA 289)

Third Year. Three studios: Landscape Architectural Design (LA 389)

Fourth Year. Three studios: Site Planning and Design (LA 489), one elective studio

Fifth Year. Two studios, one course: Comprehensive Project Preparation (LA 490), Land Planning and Design (LA 494), Comprehensive Project (LA 499)

Transfer students typically enter the program in the second year.

Possible elective studios include Intermediate Architectural Design II (ARCH 282) or Architectural Design (ARCH 484), Landscape Architectural Design (LA 389) or Site Planning and Design (LA 489), Workshop: Design (LA 408; summer only) Practicum (LA 409)

Subject Courses. 79 credits distributed as follows:

Landscape Architectural Technology: 16 credits

Landscape Technologies I,II (LA 362, 366), Landscape Technologies III,IV (LA 459, 460), Professional Practice of Landscape Architecture (LA 462)

Optional: Workshop: Irrigation (LA 408), Introduction to Structural Theory (ARCH 461), Structure Systems I,II (ARCH 467, 468)

Plants in the Landscape: 12 credits

Plants: Fall, Winter, Spring (LA 326, 327, 328)

Optional: Urban Farm (LA 390), Planting Design Theory (LA 431), The Garden (LA 432), Systematic Botany (BI 442)

Landscape Analysis and Planning: 8 credits

Site Analysis (LA 361), Introduction to Landscape Planning Analysis (LA 440); at least one of the following: Landscape Planning (LA 411), Ecological Landscape Planning (LA 412), Computers in Landscape Architecture (LA 415)

Optional: Introduction to Planning and Public Policy (PPPM 301), Landscape Planning (LA 411), Ecological Landscape Planning (LA 412), Computers in Landscape Architecture (LA 415), Environmental Planning (PPPM 426), Natural Resource Policy (PPPM 443), Hydrology and Water Resources (GEOG 425), Environmental Alteration (GEOG 461)

History and Theory of Landscape Architecture: 16 credits

Understanding Landscapes (LA 260), History of Landscape Architecture I,II,III (ARH 477, 478, 479)

Landscape Architectural Media: 8 credits

Landscape Media (LA 350); 4 credits from the following: 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

Landscape Architecture Options: 19 credits

Additional credits in courses with the LA subject code.

Other. 56 additional credits from any department, including landscape architecture, 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 all course work 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 described above for the undergraduate B.L.A.:

1. There is no elective-credit requirement outside the landscape architecture department
2. Graduate students must take only LA 260 before they may move on to 300-level courses
3. In place of the listed 400-level courses, graduate students complete their 500-level counterparts, e.g., LA 559 instead of LA 459
4. Graduate students need to take 15 credits of optional courses 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 three areas of landscape architecture: landscape design, landscape history, and landscape planning. These areas are broad enough to include many particular research problems for master's projects and professional practice. While these 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 three 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.

Landscape Design. The transformation and enhancement of outdoor environments to more beautiful, expressive, and supportive places involves developing creative artistry, applying an understanding of places and their evolutionary possibilities, and thinking clearly with sensitivity to peoples' needs and values. This concentration is intensive in design criticism and in theories of design process, ideas, and content.

Landscape History. This emerging critical dimension of landscape architecture seeks to understand every landscape as a unique place in time and content. It combines an understanding of how landscapes have evolved as cultural and vernacular environments in many regions as well as how they have evolved as deliberate expressions of social norms and cultural aesthetics through history and among cultures. These understandings are applied to theories of design and planning as well as to the preservation of culturally rich landscapes.

Landscape Planning. Analyzing large landscapes and directing their future management and land use patterns toward social and environmental ends requires an understanding of land tenure, use traditions, and institutions and knowledge of the science and values inherent in the natural resources and human activities of regions. For this analysis, computer geographic information systems are used to synthesize information and generate landscape plans. Examples include river management, wetlands preservation, urban growth management, scenic resource management, public forest plans, and regional ecological enhancement.

The M.L.A. program is intended to prepare the student for advanced understanding, competence, and responsibility in promoting harmonious human-land relationships through private or public practice or teaching at the university level. Many graduate students in all three concentration areas have the opportunity to learn and practice teaching skills as paid teaching assistants and graduate teaching fellows in the department, and some subsequently receive faculty positions throughout the world. The program seeks to take advantage of regional and university resources through landscape projects, internships, and visiting professionals while providing a beneficial base of support and ideas within the department. The department recognizes the importance of building a community for graduate education characterized by serious and rigorous inquiry, self-direction, and opportunities to work closely with teachers and peers in an active design and planning enterprise.

Curriculum

The M.L.A. degree requires 54 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), Special Problems (LA 606), Master's Studio (LA 698)

Subjects. 11 credits

Seminar (LA 507 or 607), Landscape Research Methods (LA 520); at least one of the following courses: Land and Landscape (LA 543), Landscape Perception (LA 584), Contemporary American Landscape (LA 585), Advanced Landscape Design Theory (LA 693)

Area of Concentration. 20 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 History. Landscape Preservation (LA 580), National Parks (LA 582), Contemporary American Landscape (LA 585); two additional department-approved courses at the University of Oregon

Landscape Planning. Landscape Planning (LA 511), Ecological Landscape Planning (LA 512), Computers in Landscape Architecture (LA 515); two additional department-approved courses at the University of Oregon that focus on either social or natural systems

Master's Project. 5 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
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 bulletin.

LANDSCAPE ARCHITECTURE COURSES (LA)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

225 Introduction to Landscape Architecture (2) Lectures and multimedia presentations provide introduction and background for the profession. Members of related professions demonstrate the wide scope of the field and its interdisciplinary relationships. Open to nonmajors.

230 Introduction to Landscape Field Studies (2) Analysis, classification, and appraisal of landforms, land traditions, and land use of an area in a particular cultural context. Processes currently shaping the various landscapes of the southern Willamette Valley. Offered 1994–95 and alternate years.

260 Understanding Landscapes (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, small-scale site planning, and principles of ecology; abstract design and elementary graphic techniques.

326 Plants: Fall (4S) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design. Bettman. S with LA 327, 328.

327 Plants: Winter (4S) Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers. Bettman. S with LA 326, 328.

328 Plants: Spring (4S) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. Bettman. S with LA 326, 327.

350 Landscape Media (4R) Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings.

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 (4S) Techniques for measuring and recording sites; methods for modification of sites; grading for earth movement, drainage; site systems.

366 Landscape Technologies II (4S) Consideration of materials and processes of landscape construction; communication of design intent through documentation including sources and costs. Girling.

389 Landscape Architectural Design (6R) Elementary problems in landscape architecture; design as process, analysis of site and behavioral patterns, and the development and communication of design proposals.

390 Urban Farm (2–4R) Experimentation with food production in the city; rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production and distribution; use of appropriate technologies. Bettman.

400 Innovative Education: [Topic] (1–5R)

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)

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. Offered 1994–95 and alternate years.

412/512 Ecological Landscape Planning (4) History, concepts, and methods of landscape planning for ecosystems and wildlife and resource allocation; includes economic, political, and institutional factors. Ribe. Offered 1994–95 and alternate years.

415/515 Computers in Landscape Architecture (4R) The development, application, and evaluation of computer processing systems for land use and site-planning issues; encoding of data, cell storage, and analysis systems. Hulse.

417/517 Computer-Aided Landscape Design (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 (4) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Melnick.

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. Offered 1994–95 and alternate years.

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.

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. Hulse.

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. Offered 1994–95 and alternate years.

459/559 Landscape Technologies III (4S) Complex problems in site modification and development; road siting and layout; irrigation and lighting systems. Integrated with LA 489/589.

460/560 Landscape Technologies IV (4S) Special problems and strategies in the construction of structural additions to sites, construction documents, neighborhood construction. Integrated with LA 489/589.

462 Professional Practice of Landscape Architecture (2) Introduction to the different forms of private and public practice of landscape architecture, legal and ethical responsibilities, office and project management, licensing, and professional organizations. Prereq: LA 361, 362. Girling.

ARH 477/577, 478/578, 479/579 History of Landscape Architecture I,II,III (4,4,4) 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 1994–95 and alternate years.

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 1994–95 and alternate years.

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 1994–95.

485/585 Contemporary American Landscape (4) Evolution of the contemporary American landscape as an expression of American culture. Helphand. Offered alternate years; not offered 1994–95.

489/589 Site Planning and Design (6R) Advanced problems in landscape architecture, cultural determinants of site planning and design, design development and natural systems and processes as indicators of carrying capacity. Integrated with LA 459/559, 460/560.

490 Comprehensive Project Preparation (4) 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 individu-

ally 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 Ecology in Landscape Design, 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.

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.

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.

LEISURE STUDIES AND SERVICES

180 Esslinger Hall
Telephone (503) 346-1028
Larry L. Neal, Department Head

FACULTY

Gaylene Carpenter, senior instructor (programming, leadership, social psychology of leisure). B.A., 1965, M.S., 1973, California State, Long Beach; Ed.D., 1980, Temple. (1983)

William W. Hendricks, visiting assistant professor (management, outdoor recreation behavior, commercial recreation). B.A., 1980, California State, Chico; M.B.P.A., 1984, John F. Kennedy. (1992)

Larry L. Neal, associate professor (management, Pacific Rim studies, supervision). B.S., 1961, M.S., 1962, D.Ed., 1969, Oregon. (1965)

Dicken Yung, professor (therapeutic recreation, international tourism management). Diploma, 1970, Otago; M.A., 1974, Leeds; Ph.D., 1990, Nottingham. (1991)

Emeriti

Lois E. Person, assistant professor emerita (applied arts). B.S., 1948, North Dakota; M.S., 1950, Cornell. (1959)

Lynn S. Rodney, professor emeritus (administration); dean emeritus, health, physical education, and recreation. B.A., 1936, M.A., 1938, Washington State; Ph.D., 1955, Michigan. (1955)

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

Programs and courses in the Department of Leisure Studies and Services are in transition during 1994–95. Students must complete requirements for degrees in leisure studies and services by the end of summer session 1995. The requirements described below apply only to students already majoring in leisure studies and services. Neither the undergraduate nor the graduate major is admitting new students for 1994–95.

Pending approval by the State Board of Higher Education, the department will become the Recreation, Tourism Management, and Design Program in 1995–96, when its academic requirements and courses will also be revised. The program plans to accept students into a master's degree program and an undergradutate minor program in fall 1996. For more information, prospective undergraduate students should telephone the Office of Admissions at (503) 346-3201. Prospective graduate students should telephone the Graduate School at (503) 346-5129.

The Department of Leisure Studies and Services offers a well-rounded, well-developed program of professional education in parks, recreation, tourism, and other leisure services at both the undergraduate and graduate levels. It also provides complementary leisure, recreation, and tourism service courses for the university through electives, promotes research on the phenomenon of leisure, and promotes current recreation and tourism management practices and policies among service providers.

The department's primary function is to prepare students for professional careers in recreation and tourism management. Programs lead to bachelor's, master's, and doctoral degrees. Strong emphasis is placed on courses that provide a broad liberal education as well as those having a professional focus. Students apply the knowledge gained through practical service.

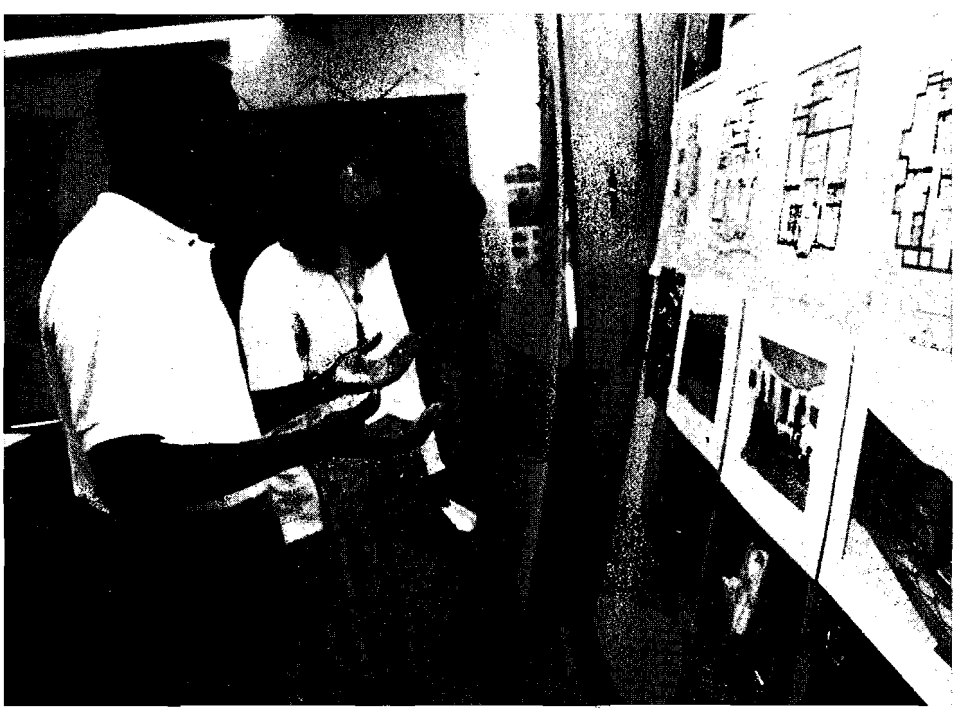
The department attempts to develop the student's social and personal attitudes and responsibilities, ethical standards, sense of cultural balance, and commitment to service.

Its program, therefore, includes courses intended to promote an appreciation of the traditions of a free society, to foster attitudes of critical observation and judgment, and to equip the prospective professional in recreation and tourism with the necessary technical knowledge and specialized skills. Graduates of the Department of Leisure Studies and Services become coordinators and managers of public, private, and commercial recreation, tourism, and leisure services.

Accreditation. The department is one of ninety-two colleges and universities accredited by the Council on Accreditation sponsored by the National Recreation and Park Association/American Association for Leisure and Recreation.

Institute of Recreation Research and Service

The Institute of Recreation Research and Service promotes scholarly endeavors and community service by coordinating the diverse human, fiscal, and physical resources of the Department of Leisure Studies and Services. The institute encourages basic and applied research on the phenomenon of leisure and the delivery of programs and services that enhance opportunities in recreation and tourism. It publishes technical and research reports and monographs on topics in leisure, recreation, and tourism, and it contributes to community service through demonstration projects, referrals to consultants, and information dissemination.



UNDERGRADUATE STUDIES

The Department of Leisure Studies and Services offers major curricula leading to the bachelor of science (B.S.) and bachelor of arts (B.A.) degrees and provides a foundation for graduate work leading to advanced degrees.

The undergraduate program provides the student with a generalist's view of the career field. Many students combine this with a specific interest in public, commercial, private, or other leisure, recreation, and tourism settings.

Admission

Bachelor's degree programs in leisure studies and services are inactive, and are not admitting new students.

Major Requirements

Requirements for a major in leisure studies and services include 64 credits in approved courses with the LSS subject code and in the following order:

Preprofessional — *7 credits*

Introduction to Recreation and Tourism (LSS 210) 3
Recreation Programming (LSS 220) 4
LSS 210 and 220 are prerequisites for taking other courses required for the major

Professional Core — *24 credits*

Leisure and Special Populations (LSS 310) 3
Outdoor Recreation and Natural Resources (LSS 320) 3
Leisure Behavior (LSS 321) 3
Managing Recreation and Tourism (LSS 322) 3
Financing Recreation and Tourism (LSS 323) 3
Marketing Recreation and Tourism (LSS 324) 3
Evaluating Recreation and Tourism (LSS 325) ... 3
Issues in Recreation and Tourism (LSS 430) 3
LSS 430 must be taken one or two terms before the internship but after the prerequisites are completed (see below)

Professional Electives — *21 credits*

Electives may be taken concurrently with professional core courses. Electives are to include seven courses or a combination of three courses and a 12-credit internship. Twelve of the professional elective credits must be taken for letter grades, and a maximum of 8 credits of Workshop (LSS 408) are accepted.

Internship — *12 credits*

Internship (LSS 415, repeatable once) 1–12
LSS 310, 320, 321, 322, 323, 324, 325, and 430 are prerequisites for enrolling in Internship (LSS 415)

The department also requires at least one course in each of the following: sociology, psychology, and physical education. These courses may also be applied to university graduation requirements. First aid certification and cardiopulmonary resuscitation (CPR) skills are strongly recommended.

Students must earn grades of C– or better in leisure studies and services courses to satisfy major requirements.

Peer Advising

The Department of Leisure Studies and Services peer advising program helps students interested in obtaining curriculum information. The peer advising office is located in 187A Esslinger Hall.

GRADUATE STUDIES

The department offers major curricula leading to master of science (M.S.), master of arts (M.A.), doctor of education (D.Ed.), and doctor of philosophy (Ph.D.) degrees in leisure studies and services.

Master's degree programs prepare graduates for professional positions in the managed recreation and tourism industries including public, private, and commercial leisure agencies, convention bureaus, and destination resorts. Students may choose to complete a thesis. Master's degree candidates must take a comprehensive examination.

The doctoral degree program prepares students for research and teaching positions at universities and colleges and for top-level executive positions.

Admission

Graduate degree programs are inactive, and new students are not being admitted.

Master's Degree Program

Educating for innovation is the central theme of the master's degree curriculum. The intent of the academic program is to integrate the concept of entrepreneurship into all graduate-level courses. Entrepreneurship is an approach to the management of organizations —whether public, private, or commercial— that uses initiative, creativity, and calculated risk taking to generate opportunities for innovation. This orientation reflects the current need in the recreation and tourism industry for managers who are capable of meeting its continually changing demands.

Degree Requirements. Both the M.S. and the M.A. degrees require completion of 54 credits, of which 34 must be in leisure studies and services courses. The M.A. degree requires demonstrated proficiency in a foreign language.

Program Structure. A core curriculum of 18 credits is required for all master's degree candidates. In addition, students must take a minimum of 9 credits in study emphases, 9 credits in courses offered by another department or subject area approved by the student's adviser, and 15–18 credits of electives from any department. Candidates who have not completed an undergraduate degree in recreation and tourism must take an additional 15 credits in leisure studies and services courses prior to or during their graduate program of study. The department offers four study emphases: management and program development, tourism, Pacific Rim studies in leisure, and leisure and human development.

Program Requirements

Core — *18 credits*

Historical Concepts of the Leisure Profession (LSS 615) 3
Philosophy of Leisure (LSS 620) 3
Research Methods in Recreation and Tourism (LSS 621) 3
Measurement in Recreation and Tourism (LSS 622) 3
Innovation and Entrepreneurship in Recreation and Tourism (LSS 623) 3
Social Psychology of Leisure (LSS 624) 3

Study Emphases — *9–12 credits*

Electives — *15–18 credits*

Courses in leisure studies and services or another department. Students may elect to write a 9-credit thesis, which may be substituted for 9 credits in the elective area.

Outside Supporting Area — *9 credits*

Adviser-approved courses in another university department or subject area

Comprehensive Examination

Candidates must take a comprehensive examination, consisting of two four-hour sessions, in which they complete essays on the historical and philosophical foundations of recreation and tourism, research and statistics, and study emphases.

All work for the master's degree must be completed within a period of seven years. This includes work for which credit is transferred from another institution, the comprehensive examination, and the thesis.

Doctoral Program

The objective of the doctoral program is to prepare a selected number of qualified students for careers in university-level teaching and research and for senior management positions in recreation and tourism agencies and businesses.

Program Guidelines

1. Three years of intensive study beyond the master's degree are typically required
2. Candidates are required to assume primary responsibility for an undergraduate course in recreation and tourism sometime during their program
3. Candidates are required to demonstrate high-level competence in scholarly research

Program Structure

Doctoral students must complete a minimum of 150 credits beyond the bachelor's degree. Specific program and credit requirements follow.

Core — *15 credits*

Research (LSS 601) 3
Supervised College Teaching (LSS 602) 3
Philosophy of Leisure (LSS 620) 3
Leisure Behavior: Theory and Research (LSS 630) *or* Leisure Management: Theory and Research (LSS 632) 3
Leisure Studies in Higher Education (LSS 635) ... 3

Research and Statistics

Students must complete, with grades of B– or better, a minimum of 15 graduate credits in statistics and research methods. Selected with the approval of the student's faculty adviser, at least two of these courses must focus on research methods and two on statistical analysis. Two of the courses must be completed in residence at the university after admission to the doctoral program.

Areas of Concentration

Primary Area. Each student is expected to master the literature and techniques, and complete 30 credits, in at least one primary area of leisure study: leisure behavior, leisure management, or—with approval—an interdisciplinary area.

Leisure behavior covers the meaning and experience of leisure, recreation, and play in individuals and groups and the development of leisure experiences for all ages. Leisure management refers to the provision of leisure services through program development, marketing, planning, financial development, and leadership.

Support Area. Each student must take 21 credits in a support area consisting of three or four courses outside the Department of Leisure Studies and Services that are related to the student's primary concentration area. The courses must be taken at the university after admission to the doctoral program. Typically, courses in the support area are from one academic department, but they may be interdisciplinary if organized around a common theme and approved by the student's academic adviser.

Advancement to Candidacy
In addition to completing the core, research and statistics, and primary and support areas, a student must pass two written comprehensive examinations—one on the core and the primary concentration area, the other on the support area. The student is advanced to candidacy upon completion of all these requirements.

Dissertation
The candidate must complete 18 credits in Dissertation (LSS 603) by writing and successfully defending a doctoral dissertation.

Foreign Language or Computer Proficiency
Candidates must demonstrate proficiency in a foreign language, which may be demonstrated by completion of two years of study in the language.

Computer proficiency may be substituted for a foreign language by completing 12 credits in computer science courses or 9 credits in advanced statistics and research design. Course selection is subject to approval by the student's adviser.

Electives
The doctoral program includes 36 credits in electives, usually drawn from courses completed for the master's degree.

Graduate Assistants

A limited number of teaching assistantships are available, primarily to full-time students who have completed several years of teaching or other full-time professional field experiences. Stipends include a salary for nine months and reduced tuition.

LEISURE STUDIES AND SERVICES COURSES (LSS)

150 Leisure in Society (3) Concepts and scope of leisure and recreation in American life; the role of leisure, recreation, and play in human experience and in community living. Not offered 1994–95.

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

210 Introduction to Recreation and Tourism (3) Introduction to the basic historical and philosophical foundations of leisure, recreation, and tourism.

220 Recreation Programming (4) Principles and practices associated with programming recreation and leisure including needs assessment; program development, implementation, evaluation, and modification. Leadership theory and application to programming.

290 Camp Counseling (3) Orientation to youth in camps; values and objectives of organized camps; understanding campers, camp programs, and staff responsibilities. Not offered 1994–95.

310 Leisure and Special Populations (3) Foundations for providing recreation services to people with special conditions, especially people with varying abilities and the elderly. Emphasis on planning, arranging, and adapting programs.

320 Outdoor Recreation and Natural Resources (3) Role of natural resources in the pursuit of outdoor recreation, developing a land ethic, and minimum-impact programs studied from the perspectives of social science and management.

321 Leisure Behavior (3) Examination of individual and group leisure behavior within a human developmental context. Identification and exploration of motivating factors related to traditional and contemporary leisure expression.

322 Managing Recreation and Tourism (3) Managing the delivery of recreation services in public and private sectors. Planning, arranging, staffing, directing, and controlling activities and facilities.

323 Financing Recreation and Tourism (3) Preparation, interpretation, and analysis of financial statements for planning, directing, and controlling recreation and tourism businesses; traditional and contemporary sources of financing.

324 Marketing Recreation and Tourism (3) Application of concepts and methods of marketing services for recreation and tourism organizations. Includes strategic marketing process, consumer behavior, and market segmentation.

325 Evaluating Recreation and Tourism (3) Methods, techniques, and application of evaluation in recreation and tourism functions: clientele, programs, personnel, facilities, and organization.

371 Human Relations in Supervision of Personnel (3) Supervision of personnel in public recreation and tourism settings. Personal introspection into the supervision of people in leadership positions and situations. Not offered 1994–95.

400 Innovative Education: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

405 Reading and Conference: [Topic] (1–21R) Prereq: department head's consent.

406 Special Problems: [Topic] (1–21R) Peer Advising is a recent topic.

407/507 Seminar: [Topic] (1–5R)

408/508 Workshop: [Topic] (1–21R) Environmental Awareness: Oregon Coast is a recent topic.

409 Practicum: [Topic] (1–21R) P/N only

410/510 Experimental Course: [Topic] (1–5R) Recent topics are Convention Management, Eco-Tourism, Event Management, International Tourism, Management Issues, Tourism and Oregon's Environment.

415 Internship (1–12R) Prereq: completion of preprofessional and professional core courses, electives, 500-hour requirement, and instructor's consent.

430 Issues in Recreation and Tourism (3) Examination of issues critical to the recreation and tourism profession; preparation for internship and entering the profession. Prereq: instructor's consent.

437/537 Volunteer Management (3) Philosophy and historical perspective of the volunteer movement; practical aspects of developing and maintaining effective volunteer programs. Not offered 1994–95.

451/551 Private and Commercial Recreation (3) Current status and future prospects of private and commercial enterprises in recreation and tourism; entry opportunities, operational and financial management, and market orientation.

452/552 Leisure and Tourism (3) Travel and tourism as an area of study. Local, regional, and national tourism; tourist behavior and the social, environmental, and economic impact of tourism.

455 Administration of Aquatic Programs (3) Organization and administration of aquatic programs. Open to nonmajors with instructor's consent. Not offered 1994–95.

456 Principles of Outdoor Education (3) Overview of the principles and practices of outdoor education. Emphasizes environmental interpretation and ethics, outdoor teaching strategies, and current practices in adventure education. Prereq: PEOL 285, instructor's consent.

457 Principles of Outdoor Leadership (3) Standards and principles of administrating outdoor pursuits. Administration and leadership practices.

460/560 Leisure in the Pacific Rim (3) Investigation of the geographical, cultural, attitudinal, and behavioral aspects of leisure and tourism in Pacific Rim countries.

462/562 Consumer Health (3) Selection and evaluation of health services and products. Quackery, consumer protection laws and organizations, and health insurance considerations.

463/563 Drugs in Society (3) Designed to help teachers gain a solid knowledge of and background on drugs in order to teach about them effectively.

467/567 Leisure and Retirement (3) Integration of current theories and attitudes concerning aging, leisure, and retirement as related to preparation for and satisfaction with retirement. Emphasis on leisure education. Not offered 1994–95.

482/582 Facilitation of Leisure Education (4) Examination of leisure education and leisure counseling including models, content, issues, and intervention strategies; assessment of leisure functioning; and the relationship of leisure to wellness. Prereq: LSS 321. Includes laboratory.

496/596 Recreation Site Management (3) The planning, construction, and operation of recreation areas, facilities, and buildings.

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) Prereq: department head's consent.

606 Special Problems: [Topic] (1–16R) Master's Project is a current topic. Prereq: department head's consent.

607 Seminar: [Topic] (1–5R) Recent topics are Tourism Issues, Tourism Trends.

608 Workshop: [Topic] (1–16R)

609 Practicum: [Topic] (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R) Public Leisure Services is a recent topic.

615 Historical Concepts of the Leisure Profession (3) Key historical events, figures, and factors that have provided a basis for the development of the organized park, recreation, and tourism movement in the United States. Not offered 1994–95.

620 Philosophy of Leisure (3) Historical theories of play and leisure. Fundamental philosophical concepts related to principles and practices of conducting leisure programs. Critical overview of current literature. Not offered 1994–95.

621 Research Methods in Recreation and Tourism (3) Application of social research methods to leisure settings; procedures in study design, methods of data collection, interpretation and presentation. Not offered 1994–95.

622 Measurement in Recreation and Tourism (3) Application of data analysis and measurement to leisure service administration, research, and planning models; use of descriptive and inductive measurement techniques for recreation-related variables. Not offered 1994–95.

623 Innovation and Entrepreneurship in Recreation and Tourism (3) Innovation and entrepreneurship in recreation and tourism with emphasis on creativity, change management, trend analysis, and action planning in public, commercial, and nonprofit leisure service organizations.

624 Social Psychology of Leisure (3) Social psychological dimensions of human leisure behavior. Motivational determinants of leisure behavior and applications to leisure programs and leisure service delivery systems. Not offered 1994–95.

630 Leisure Behavior: Theory and Research (3) Explores theories, research findings, and research methods of leisure behavior, especially the meaning and experience of leisure, recreation, and play in individuals and groups. Prereq: graduate standing. Not offered 1994–95.

632 Leisure Management: Theory and Research (3) Examines theories, research results, and methods of research in management of leisure services. Prereq: graduate standing. Not offered 1994–95.

635 Leisure Studies in Higher Education (3) The role of the educator in leisure studies. Includes current issues and realities in higher education and curriculum design and evaluation. Prereq: doctoral standing or instructor's consent. Not offered 1994–95.

650 Tourism Research (3) Examines the organization of the tourism industry and its social and economic impacts. Emphasis on evaluating and applying current tourism research. Offered 1994–95 as Reading and Conference (LSS 605).

651 Management of Private and Commercial Recreation (3) Application of small-business practices to private recreation enterprises. Examination of trends, problems, and the operational requirements of a wide range of recreation businesses.

670 Recreation and Tourism Management (3) Advanced topics in organization and management of recreation and tourism organizations. Includes personnel management, organizational behavior, organizational development, and research issues. Not offered 1994–95.

671 Public Leisure Services (3) Concepts and theory of community leisure services; planning, implementing, supervising, financing, and evaluating. Prereq: graduate standing. Not offered 1994–95.

673 Recreation Program Development (3) Concepts and theory of recreation and leisure programming. Relationship between community organization theory and recreation programming. Processes of planning, implementing, and evaluating recreation programs. Not offered 1994–95.

PLANNING, PUBLIC POLICY AND MANAGEMENT

119 Hendricks Hall
Telephone (503) 346-3635
Michael Hibbard, Department Head

FACULTY

John H. Baldwin, associate professor (environmental sciences, resource management); director, Institute for a Sustainable Environment. B.A., 1972, State University of New York, College at Buffalo; Ph.D., 1977, Wisconsin, Madison. (1980)

Robert W. Collin, visiting associate professor. 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.I.M., 1984, Missouri. (1993)

Bryan T. Downes, professor (community politics, management, policy analysis); director, public affairs graduate program. B.S., 1962, M.S., 1963, Oregon; Ph.D., 1966, Washington (St. Louis). (1976)

Julie A. Fischer, research assistant (Micronesia and South Pacific Program). B.S., 1986, Wisconsin, Madison; M.U.P., 1990, Oregon. (1990)

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). B.S., 1968, California Polytechnic; M.S.W., 1971, San Diego State; Ph.D., 1980, California, Los Angeles. (1980)

Carl J. Hosticka, associate professor (policy analysis, natural resource policy development); associate vice president for statewide educational services. B.A., 1965, Brown; Ph.D., 1976, Massachusetts Institute of Technology. (1977)

Jeffrey S. Luke, associate professor (public management, strategic planning, organizational behavior). B.A., 1972, M.P.A., 1974, Ph.D., 1982, Southern California. (1986)

R. Matthew Malone, instructor (community planning workshop, microcomputers in planning and policy analysis). B.S., 1983, Western Oregon State; M.U.P., 1989, Oregon. (1990)

David C. Povey, professor (regional planning, politics and planning, community research); director, urban and regional planning program. B.S., 1963, Lewis and Clark; M.U.P., 1969, Ph.D., 1972, Cornell. (1973)

William Simonsen, assistant professor (public finance and budgeting). B.A., 1979, State University of New York at Oswego; M.C.R.P., 1981, Harvard; Ph.D., 1991, New York. (1990)

Edward Weeks, associate professor (evaluation research, research methods). B.A., 1973, Ph.D., 1978, California, Irvine. (1978)

Adjunct and Courtesy

Wim Aspeslagh, adjunct instructor (sustainable development). B.A., 1978, Ghent, Belgium; M.A., 1980, Denver; M.A., 1993, Oregon. (1993)

Allan B. Branscomb, adjunct instructor (geographic information systems). B.A., 1969, Antioch. (1991)

Robert J. Choquette, adjunct instructor (community planning workshop, microcomputers in planning and policy analysis). B.S., 1982, M.U.P., 1991, Oregon. (1991)

Mark L. Fancey, adjunct instructor (community planning workshop). B.S., 1990, Southern Oregon State; M.U.P., 1992, Oregon. (1993)

Gretchen Miller, adjunct assistant professor (legal issues in planning and public affairs). B.A., 1971, Kansas; J.D., 1976, Oregon. (1982)

R. Terrance Moore, adjunct assistant professor (cost-benefit analysis, political economy). B.S., 1971, Stanford; M.U.P., M.S., 1977, Oregon. (1979)

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)

Dave Rapaport, courtesy assistant professor (Micronesia and South Pacific Program, sustainable development). B.S., 1981, Tufts. (1993)

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 (public law, metropolitan government). B.S., 1937, J.D., 1939, Oregon. (1939)

Robert E. Keith, planning consultant emeritus (urban and regional planning). B.S., 1944, Kansas State; M.Arch., 1950, Oregon. (1963)

Kenneth C. Tollenaar, director emeritus (state and local government, intergovernmental relations). B.A., 1950, Reed; M.A., 1953, Minnesota. (1966)

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

Participating

Robert G. Ribe, landscape architecture

Ted D. Smith, library

Jean Stockard, sociology

UNDERGRADUATE STUDIES

Planning, public policy and management is the study of the processes and organizations—both formal and informal—through which the public's interest is managed. The economic, social, political, financial, legal, and environmental characteristics of communities and systems of governance are examined in order to understand how the latter can be influenced to attain effectively the public's collective goals. The curriculum in the Department of Planning, Public Policy and Management (PPPM) focuses on how government and other public institutions adapt to and manage change to meet societal needs.

Preparation. High school students planning for a program in PPPM should work to develop communication skills, conceptual skills, and community experience. Communication skills can best be developed through courses in speech, English, and foreign languages. Debate and related public-speaking experience are fine ways to develop and improve communication skills.

Conceptual skills can best be developed through courses that require the student to think independently and analytically. For example, high school students should complete at least three years of mathematics.

Community and school leadership experiences are excellent preparation for students considering enrolling in PPPM. Volunteer work, paid after-school jobs, and travel are all ways of acquiring community-based experience.

Careers. The bachelor of arts (B.A.) or bachelor of science (B.S.) 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 public, nonprofit, and private firms that address community planning, policy, and management.

Admission Requirements

The major in PPPM is offered to upper-division students. Students may apply in the term they achieve upper-division standing; they must apply and be accepted by the department before they have completed 50 percent of the course work for the major. Preference in admission is given to applicants who (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	*13–15 credits*
College Composition I (WR 121)	3
Introduction to Sociology (SOC 204)	4
Arts and letters group-satisfying course	3–4
Science group-satisfying course	3–4
Winter Term	***13–15 credits***
United States Politics (PS 201)	3
Community, Environment, and Society (SOC 304)	4
Arts and letters group-satisfying course	3–4
Science group-satisfying course	3–4
Spring Term	***17–18 credits***
College Composition II or III (WR 122 or 123)	3
State and Local Government (PS 203)	4
Concepts of Computing: Computers and Computation (CIS 121)	3
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; and field experience	9
Winter Term	***16 credits***
Mind and Society (PSY 202)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	4
Electives, as above	8
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 achieve those goals. This statement should be limited to two or three typed, double-spaced pages
4. Brief résumé of educational and employment history

Major Requirements

A total of 180 credits are required for the bachelor's degree. These include a minimum of 61 credits taken to satisfy PPPM major requirements. The major in PPPM is organized into four parts: a common core, a concentration area, an internship, and a research paper written in a senior seminar.

Core (25 credits)

The core curriculum requirement is distributed as follows:

Introduction to Planning and Public Policy (PPPM 301)	4
Introduction to Public Service Management (PPPM 322)	4
Public Service Policies and Programs (PPPM 323)	4
Introduction to Public Budgeting and Finance (PPPM 324)	4
Applied Social Research (PPPM 413)	5
Introduction to Public Law (PPPM 418)	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 (16 credits)

Each student develops a concentration area, chosen to advance the student's educational goals. The concentration area consists of four courses totaling at least 16 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 that of the student.

Internship (12 credits)

During the internship, students explore their concentration areas outside the classroom. The internship cements 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 coordinator. Students earn 12 credits in Internship (PPPM 404).

Community Planning Workshop. Undergraduate students also have the opportunity to work on applied research projects through the PPPM Community Planning Workshop, which is described later in this section of the bulletin. Up to 6 credits in Community Planning Workshop (PPPM 419) may be applied to the internship requirement.

Research Paper (8 credits)
Each student must research, write, and present a seminar paper during the senior year. The seminar paper should address a topic related to the student's concentration area.

To assist in the preparation of the seminar paper, each student is required to join an undergraduate interest group at least two terms before the expected term of graduation. Interest groups that address topics on environment, social issues, and the community are supervised by PPPM faculty members and graduate students. By participating in an interest group, students identify and begin to investigate a topic for the seminar paper. The student earns 2 credits in Research (PPPM 401).

In the term immediately before the one in which the student expects to enroll in senior seminar, the student prepares an extensive bibliography and outline of the seminar paper under the supervision of faculty members and graduate students in the interest group. The student earns 2 credits in Reading and Conference (PPPM 405).

As the final step, the student completes the paper and presents it orally and in written form to the senior seminar. The student earns 4 credits in Seminar (PPPM 407).

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 the major course work and a 3.50 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 can provide a professional context in which to apply the knowledge, theories, and methods of the student's major discipline.

Students may declare the minor in planning, public policy and management at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the department office. The minor requires 28 credits, distributed as follows:

Course Requirements	*28 credits*
Introduction to Planning and Public Policy (PPPM 301)	4
Introduction to Public Service Management (PPPM 322)	4
Public Service Policies and Programs (PPPM 323)	4
Introduction to Public Law (PPPM 418)	4
Three approved PPPM electives	12

PPPM 301, 322, 323, and 418 must be taken for letter grades.

GRADUATE STUDIES

Programs for the master of urban planning (M.U.P.) degree and the master's degree in public affairs—either a master of arts (M.A.) or a master of science (M.S.)—require two years for completion. The M.U.P. degree is accredited by the Planning Accreditation Board. The public affairs master's degree program in public policy and management is accredited by the National Association of Schools of Public Affairs and Administration.

The fields of planning, public policy, and public management are concerned with the rational guidance of future change at the community, regional, state, national, and international levels. Professionals employed as planners and managers in public agencies frequently analyze, prepare recommendations, and implement policies and programs for public facilities and services, land use planning, and development incentives and controls. They assume responsibility for a range of activities that includes administration, personnel management, and planning for housing, community development, and resource and pollution management.

Planning, public policy and management (PPPM) graduates should have a basic understanding of the economic, social, political, fiscal, physical, and environmental characteristics of a community. They should be able to identify these and other variables as they encourage and facilitate institutional and social adaptation to challenges posed by a changing environment. Planning, public policy, and public management are interdisciplinary and eclectic fields attractive to students with varying career expectations. Thus, the programs provide curricular flexibility to stimulate the development of knowledge, skills, behavior, and values needed for entry into a number of professional occupations.

Students are expected to own or have access to a DOS-based computer. The department has a computer purchase plan available for students. More information is available in the department office.

Financial Aid

Graduate teaching fellowships (GTFs) are offered to approximately thirty students each year. Each fellowship includes a stipend and a waiver of tuition and fees for one or more terms. Graduate students also have the opportunity to work on planning and public policy projects through the PPPM Community Planning Workshop. Each year twenty to thirty students receive stipends for research on contracts developed and administered in the workshop.

Graduate students are also eligible for fellowship awards, granted by federal agencies and privately endowed foundations, and loans from university and federal student-loan programs. Information about grants and loans may be obtained from the Office of Student Financial Aid, 1278 Unversity of Oregon, Eugene OR 97403-1278.

All program applicants are strongly urged to apply for university financial assistance before February of the year of application in order to be eligible for work-study and other assistance offered by the student financial aid office.

Urban and Regional Planning

The names of the program and the degree are in the process of being changed.

The field of planning is concerned with rational and sensitive guidance of urban and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, for formulating potential solutions to these problems, and for assisting in the implementation of plans and policies designed to improve urban and regional areas.

To realize these objectives, the planner must draw on the skills and insights of many professions and disciplines. The planner must have a basic understanding of the cultural, economic, social, political, and physical characteristics of a community. While applying analytical skills at both the community and regional levels, the planner must also make subjective judgments in the consideration of problems.

Entering students should be prepared to become involved in and committed to the resolution of important social, economic, environmental, political, and cultural problems. Through courses within and outside the department, students can obtain an integrated understanding of planning, public policy, and public management as well as the more specific skills necessary for entry into a chosen professional area.

The planning program offers students three concentration areas: community and regional development, environmental planning, and sustainable communities, or an individualized concentration area can be developed in consultation with an adviser. Students also have opportunities for field experience in development planning, resource management, and recreation and tourism development.

The planning program has strong ties with other programs on campus. Students often

pursue concurrent degrees in planning and landscape architecture, business, economics, geography, international studies, or public affairs. See Concurrent Master's Degrees later in this section.

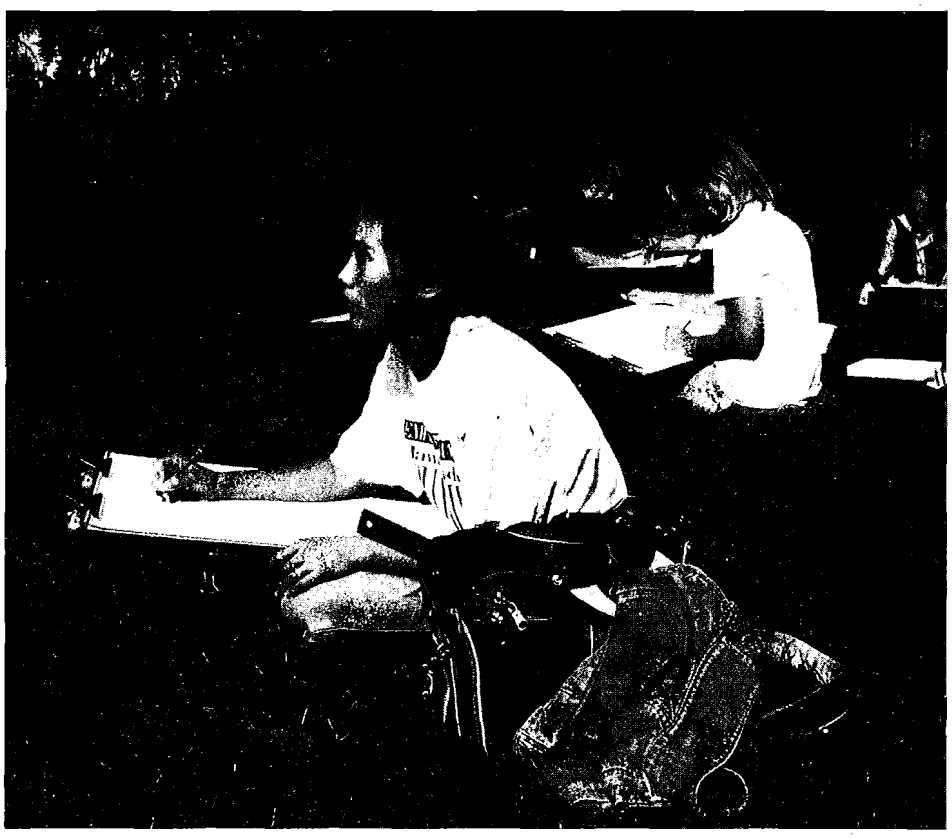
Preparation. Students interested in entering the planning program are strongly encouraged to complete a thorough social science undergraduate program including courses in economics, sociology, geography, history, and other related fields. Work experience, particularly if related to planning, is valuable—as are writing and public-speaking skills. In addition, courses in the natural sciences, policy sciences, environmental design, or analytic methods are helpful as background for advanced graduate work in a concentration area of interest to the student.

Students must complete 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.U.P. degree is allowed for the statistics course; however, the requirement is waived for students with equivalent prior courses or work experience. Entering students are encouraged to satisfy this requirement before enrolling in the program.

Students may file petitions to transfer up to 15 graduate credits taken prior to admission to the planning program. Such petitions must be submitted during the first term in the program.

Juniors and seniors who anticipate applying for admission are encouraged to seek advice at the department office.

Careers. People with training in the field of planning find employment in a number of areas in both the public and private sectors. Two kinds of public agencies provide career opportunities: those dealing with community facilities such as public housing, urban renewal, parks and highways, and schools; and those dealing with economic development, natural resources management, recreation and tourism development, and social services. In the private sector, graduates are employed by consulting firms, large-scale private developers, utility companies, special-interest groups, and other organizations that use the planning process.



Application Procedures

The graduate planning program at the university is individually tailored. Great importance is placed on the student's preference for and ability to undertake self-directed educational activity.

Because there are more than fifty recognized graduate programs in planning in the United States, the department's admissions committee emphasizes the selection of candidates who present clear and specific reasons for choosing to pursue their graduate work in planning at the University of Oregon.

Application materials include the following:

1. A typewritten 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 two letters of recommendation from people familiar with the applicant's ability to pursue graduate-level studies in planning
3. A copy of undergraduate transcripts, including evidence of completion of an undergraduate degree from an accredited college or university
4. Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials

Applications are accepted beginning September 15 for admission fall term a year later. Applications are reviewed beginning February 15, and 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.U.P., of which 33 must be taken within the program. The remaining 39 credits may be taken within or outside the department, depending on the student's goals.

Students are expected to enroll for six terms with an average course load of 12 credits a term. During the summer, students are encouraged to engage in planning work. The planning program offers research stipends and course credit for qualified applicants who take part in research conducted by the Community Planning Workshop. Planning internships are also available; some provide compensation. A student may receive up to 6 credits for approved internship activity.

Community Planning Workshop

A distinctive feature of the graduate planning curriculum is that each student is required to participate in a team project to develop a planning report for a client group. These planning projects are supervised by program faculty members through an applied research-service program called the Community Planning Workshop. The workshop usually focuses on issues of immediate environmental and economic importance to the client and the general public. Examples of recent project topics include:

- Tourism and recreation development
- Opportunities for small-business development
- Improving the economy and appearance of rural communities
- Survey research for community and regional assistance
- Housing-needs analysis
- Highway-improvement planning
- Farm-worker needs
- Watershed planning

Each year approximately ten planning contracts are developed with the participation of all graduate and some undergraduate PPPM majors. These planning studies are conducted over a two-term (six-month) period in the Community Planning Workshop (PPPM 608). A final written report, prepared by the student, provides additional evidence of the student's expertise and ability to conduct planning research and to prepare and present high-quality professional reports.

Federal grants from the Department of Education Fund for the Improvement of Post-

Secondary Education and state support from the Department of Human Resources have helped the Community Planning Workshop become one of the most successful community planning assistance programs on the West Coast. Computer facilities and student research areas provide opportunities to conduct research and produce planning reports of the highest professional quality.

The popularity of this program with students and with a growing number of government and private-sector clients has enabled it to provide research support for twenty to thirty students each summer session. Last year a total of $30,000 in student stipends was awarded to twelve students.

Course Requirements

The requirements for the M.U.P. degree follow.

Core	*30 credits*
Community Planning Workshop (PPPM 608)	10
Introduction to Urban Planning (PPPM 611)	4
Legal Issues in Planning and Public Affairs (PPPM 612)	5
Planning Analysis (PPPM 613)	4
Planning Theory (PPPM 615)	4
PPPM computer short courses	3
Concentration Area	*12 credits*
Environmental Planning (PPPM 526) or Communities and Regional Development (PPPM 545) or a course in sustainable communities	4
Two additional courses selected from appropriate university offerings	minimum of 8
Electives	*18–24 credits*
Thesis or Terminal Project	*5–12 credits*
Student Research Colloquium (PPPM 690)	2
Thesis (PPPM 503) or Terminal Project (PPPM 609)	3–10

Public Affairs

The professional master's degree program in public affairs is designed for people interested in entry- and mid-level management and policy careers in public service. Graduates of the program have filled key leadership positions at the local, state, and federal levels as administrators, department heads, planners, program and policy analysts, finance or personnel officers, staff members of research or service organizations, heads of public or private nonprofit human service programs, and staff members of public affairs programs in industry.

The public affairs graduate program draws its students from throughout the United States, particularly from Oregon and the Northwest, and from a wide variety of employment and educational fields. Currently about fifty students are enrolled in the program preparing for entry- and mid-level policy and management careers in public service. Most public affairs graduate students have from two to five years of preprofessional work experience. Enrollment and participation by midcareer students is encouraged. To accommodate the working student, many graduate classes are offered in the late afternoon.

Program Characteristics

Flexibility allows students to design programs, with faculty assistance, to meet individual needs and career interests. A student may concentrate on public financial management, for example, with a career goal of becoming a budget analyst for state government. Or a broader concentration area, such as human service management, might be chosen.

Problem-oriented courses prepare students for one of the major responsibilities that public managers face—making decisions. The program emphasizes the development of skill in diagnosing problems, collecting and analyzing information, choosing among alternatives, communicating findings, and managing change.

A focused approach through organization of the curriculum around work in a common core and a concentration area provides a common framework for learning about public policy and management.

Interdisciplinary programming offers students the perspectives of other fields that are essential to an education in public policy and management. The program encourages enrollment in relevant courses from other university departments or schools such as economics, political science, and journalism and communication.

Application Procedures

To be eligible for the graduate program in public affairs, an applicant must hold a bachelor's degree.

The following documents must be submitted:

1. A Graduate Admission Application, available from the Department of Planning, Public Policy and Management; 1209 University of Oregon; Eugene OR 97403-1209
2. A comprehensive employment and education résumé
3. Two written statements, two to three pages each: a clear specification of professional goals and interests *and* an explanation of how the interdisciplinary nature of the public affairs program will contribute to the attainment of these goals
4. Current transcripts of grades in all courses taken toward the bachelor's degree and of any other college-level work. Unofficial transcripts are adequate for the department's use. They should be sent directly by the institution that awarded the course credits
5. Three letters of recommendation, two of which may be from academic sources

Selection of program participants is based on evaluation of their previous academic performance and other evidence of intellectual attainment or promise, previous public affairs experience, and their statements of professional goals and the relationship of the program to their achievement. A student admitted to the program is expected to maintain a 3.00 GPA or better.

Applications are accepted beginning September 15 for admission fall term a year later. They are reviewed beginning March 1, and applicants are notified of admission decisions early in April. Students generally are admitted for fall term only.

Master's Degrees

The department offers M.A. and M.S. degrees in public affairs. A minimum of 72 credits are generally required to receive either degree, typically accomplished in approximately eighteen to twenty-four months (six to eight terms) of full-time study. Academic background and work experience are scrutinized to determine if additional preparation is needed prior to beginning the program.

Public Affairs Graduate Curriculum

The graduate program in public affairs requires work in a common core, management processes, and a concentration area as well as an exit project and an internship.

Core. Students admitted to the program are expected to acquire knowledge, skills, public interest values, and behaviors in community dynamics and change processes, policy-making processes, policy development, analysis and evaluation, quantitative analysis, human resources managment, ethics, and financial management. Students begin working toward competence in the above areas by enrolling for a minimum of 4 graded credits in each curricular area of the core.

Concentration Area. Each student is expected to develop a concentration area, chosen with his or her career goals in mind. Courses in a concentration area are chosen in consultation with the faculty adviser and may be selected from any graduate-level offerings on campus. Students are required to take at least 16 credits in their chosen concentration area. More than one area may be developed. Students may take concentration-area courses either for letter grades or pass/no pass (P/N).

Examples of concentration areas chosen by recent graduates include public management, environment and resource management, criminal justice management, human services management, health services management, local government management, community development management, policy and program evaluation, and planning management.

Midprogram Review. All students undergo a midprogram review. After accumulating 30 to 35 graduate credits, students review their progress with their advisers. Career goals are also reviewed, and additional courses or educational experiences such as special projects are recommended. An appropriate field internship and the nature of the exit project are also agreed upon.

Thesis or Terminal Project. Each student must write a thesis or complete a terminal project to fulfill degree requirements. Nine credits are awarded for a thesis, 5 for a terminal project. A 2-credit research colloquium is also required.

Internship. Students are required to undertake the equivalent of a six-month (two-term) Internship (PPPM 604) for 12 credits. Arranged through PPPM's field coordinator, the internship is offered pass/no pass (P/N) only.

The requirements for the M.A. or M.S. degree in public affairs follow.

Course Requirements

Core	*33 credits*
Applied Methods in Planning, Policy, and Management (PPPM 620)	4
Public Finance Administration (PPPM 628)	4
Public Budget Administration (PPPM 629)	4
Public Policy Analysis (PPPM 636)	4

Leadership and Organizational Change (PPPM 639) 4
Human Behavior in Public Organizations (PPPM 644) 4
Quantitative Methods in Planning and Public Policy (PPPM 656) 4
Laboratory in statistical analysis software 1
Human Resource Management in the Public Sector (PPPM 660) 4

Internship — *12 credits*

Concentration Area Electives — *16 credits*

Thesis or Terminal Project — *5–12 credits*
Student Research Colloquium (PPPM 690) 2
Thesis (PPPM 503) or Terminal Project (PPPM 609) 3–9

Concurrent Master's Degrees

Students may participate in a concurrent master's degree program. The fields of public affairs and planning draw on knowledge and expertise of 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 degree requirements for the two degrees in 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 participating faculty members.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is offered through the Interdisciplinary Studies: Individualized Program of the Graduate School. The program includes graduate courses in biology; economics; geography; law; leisure studies and services; and planning, public policy and management.

Address inquiries to Director, Environmental Studies Program, 5223 University of Oregon, Eugene OR 97403-5223. See also, in the **Graduate School** section of this bulletin, Individualized Program: Environmental Studies.

Micronesia and South Pacific Program

The Department of Planning, Public Policy and Management has developed opportunities for students and faculty members to study, work, and teach in the Republic of the Marshall Islands, the Federated States of Micronesia, the Republic of Palau, and American Samoa through the Micronesia and South Pacific Program. The program has received funding from several federal agencies with responsibilities in the South Pacific islands. These grants include an undergraduate study-abroad program, long-term faculty affiliation programs between the University of Oregon and the three-country College of Micronesia and University of the South Pacific, and a technical-assistance program. The assistance program enables advanced graduate students to work with government officials in the Pacific islands on projects, identified by the government, that promote sustainable development in the country.

PLANNING, PUBLIC POLICY AND MANAGEMENT COURSES (PPPM)

196 Field Studies: [Topic] (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

301 Introduction to Planning and Public Policy (4) Strategies for promoting development, managing resource use, and assisting public-institution service and facility planning and management. Historical review of planning, public policy and management.

322 Introduction to Public Service Management (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.

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.

324 Introduction to Public Budgeting and Finance (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.

331 Introduction to Environmental Studies (4) Biophysical foundations of human, social, and economic systems. Examines the management and control of population growth, hunger, land use, natural resources, and pollution.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

401 Research: [Topic] (1–21R)

403 Thesis (1–21R)

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 Community Economic Development, Introduction to Housing, New Democratic Processes, Public Presentations, Small-City Management, Strategic Planning, Women and the Built Environment, and Writing for Administrators.

408/508 Workshop: [Topic] (1–21R)

410/510 Experimental Course: [Topic] (1–5R) New courses are taught under these numbers. See the *UO Schedule of Classes* for current titles.

412 Theory-Practice Integration (1) Organization, character, and conduct of community and public-agency programs as a link between theoretical concepts and participation in supervised field study. Prereq: instructor's consent.

413 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.

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 (4R) 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. R once for maximum of 6 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. Not offered 1994–95.

422/522 Grant Writing (1) P/N only. Introduction to the process of preparing grant applications and material for funded research.

426/526 Environmental Planning (4) Contemporary environmental problems as they relate to regional social, economic, and physical systems. The long- and short-term impact of overpopulation, overconsumption, and harmful technologies.

434/534 Neighborhood and Community Revitalization (4) Introduction to neighborhood-based policies and issues for improved planning of American communities. Topics include defining a neighborhood or community, displacement, and economic development.

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.

445/545 Communities and Regional Development (4) The economic, sociocultural, and political forces that have produced the present internal structure of regions in the United States: core cities, suburbs, small towns, and rural neighborhoods.

446/546 Socioeconomic Development Planning (4) Planning for responsible economic and social development. Policy problems and issues in providing a stable economic base and social and economic well-being while avoiding environmental degradation.

448 Community Development (4) Community development as it facilitates social, economic, and political change. Community organizing for human-service delivery, economic development, and facilities planning; partnerships among government, business, and citizen groups.

459/559 Environmental Health Planning (4) Health effects of environmental hazards (e.g., disease agents, toxic materials, chemicals in commerce, radiation). Exploration of hazards versus benefits, alternatives, and appropriate actions. Not offered 1994–95.

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.

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 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. Not offered 1994–95.

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.

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) Department majors may receive up to a maximum of 6 credits for intern work in approved planning positions.

607 Seminar: [Topic] (1–5R) Recent topics include Advanced Leadership, Economic Analysis, Experiencing Crossing Cultures, Financial Budget Planning, Healthy Communities, Land Use Planning II, Plan Making, Project Management, and Public Debt Finance.

608 Community Planning Workshop: [Topic] (1–16R) P/N only

609 Terminal Project (1–16R) P/N only

610 Experimental Course: [Topic] (1–5R) Each term a series of short seminars is offered on planning and related topics. One-credit seminars are held in the evenings and meet two times for a total of six class hours. **R** for a total of six short seminars a year.

611 Introduction to Urban Planning (4) Concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions.

612 Legal Issues in Planning and Public Affairs (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.

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.

614 Alternative Dispute Resolution (5) Theory and practice of consensus building in communities and public organizations.

615 Planning Theory (4) Logic of the planning process; major contributions to urban planning's search for a theory; relationship of planning to the political process and rational decision-making.

617 Regional Planning (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. Not offered 1994–95.

619 Public Financial Management for Planners (4) Develops students' knowledge of how governments raise and spend money.

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.

623 Legislative and Administrative Procedures (4) Major legislative and administrative legal issues of concern to planners and public managers. Prereq: PPPM 518 or 612 or instructor's consent.

624 Public Organization Theory (4) Theories of organizational design and work systems, bureaucracy and other hierarchical systems, self-managing work systems and other nonhierarchical systems. Environmental influences on organizational performance and evolution. Prereq: PPPM 644.

625 Politics and Planning (4) Roles of politician and planner in planning, policy formulation, and decision-making; guest lectures by local planners, political figures, and representatives of citizen groups.

626 Experiencing Crossing Cultures (3) Focuses on cross-cultural communication in developing countries, specifically in relation to working overseas.

627 Energy Policy and Planning (4) Technical, social, economic, and environmental impacts of energy technologies. Discussion of United States and world policies and alternatives.

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.

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.

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. Not offered 1994–95.

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.

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.

640 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. Not offered 1994–95.

641 Land Use Law (4) Constitutional law issues (due process, equal protection), statutory constraints (antitrust, civil rights), and procedural aspects of planning and land use regulation.

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.

650 Political Economy of Cities (4) History of private and public interdependencies in creating the American urban experience; consideration of the political economy of contemporary urban forms. Not offered 1994–95.

652 Public Land Law (4) The legal and sociopolitical issues involved in public land management. Prereq: PPPM 612 or instructor's consent.

655 Planning in Developing Countries (4) Constraints and opportunities for long-range social, economic, and resource planning in developing countries. Not offered 1994–95.

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.

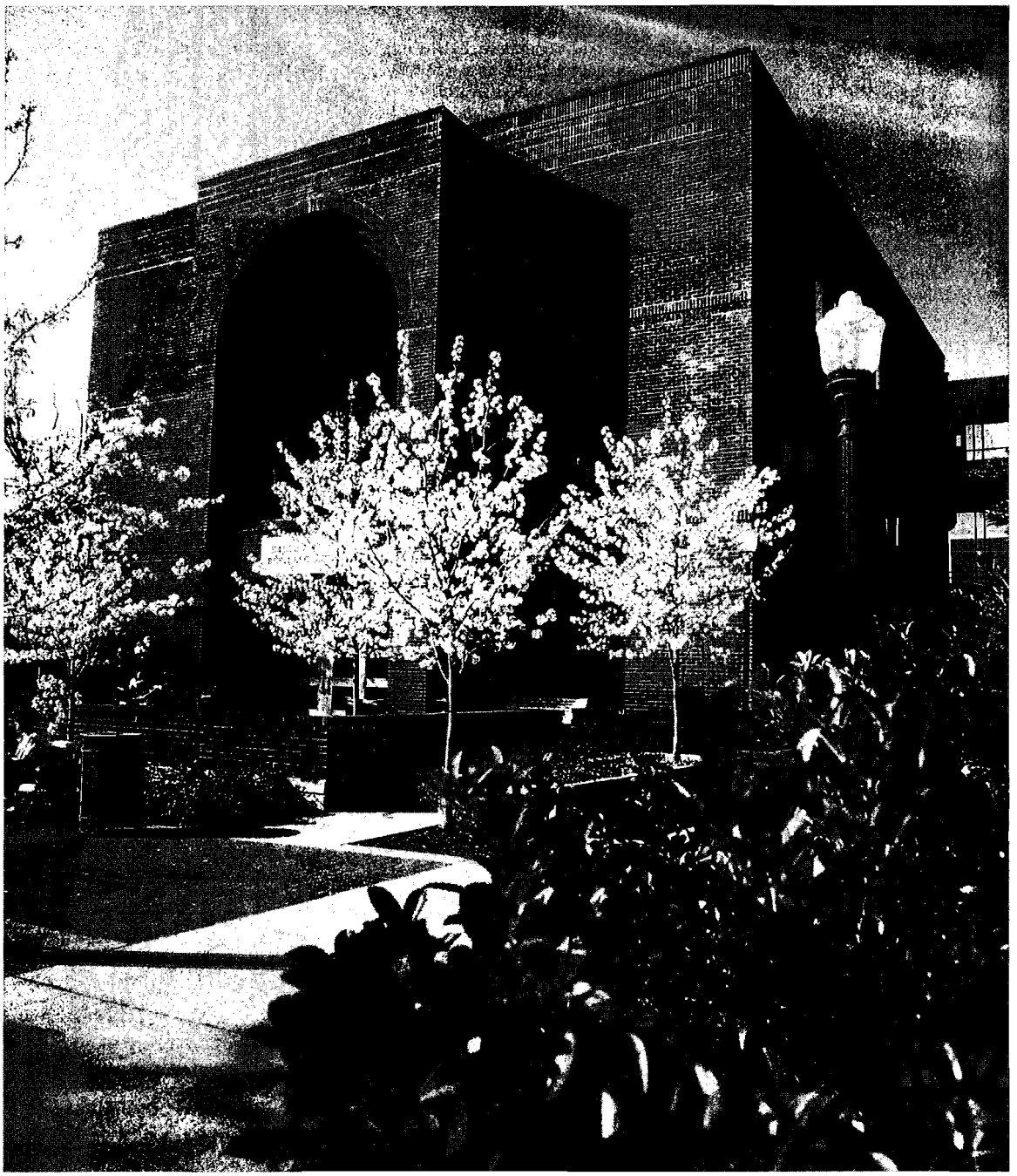
658 Tourism and Recreation Resources Planning (4) Assessing tourism resources; projecting tourist demand; benefits and costs of tourism at the community and regional levels. Planning and management of tourism resources. Prereq: introductory planning course or instructor's consent. Not offered 1994–95.

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.

670 Ethics and Public Affairs (4) Accountability methods of organizations; intergovernmental requirements; social and environmental control of organizations; accountability imposed by public organizations on citizen and private-sector behavior through regulation, ethical and value issues.

678 Evaluation Research (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. Not offered 1994–95.

690 Student Research Colloquium (1–3R) Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. **R** for maximum of 3 credits.



College of Business Administration

268 Gilbert Hall
Telephone (503) 346-3300
Timothy W. McGuire, Dean

FACULTY

Susan R. Glaser, professor (organizational communication, corporate teamwork, participative leadership). B.S.,1970, M.A., 1974, Ph.D., 1976, Pennsylvania State. (1975)

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

The College of Business Administration (CBA) offers programs of study leading to bachelor's and doctoral degrees in accounting; bachelor's, master's, and doctoral degrees in decision sciences, finance, management, and marketing; and an interdisciplinary master's degree in industrial relations. All programs are designed to provide a broad education in both business management and societal issues that is essential for responsible administrative, research, and technical careers in business, government, and education.

To ensure such an education for its students, the college requires that undergraduate majors take approximately 60 percent of their work outside the college. Within the college, professional courses cover subjects affecting firms and organizations and their responsibilities to owners, employees, customers, and society in general.

The instructional programs of the college are offered in the Undergraduate School of Business and in the Graduate School of Management, which operates under the general direction of the Graduate School of the university.

The College of Business Administration was established in 1914. Its undergraduate program was accredited in 1923 and its graduate program in 1962 by the American Assembly of Collegiate Schools of Business. Details about master's and doctoral programs are in the **Graduate School of Management** section of this bulletin.

Business Student Societies

The following business and professional societies have chapters at the university: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, accounting; and Northwest Human Resource Management Association.

Beta Gamma Sigma

Beta Gamma Sigma is the national scholastic honor society in business administration. For more information about Alpha Kappa Psi, Beta Alpha Psi, and Beta Gamma Sigma, see the **Honors and Awards** section of this bulletin.

CBA Computing Facilities

The Chiles Business Computing Laboratory provides CBA students and faculty members with continuing support for their educational needs through professional staff assistance and access to computer hardware and application software. Both undergraduate and graduate students have the opportunity to use computer technology in their business courses. The CBA facility consists of four microcomputer laboratories linked via Novell Netware with full access to all Internet services. Application software for word processing, spreadsheets, statistics, and other discipline-specific applications are available to CBA students. The Hewlett Packard Instructional Laboratory offers Windows-based 386 and 486 computers; the Autzen Foundation and Wildish Instructional Laboratories offers the Macintosh platform. The Douglas Strain Desktop Publishing area offers access to typical publishing software such as PageMaker and PhotoShop. All machines offer access to laser-quality printers for professional business output. The Chiles Business Computing Laboratory is implementing dial-in access to the network and is improving the multimedia development tools that are available to students and faculty members. Remote access is offered to several on-line databases and library catalogs.

Overseas Study Programs

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 **Special Studies** section of this bulletin.

The college maintains exchange relationships with several overseas universities that give students opportunities to study business management abroad. Overseas study programs in business are currently available at the University of Copenhagen (Denmark), University of Stuttgart (West Germany), Aoyama Gakuin University (Japan), Yonsei University (Korea), and Nijenrode School of Business (The Netherlands). In all programs except Stuttgart's, English is the primary instructional language; Stuttgart courses are taught in German. In addition, the college sponsors a six-week summer school program in Tokyo, Japan. This program focuses on Japanese business management.

Students interested in careers in international business are particularly encouraged to take advantage of one of these programs. See also International Business in the **Undergraduate School of Business.**

Research

The College of Business Administration faculty's active interest in research is manifested by the research centers incorporated in its organizational structure. The amount of activity in the centers varies, depending on available university funds as well as grants and contracts from foundations, government agencies, and the business community.

Forest Industries Management Center

9 Gilbert Hall
Telephone (503) 346-3300
Director

The primary goal of the Forest Industries Management Center is to stimulate research and education related to the forest products field.

Charles H. Lundquist Center for Business Development

131 Gilbert Hall
Telephone (503) 346-3420
Karlin M. Conklin, Director

The primary goal of the Charles H. Lundquist Center for Business Development is to stimulate research and education related to entrepreneurship and rapid business development. The center sponsors research, curriculum development, internships, a speakers' program, a regional business plan competition, and various student activities. The center also houses a resource library of books, video tapes, and cases related to growing businesses.

James H. Warsaw Sports Marketing Center

264 Gilbert Hall
Telephone (503) 346-3495
Michael J. Ritchey, Director

The primary mission of the James H. Warsaw Sports Marketing Center is to understand and to advance sports marketing through interaction between top scholars and successful business community members. The center sponsors research, internships, guest speakers, and an industry forum.

Institute of Industrial Relations
209D Gilbert Hall
Telephone (503) 346-5141
James R. Terborg, Director

The goal of the Institute of Industrial Relations is to stimulate research and education about human resource management and industrial relations. The institute offers an integrated interdisciplinary program leading to either a master of science or a master of arts degree in industrial relations. Details of the degree program appear in the **Graduate School of Management** section of this bulletin.

Office of External Affairs
264 Gilbert Hall
Telephone (503) 346-3370
Carole L. Daly, Director

This office is responsible for alumni, corporate, and public relations; fundraising; and continuing professional education.

Applied Information Management (AIM) Program

The program is described in the **Continuation Center** section of this bulletin. See also, in the **Graduate Studies** section, Individualized Program: Applied Information Management.

UNDERGRADUATE SCHOOL OF BUSINESS

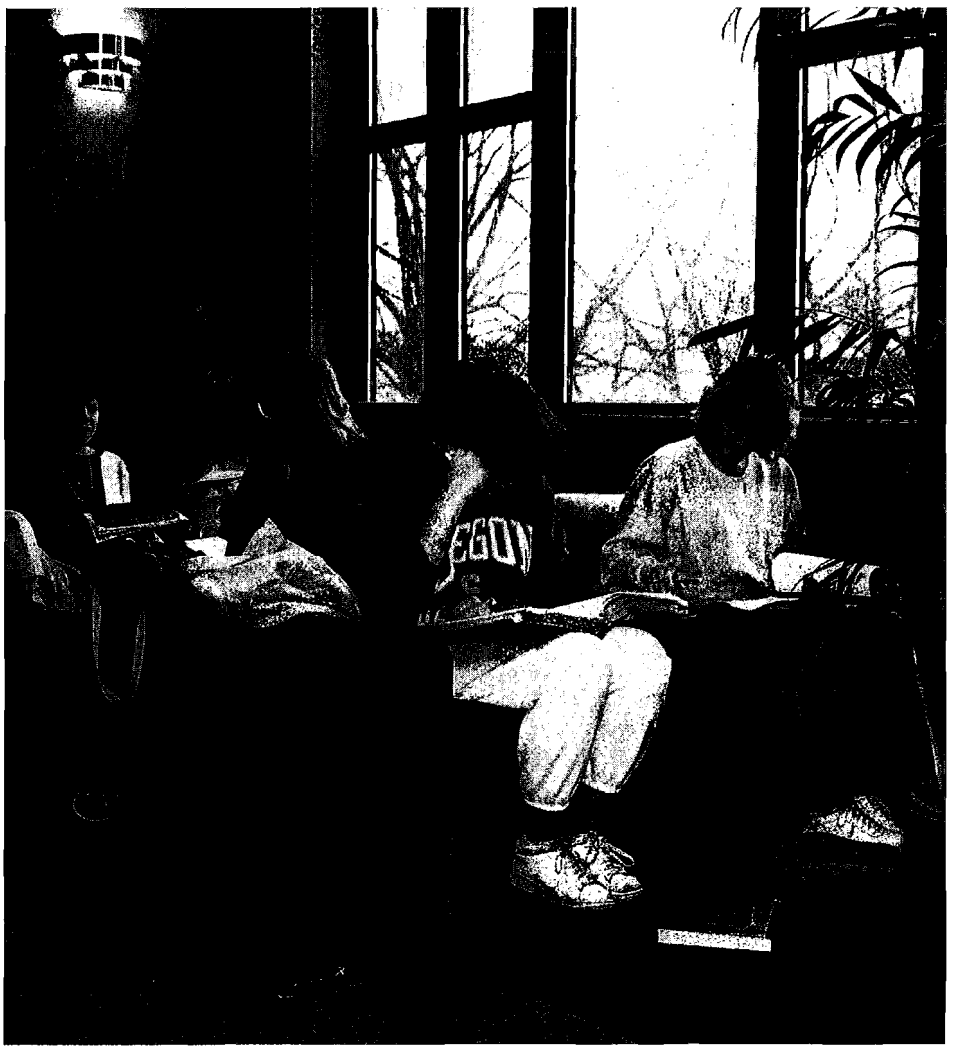
271 Gilbert Hall
Telephone (503) 346-3303
Donald E. Lytle, Director of Undergraduate Programs

To earn a degree in the Undergraduate School of Business, a student must be admitted as a major and complete a major in accounting, decision sciences, finance, management, or marketing. Except for accounting majors and students double majoring within the College of Business Administration, each student must also complete a secondary subject area.

Combined with other work, each of the majors may lead to a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree.

A student who has a bachelor's or master's degree in a field of business administration is not eligible for another business degree at the bachelor's degree level.

A student may not receive two degrees simultaneously (e.g., a B.A. and a B.S.) but may complete two or more majors for the same degree either in the Undergraduate School of Business or in another major area. Students must satisfy the upper-division core and major requirements in effect when they are admitted as majors or when they apply for graduation. The requirements chosen must be met in their entirety; they cannot be combined.



Admission Requirements

Admission to the College of Business Administration as a major is possible only after junior standing has been attained. Students intending to major in a business field should declare prebusiness status until major admission requirements have been met. Prebusiness status, however, does not guarantee admission as a major in a field of business.

To be eligible for admission as a major, a student must have completed the university writing requirement and the College of Business Administration's Conceptual Tools Core (described under College of Business Administration Requirements). A minimum grade point average (GPA) of 2.75 in all college-level work attempted and 2.50 in the business, mathematics, and economics courses of the Conceptual Tools Core are required to be eligible for major status. The GPA is based on all graded courses completed. If a graded course is repeated, both courses are counted in computing the GPA although credit is given only once. 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 GPA calculations.

Petitions

Students with an overall GPA below 2.75, but who have a 2.50 GPA in the specified core courses, may submit petitions for admission if they have at least three consecutive terms—and a minimum of 36 graded credits taken in residence at the UO—with a 2.75 GPA. The approval of petitions is not automatic and is granted to those best qualified only if space is available. When all other admission requirements have been met, students should submit their petitions with their applications for admission as majors and follow the application procedure described below.

A student cannot be awarded a degree without having been formally admitted as a major.

Honors College

Prebusiness students admitted to the Clark Honors College may substitute certain Clark Honors College courses for College of Business Administration Conceptual Tools Core requirements. See the CBA director of undergraduate programs in 271 Gilbert Hall for details.

Application Procedure

To be considered for admission as a major, students must apply prior to the term deadline. Application periods are as follows: fall term: April 1–14 and July 1–14, winter term: October 1–14, spring term: January 1–14. Late applications are not accepted.

Applicants must have completed all entry requirements before they apply.

Significant changes in admission requirements and application procedures take effect fall term 1995. Application for fall 1995 admission is April 10, 1995. More information is available from the student services office in 271 Gilbert Hall.

Transfer Students

Transfer students who will have completed all admission requirements prior to transfer should apply for admission to major status during the first appropriate application period listed above after transferring. Students transferring before admission requirements have been met 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 Undergraduate and Graduate Bulletin*.

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 bulletin for the last year of attendance has expired. (See Bulletin Expiration and Requirements Policies in the **Contents** section.) This requirement does not apply to students on recognized exchange programs.

Second Bachelor's Degree

Students who have a bachelor's degree in another discipline and want a second degree in a field of business must be admitted to the university as postbaccalaureate nongraduate students. Transcripts of all previous college work must be sent directly to the College of Business Administration, and an official transcript showing receipt of the prior degree must be sent to the university's Office of Admissions. Second-degree candidates must meet the same GPA requirement as first-degree candidates. See Petitions, above, if overall GPA is below 2.75.

Second-degree students must complete the same upper-division requirements as first-degree candidates. Students are given prebusiness status until the business, mathematics, economics, and computer-literacy requirements in the Conceptual Tools Core are either completed or waived because of prior course work. A 2.50 GPA is required in these courses. When this requirement has been met, application can be made for major status in the same manner as for first-degree candidates. If a student's native language is not English, a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) examination is required. The Second Bachelor's Degree section of this bulletin, under **Registration and Academic Policies**, lists university requirements for a second bachelor's degree; the CBA advising office, in 271 Gilbert Hall, distributes information concerning College of Business Administration requirements.

Degree Requirements

To receive a degree in the College of Business Administration, a student must be an admitted major in good academic standing with the college and the university. Two sets of requirements must be completed: general university requirements and College of Business Administration requirements. The college is firmly committed to an undergraduate degree program in business that is based on a solid foundation in the arts and sciences. College of Business Administration majors, although in a professional school, must meet the same group requirements as students in the College of Arts and Sciences and must qualify for either the B.A. or the B.S. degree. Refer to the **Registration and Academic Policies** section of this bulletin for specific requirements for bachelor's degrees and for general university and group requirements.

College of Business Administration Requirements

Conceptual Tools Core. The following courses or their equivalents must be taken prior to admission as a major in the College of Business Administration:

Introduction to Financial Accounting I (ACTG 211), Introduction to Management Accounting (ACTG 213)

Legal Environment of Business (BE 226)

Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202)

Fundamentals of Management (MGMT 206)

Calculus for Business and Social Science I,II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243)

The courses listed above must be taken graded, and a 2.50 GPA in these courses is required for admission as a major

Eight credits selected from sociology, psychology, and anthropology courses listed in the social science group

UO writing requirement

Introduction to Business-Information Processing (CIS 131), which meets the computer-literacy requirement described below

Computer Literacy. Computer literacy is required for all business students. It is defined as the ability to run software packages on a microcomputer with minimal tutorial assistance. The CBA advising office, in 271 Gilbert Hall, maintains a list of acceptable transfer courses to meet the computer-literacy requirement.

In view of limited college and university computing facilities, business students may want to purchase a microcomputer. Such purchases are not required, and neither the college nor the university endorses any particular manufacturer or vendor. Students who plan to purchase a microcomputer are urged to inquire at the Chiles Business Computing Laboratory concerning minimum specifications and compatibility with college hardware and software. Significant discounts on the purchase of certain microcomputers are available to university students.

Upper-Division Core. The following courses (3 credits each) are required of all majors:

Managerial Economics (FINL 311)

Marketing Systems and Demand Analysis (MKTG 311)

Financial Management (FINL 316)

Management and Organizational Behavior (MGMT 321)

Business Statistics (DSC 330)

Concepts of Production and Operations Management (DSC 335)

A 300-level economics course (excluding EC 311 and 370)

Business Enterprise and Social Responsibility (BE 425)

Business Policy and Strategy (MGMT 453)

Residence Requirement. Students must take 48 upper-division credits in business, of which 36 must be taken on campus in CBA courses. Twelve credits may be transferred from other accredited institutions, independent study, or approved courses in other departments.

Studies in Business and Economics. Students must take at least 75 credits in business and economics. These courses must be in the College of Business Administration or the Department of Economics or be approved by the CBA director of undergraduate programs. Optional tutorials (e.g., EC 199) and software-specific computer courses with College of Business Administration subject codes (e.g., ACTG 199)—taught through Continuing Education—do not meet this requirement.

Studies in Other Disciplines. Students must earn at least 95 credits outside business and economics.

Majors. Each student must complete a major as specified by each department. Majors are offered in accounting, decision sciences, finance, management, and marketing. See the appropriate departmental sections of this bulletin for specific course requirements.

Secondary Subject Area. Each major, except accounting majors and students working toward a double major within the college, must complete a secondary subject area consisting of three courses (9 credits) selected from an area other than the major (see the specific departmental course listings) or from the following interdisciplinary areas.

Business History. Economic History of Modern Europe (HIST 425), American Economic History (HIST 464)

International Business. International Management (MGMT 420), International Finance and Investment (FINL 463), and International Marketing Management (MKTG 475)

Students must satisfy the College of Business Administration upper-division course requirements in effect when they are admitted as majors.

Grading

1. Upper-division courses, except 300-level courses in the upper-division core, must be taken for letter grades
2. All courses used to satisfy a major requirement must be taken for letter grades and passed with grades of C– or better
3. Courses in the upper-division core must be passed with grades of C– or better. No more than two 300-level courses in the upper-division core may be taken pass/no pass
4. Any transfer business course in which a grade of D+, D, or D– was earned cannot satisfy course prerequisites

See the **Registration and Academic Policies** section of this bulletin for an explanation of the university's grading systems.

International Business

To better prepare for the challenges of the global marketplace, the following strategy is recommended:

1. Major in one of the five business disciplines
2. Select five area-studies courses in the College of Arts and Sciences that focus on an understanding of the history, geography, and culture of a specific region of the world (e.g., East Asia, Western Europe). International students may select North America
3. Complete at least two courses in international economics
4. Complete the international business secondary subject area
5. Fulfill the language requirement for the B.A. degree in a language relevant to the area of study

Students majoring in disciplines other than business should follow this same plan and complete the business administration minor. Elective courses within the minor should be chosen from the international business secondary subject area.

Business Administration Minor Requirements

The College of Business Administration offers a minor in business administration, which is intended for students majoring in other disciplines who want courses in basic business management. Minor requirements are divided into lower- and upper-division components. Students must complete the lower-division courses before enrolling in upper-division courses.

The requirements are as follows:

Lower Division

College Algebra (MATH 111)

Either Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) ***or*** Business Economics (FINL 201)

Introduction to Financial Accounting I (ACTG 211)

Legal Environment of Business (BE 226)

Upper Division

Marketing Systems and Demand Analysis (MKTG 311)

Financial Management (FINL 316)

Management and Organizational Behavior (MGMT 321)

Three upper-division business electives chosen from regularly offered College of Business Administration courses

Students intending to pursue a minor in business administration should declare their intent in the CBA advising office, 271 Gilbert Hall, and pick up a requirements checklist prior to beginning lower-division minor courses. After completing the lower-division courses and attaining junior standing, students must apply for upper-division minor admission in the advising office, where completion of the lower-division core requirements is verified using an up-to-date transcript.

In order to be admitted to upper-division minor status, students must have a 2.00 overall GPA, no grade below a C– in the lower-division minor courses, and junior standing. All lower-division minor courses must be taken for letter grades. Students meeting the above requirements may register for upper-division minor courses if they have fulfilled all course prerequisites. A C– (or P) is the minimum acceptable grade in upper-division courses. When all minor requirements have been completed and notification of application for a degree has been received from the Office of the Registrar, the student is cleared for the minor in business administration.

Nonmajors

Students with junior standing may enroll in the 300-level business courses in the upper-division core. Registration for other 300-level business courses is limited to admitted majors and admitted minors during each term's initial registration period; then they are opened to others if space is available. Only admitted majors and admitted minors in the College of Business Administration may enroll in 400-level business courses.

Student Advising

The CBA advising service for business students is in 271 Gilbert Hall. Current information about admission and degree requirements is available there for majors in the College of Business Administration and for the business administration minor. A bulletin board outside this office contains announcements concerning policies, coming activities, scholarships, and other information of interest to business and prebusiness students. Students are held responsible for information posted on this board and should check it once a week to ensure that they have the latest information, or they risk missing important events and policy changes.

Peer advisers and college staff members are available in the advising office to assist in planning programs, answering questions, and tracking progress toward graduation or admission as a major. Students should check with the advising office at least once a year to ensure that requirements are being met.

GRADUATE SCHOOL OF MANAGEMENT

272 Gilbert Hall
Telephone (503) 346-3306
Associate Dean
College of Business Administration

The Graduate School of Management offers degree programs at both the master's and doctoral levels and coordinates the graduate work of the five academic departments in the College of Business Administration. In all fields, graduate instruction is supported by courses in related fields offered elsewhere in the university.

The Graduate School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Career Services

Alexis Woods, Director

The Graduate School of Management provides planning and career campaign strategies to its graduate students through the career services office, located in 309 Gilbert Hall. For more information call the director of career services at (503) 346-1589.

MASTER'S DEGREE PROGRAMS

The Graduate School of Management offers course work leading to the master of business administration (M.B.A.), master of science (M.S.), and master of arts (M.A.) degrees. Students must complete the requirements of the principal program specified for each degree.

Oregon Executive M.B.A. Program

Carol N. Mason, Executive Director

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 summer. In addition to meeting standard admission criteria, applicants to this program must have substantial managerial experience and corporate sponsorship. O.E.M.B.A. courses are open only to students who apply and are admitted to this program. For more information, write or call the Executive Director, O.E.M.B.A. Program, 19500 N.W. Gibbs Drive, Suite 140, Beaverton OR 97006-6907; telephone (503) 690-1575.

M.B.A. Program

Wendy Mitchell, Director

The M.B.A. degree is designed to be broad in nature to provide students with a firm foundation upon which to build a challenging and satisfying career as a manager.

The primary goal of graduate education in business is to prepare men and women for responsible careers in both the public and the private sectors. Management education involves training in the general management area supplemented by opportunities for students to study specific areas in greater depth.

Electives are offered in a variety of areas including accounting, decision sciences, finance, international business, management, and marketing.

The University of Oregon M.B.A. program is based on the assumption that the student has no prior academic preparation in business administration.

The M.B.A. degree program takes two years of full-time study to complete and requires a high degree of involvement by students. Entry into the program is in the fall each year.

First-Year Requirements

Fall Term	*12 credits*
Seminar: Computer Workshop (BA 607)	1
Seminar: Building Effective Management Teams (BA 607)	2
Introduction to Business Statistics (DSC 611)	3
Managerial Economics (FINL 611)	3
Management Accounting Concepts (ACTG 612)	3
Winter Term	*13 credits*
Seminar: Communication and Implementation (BA 607)	1
Accounting Concepts (ACTG 611)	3
Managing Organizations (MGMT 611)	3
Market Dynamics and Segmentation (MKTG 611)	3
Economic Policy and Financial Markets (FINL 614)	3
Spring Term	*12 credits*
Business, Government, and Society (BA 611)	3
Marketing Management (MKTG 612)	3
Production Management (DSC 613)	3
Financial Management (FINL 616)	3

Second-Year Requirements

Fall Term	*12 credits*
Two breadth electives	6
Two electives	6
Winter Term	*12 credits*
Strategy and Policy Implementation (BA 625)	3
International elective	3
Two breadth electives	6
Spring Term	*12 credits*
Breadth elective	3
Three electives	9

The first-year requirements must be completed before students may take more advanced work in their principal program.

Course Waivers. Students may waive up to four courses from the first-year program. Only two of these courses can apply toward the total number of credits required for the degree. Two of the four courses waived must be replaced by advanced electives in an area or areas chosen by the student in consultation with his or her adviser. Granting of waivers is based on either previous course work or examination, as determined by the department.

Second Year

The second year of the M.B.A. program offers students the opportunity to shape their course work to fit their own needs and career goals. Students may either sample a broad range of functional areas or study one or two areas in depth.

All students in the two-year M.B.A. program must meet the following second-year requirements:

1. Completion of at least 36 credits (minimum of twelve courses) beyond the first-year program, of which 27 must be in 500- and 600-level College of Business Administration courses
2. Of the 27 credits, no more than 12 may be from the same department
3. At least one elective must be taken from each College of Business Administration department. Courses that satisfy the breadth requirements are specified by the department offering the course
4. Among the eleven second-year electives, one course must be taken from an approved list of international courses published each fall. The same course can also satisfy a breadth-elective requirement
5. The remaining 6 credits should be in graduate-level courses either in business or in related areas outside the College of Business Administration. They must be approved by the student's adviser and by the M.B.A. program director

See Second-Year Requirements, above, for a typical course schedule of required second-year credits.

The complete graduate program of study must be approved by the student's adviser and the director of the M.B.A. program.

Accelerated Programs

3-2 Program. The 3-2 program offers an opportunity for superior nonbusiness undergraduate majors to begin work on an M.B.A. or M.S. degree during their senior year. Students spend the first three years of their undergraduate work meeting requirements for the bachelor's degree in their major. During the fourth year, the first-year courses for the master's program are completed, and the fifth year is devoted to completion of the 49 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 College of Business Administration after the fifth year.

4-1 Program. The 4-1 program allows outstanding undergraduate business majors from an institution accredited by the American Assembly of Collegiate Schools of Business the opportunity to obtain a 49-credit M.B.A. degree in four terms. Students admitted to this program have all of the first-year courses waived except Seminars: Building Effective Management Teams, Communication and Implementation, Computer Workshop (BA 607).

Admission to the accelerated master's degree programs is highly competitive. It is limited to students who have both outstanding scholastic records and demonstrated potential for graduate study. Admission is for summer session or fall term.

Specialized Programs

Industrial Relations. The industrial relations option is an integrated program with a choice of courses in economics, management, political science, psychology, sociology, and other disciplines. The program is described under Institute of Industrial Relations in this section of the bulletin.

M.A./M.B.A. Program. The University of Oregon makes available a concurrent degree program in which students receive both an M.B.A. degree and an M.A. degree in either international studies or Asian studies. To complete the two degree programs, students must be accepted into both programs and satisfy both sets of degree requirements. However, because of considerable program overlap, it may be possible to earn the M.A./M.B.A. in twenty-seven months with careful planning.

All M.A. degrees require foreign-language competence. The degree programs in international studies and Asian studies allow students to gain an in-depth understanding of the cultural, economic, and historical backgrounds of a particular region of the world. These features may prove attractive to students who are interested in an international business career.

J.D./M.B.A. Program. In cooperation with the University of Oregon School of Law, a concurrent doctor of jurisprudence/master of business administration (J.D./M.B.A.) program makes it possible to earn both the J.D. and the M.B.A. degrees in four years instead of the five that would be required if each degree program were 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, 201 Law Center, and the director of the M.B.A. program in the Graduate School of Management, 272 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 program leading to the M.S. or M.A. degree allows more specialization than the M.B.A. program and may be adapted to the particular needs of the student. The requirements are as follows:

1. Completion of the American Assembly of Collegiate Schools of Business common body of business knowledge as specified by the department in the Graduate School of Management in which the majority of specialization takes place. For students without prior academic preparation in business, completion of the common body of business knowledge usually consists of satisfaction of the first-year M.B.A. required courses. The manner in which this requirement is satisfied is determined by the student in consultation with his or her program committee and subject to approval by the associate dean of the College of Business Administration

2. Completion of a minimum of 47 graduate credits beyond the first-year M.B.A. required courses. These should include the following:
   a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken within the school. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the Graduate School of Management
   b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field
   c. A maximum of 15 credits in electives. A maximum of 9 credits of thesis can be taken at the option of the student and the program committee. For students choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits
   d. A minimum of 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 composed of at least two faculty members. At least one faculty member must be from the department in which the majority of specialization is taken
   a. The composition of the program committee must be approved by the CBA associate dean
   b. An approved program of study must be filed with the associate dean before any courses beyond the common body of business knowledge can be taken
4. If a thesis is undertaken, approval by a thesis committee composed of at least two faculty members is required. At least one faculty member must be from the department in which the majority of specialization is taken
   a. The composition of the thesis committee must be approved by the CBA associate dean. The thesis committee may have different members than the program committee
   b. A thesis proposal must be approved in writing by all members of the thesis committee and submitted to the CBA associate dean before substantial work is undertaken on the thesis
   c. In case of disagreement between thesis committee members over the acceptability of the thesis, the issue is resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which the majority of specialization has been taken
5. Computer literacy. Details of this requirement appear under the **Undergraduate School of Business**

For the M.A. degree, competence in a foreign language is required.

Administration of Master's Degree Programs

Fall Admission. Consistent with the goal of the Graduate School of Management to educate individuals with the greatest potential for becoming successful managers, the admission process is aimed at admitting students who have demonstrated their ability and potential to become responsible, effective managers.

The school is interested in the applicant's general intellectual ability, initiative and resourcefulness, creativity, seriousness of purpose, maturity, and capacity for growth. In addition, oral and written communication skills are important. Students should have a demonstrated capacity for quantitative thinking and be able to take an orderly, analytical approach to solving problems and to generating alternative solutions. The ability to take ideas from different sources and see important relationships is very beneficial. Students should also be self-motivated, with considerable persistence and drive, and with some understanding of the broad social, political, and economic implications of decisions and actions. Prior work experience is desirable but not required.

Admission Criteria

More specifically, the admission process is based on four categories of information:

1. Undergraduate academic performance
2. Graduate Management Admission Test (GMAT) score
3. Two written recommendations. One should describe academic ability and the other should, but is not required to, address managerial ability and potential. Recommendations should be from people who have worked closely with the applicant and can comment on his or her ability, accomplishments, and potential
4. Completion of four essay questions included in the application package
5. Work experience and demonstrated leadership ability

The applicant should also provide any other pertinent information for consideration.

Recent successful applicants have had average undergraduate grade point averages (GPAs) of 3.25, average GMAT scores of 575, and average scores of 614 on the Test of English as a Foreign Language (TOEFL).

Prerequisites. Courses in calculus, microeconomics, and macroeconomics are prerequisites for students entering the program and must be taken before first-year courses.

International Students. In addition, applicants from non-English speaking countries must earn a minimum score of 600 on the TOEFL.

With this information, students are judged on their academic abilities and potential; their potential for leadership and management; and their commitment, readiness, and motivation to complete the program.

Full-time Status. Full-time M.B.A. students enrolled in the first year of the two-year program are required to complete, with a GPA of 3.00 or higher, a common set of courses in a structured sequence. The student who waives no first-year classes takes a minimum of 10 credits fall term, 14 credits winter term, and 12 credits spring term.

Full-time M.B.A. students enrolled in the second year of the program are required to complete, with a GPA of 3.00 or higher, 12 credits a term to be eligible for graduation in June. Students studying full time must enroll for a minimum of 9 credits each term.

Part-time Status. Unless otherwise designated, students admitted to the M.B.A. program are considered full time. Part-time status may be requested at the time of application for admission, or students in good standing may request part-time status at the start of any term. Part-time students may enroll for no more than 6 credits a term.

Admission Deadline. Applications and all supporting documents should be received by the Graduate School of Management by March 15 to be guaranteed consideration for fall-term admission. Late applications are considered if space is available.

Program Planning. After a student has been admitted to the master's degree program, the Graduate School of Management assigns a faculty member as an adviser. Each student must file a program approved by the adviser and the director of the M.B.A. program prior to taking any courses beyond the first year of study. If the student wants to change the program at a later date, an amended program signed by the adviser and the M.B.A. program director may be filed.

Academic Performance. In addition to 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 program director.

Students may formally appeal disqualification or other decisions relevant to their academic performance or program. A description of the probation policy and appeal procedures is available in the graduate programs office.

General University Regulations. See the **Graduate School** section of this bulletin for general university regulations and information regarding registration, academic performance, and other matters applicable to all university graduate students.

INSTITUTE OF INDUSTRIAL RELATIONS

209D Gilbert Hall
Telephone (503) 346-5141
James R. Terborg, Director

The Institute of Industrial Relations offers an integrated interdisciplinary program leading to a master's degree in industrial relations. Students interested in this program, which is approved by the Graduate Council, should direct inquiries to the program director. The program is the only one of its kind at a western university. Established in 1966, the program has about 500 graduates, many of whom occupy important positions in human resource management or labor relations in management, or with unions and government.

A primary program objective is development of an integrative appreciation of human resource opportunities and problems in industrial society from the perspective of management, the behavioral and social sciences, the context of union-management relations, and from institutional perspectives of public policy and national welfare. In consultation with faculty members, students plan an integrated program of required and elective courses in management, economics, the social and behavioral sciences, and other disciplines listed below. Basic courses for the program include those in human resource management, the industrial relations seminar, collective bargaining, labor economics, employment law, and appropriate work in social and behavioral sciences.

The program leads to the master of science (M.S.) or master of arts (M.A.) degree and requires 60 credits of course work approved by the faculty, or 52 credits with thesis. The program must cover at least three disciplines, including at least 6 credits in one discipline other than management. Prerequisites for the program are a bachelor's degree, a course in principles of economics, and an introductory undergraduate course in statistics. Graduate Management Admission Test (GMAT) or Graduate Record Examinations (GRE) scores are required.

The program facilitates student internships in human resources with private or public institutions. Availability of these opportunities varies from year to year, and they are not a required element of a student's program. Although students may be admitted to and graduate from the program in any of the four terms of the year, a fall term start is recommended.

Applicants must comply with Graduate School application deadlines for each term as published in this bulletin.

Required Courses

Business Administration. Seminars: Building Effective Management Teams, Computer Workshop (BA 607) or equivalents

Economics. Labor Economics (EC 550)

Management. Seminar: Industrial Relations (MGMT 607), Managing Organizations (MGMT 611), Employment Law and Legislation (MGMT 632), Human Resources Management (MGMT 634), Recruitment and Selection (MGMT 635), Compensation Theory and Administration (MGMT 636), Labor-Management Relations (MGMT 639). Employment Law (LAW 660) may be substituted for Employment Law and Legislation with the institute director's written consent

In addition, students are required to complete at least three of the following:

1. Experimental Courses: Arbitration, Career Development and Performance Appraisal, International Human Resource Management, Training and Development (MGMT 610), or other approved experimental course
2. Motivation and Quality of Working Life (MGMT 631)
3. Employee Benefits (MGMT 633)
4. Designing Effective Organizations (MGMT 641)

Students who do not hold bachelor's or master's degrees in business are required to complete, as part of their industrial relations electives, two of the following:

1. Accounting Concepts (ACTG 611)
2. Market Dynamics and Segmentation (MKTG 611)
3. Production Management (DSC 613)
4. Economic Policy and Financial Markets (FINL 614) ***or*** Financial Management (FINL 616)

Elective Courses

In addition to required courses, students complete course work in supporting disciplines by selecting courses in the social sciences and related areas. A sample of courses taken by students in the program is listed below. Each term students consult with the institute director to select appropriate required and elective courses.

Economics. Topics in Labor Economics (EC 551). In addition, students are encouraged to elect courses in human capital theory, the economics of industrial organization, the public sector, and public policy

History. American Economic History (HIST 563, 564)

Law. Labor Law (LAW 659), Employment Law (LAW 660)

Management. Managerial Problem Solving (MGMT 642), International and Comparative Management (MGMT 647)

Political Science. Administrative Organization and Behavior (PS 512)

Psychology. Learning and Memory (PSY 533), Human Performance (PSY 536), Attitudes and Social Behavior (PSY 556), Group Processes (PSY 557)

Sociology. Issues in Sociology of Work (SOC 546), Issues in Sociology of Organizations (SOC 547)

In addition to elective course work identified above, students may complete relevant work in other departments with the written approval of the institute director.

DOCTORAL PROGRAMS

Larry E. Richards, Director

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 College of Business Administration (CBA), assisted by the Ph.D. programs committee consisting of three business faculty members and one doctoral student.

Program of Study

The Ph.D. typically requires four years of intensive study beyond the master's degree. Since the program focuses on developing competent scholars, the development of both teaching and research skills is heavily emphasized. All doctoral students are encouraged to assume primary teaching responsibility for an undergraduate business course sometime during their program. In addition, they must demonstrate competence in scholarly research. Students are expected to work closely with faculty members whose interests are similar to their own. Applicants are advised to be as specific as possible about their areas of interest.

Primary Areas of Concentration

Accounting. Focuses on managerial, behavioral, and financial accounting, auditing, cost analysis, and control for public, industrial, and governmental accounting.

Corporate Strategy and Policy. Examines organizations as integrated systems interacting with their environments. Emphasizes formulation and implementation of strategies that align an organization's internal strengths and weaknesses with its external threats and opportunities.

Decision Sciences. Emphasizes applied statistics or operations and production management. Related courses are available in computer science, mathematics, economics, and management science.

Finance. Focuses on financial economics as applied to financial management, financial institutions and markets, and investments. Related courses are also available in economics.

Human Resource Management. Emphasizes personnel management and labor relations in public and private organizations, behavioral science and labor economics, compensation, collective bargaining, and conflict and change.

Marketing. Covers a wide range of issues including marketing theory, consumer and industrial marketing, marketing research and sales forecasting, management of product, pricing, promotion, and distribution.

Organizational Studies. Focuses on the behavioral and administrative aspects of organizations, including organizational behavior, organization design and effectiveness, organization-environment relationships, and administrative processes.

Admission

For admission to the doctoral program, the student must:

1. Satisfy the admission requirements of the Graduate School of Management and of the Graduate School of the university
2. Have completed the graduate work required for a master's degree (in exceptional circumstances a student may be admitted immediately after completion of a bachelor's degree)
3. Be recommended by the department with primary responsibility for the area in which the candidate expects to major and by the graduate programs committee
4. Provide evidence of scholarly promise

Recently admitted students averaged 650 to 675 on the Graduate Management Admissions Test (GMAT) with a 3.60 to 3.70 GPA in graduate course work. Approximately 15 percent of applicants are admitted into the Ph.D. program.

Most Ph.D. students receive financial support in the form of an appointment as a graduate teaching fellow. For 1993–94 typical appointments ranged from 0.40 to 0.47 FTE and carried a stipend ranging from $7,476 to $10,176, plus waiver of tuition. Graduate teaching fellows may assist faculty members in research and teaching and assume responsibility for teaching an undergraduate business course.

Deadline for application to the Ph.D. program for fall term is the preceding March 1.

Inquiries concerning the program should be addressed to the CBA director of doctoral programs.

Degree Requirements

The student's program must satisfy the requirements of the Graduate School of the university and the following requirements of the College of Business Administration.

The doctoral program typically requires four years of post-master's degree work including two years in residence on the Eugene campus.

Basic Competence in Business. Students are expected to demonstrate basic knowledge in computer science, economics, and in each of the four main functional areas: accounting, finance, management, and marketing. Such knowledge may be demonstrated by familiarity with the subject matter of one of the M.B.A. first-year required courses in each of these areas as evidenced by previous university-level courses, by University of Oregon courses, or by oral or written examination, to be determined by the student's advisory committee and approved by the CBA director of doctoral programs. This requirement should be satisfied during the student's first year and before substantial work is begun in the primary concentration area.

Examinations. The student must pass two written comprehensive examinations, one in his or her primary area and one in either the supporting or the statistics and research methods area. Requirements in these areas are described below. The student must attempt both written examinations within a thirteen-month period. Each comprehensive examination may be scheduled for a maximum of eight hours and must be fully completed in no more than two consecutive days. The examinations are graded high pass, pass, or no pass. On examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted. In the event of failure, a student may retake a comprehensive examination or predesignated subpart once, at the individual's option and after consultation with the advisory committee. Once a student has attempted an examination in either the supporting or the statistics and research methods area, he or she must pass that particular area examination; the option to choose the other area is no longer open. All examinations must be completed within nineteen months of the date of the first examination. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the Ph.D. program. Comprehensive examinations are offered during fall and spring terms. In the event of failure, a student may retake the examination or predesignated subpart in the following academic term but no sooner than two months after the date of the initial attempt. First-time examinations may be arranged during winter term and summer session for students not currently in residence or, under unusual circumstances, by agreement among the student, advisory committee, and examining committee and with the approval of the CBA director of doctoral programs.

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. To be eligible to take the examination, the student must have completed substantially all of the course work required in the area.

The primary concentration area consists of nine courses specified by the department with primary responsibility for the area. At least three of the nine 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 four or more graduate-level courses in statistics beyond Introduction to Business Statistics (DSC 611) with grades of mid-B or better and, if a competence examination is not taken in the student's supporting area, pass a written examination. Courses typically are from within the Graduate School of Management, although alternative graduate-level courses are permitted with the advice of the decision sciences faculty and approval of the student's advisory committee. At least three courses must be completed at the university after admission to the doctoral program. Of these, one must be Seminar: Statistical Foundations for Research (DSC 607), which must be completed with a grade of mid-B or better during the student's first full year in the program. The examination in statistics and research methods is written and graded by a committee including at least two decision sciences faculty members appointed by the CBA 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 CBA 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 upon satisfying all of the preceding requirements and upon recommendation by his or her advisory committee to the Graduate School of Management and to the Graduate School of the university. Advancement must occur no later than four years after the student's entry into the doctoral program.

Dissertation. The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Graduate School of Management and the Graduate School of the university. This committee includes at least three regular faculty members of the school and at least one member from outside the school. The chair of the committee serves as the student's primary dissertation adviser. Before the dissertation topic is accepted by the dissertation committee, the student makes a public oral presentation and defense of the research proposal and design. When the topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate's file.

The dissertation must be completed within three years of the student's advancement to candidacy. Upon petition to and approval from the graduate programs committee and the Graduate School of the university, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student's comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

Grade Point Average (GPA). The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

Termination from Program. A student's participation in the Ph.D. program may be terminated by the graduate programs committee if the student fails to satisfy any of the program requirements and upon the recom-

mendation of a majority of the student's advisory or dissertation committee. After consultation with the student's advisory or dissertation committee, the graduate programs committee must vote on termination under one or more of the following conditions: (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 graduate programs committee reconsider the termination.

The advisory or dissertation committee vote must be transmitted in writing to the graduate programs committee for review and placed in the student's file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student's file.

Waivers. Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the advisory or dissertation committee, the graduate programs committee, and the CBA dean. Under no circumstances can requirements of the Graduate School of the university be waived by the College of Business Administration.

BUSINESS ADMINISTRATION COURSES (BA)

605 Reading and Conference: [Topic] (1–16R) R when topic changes

607 Seminar: [Topic] (1–5R) Two current titles are Communication and Implementation and Computer Workshop.

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.

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] (3–9R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

711 Legal Environment of Business (3) Analysis of government policy and the legal environment in which business operates. Integrates the analysis of public policy and the legal environment with basic microeconomic principles. *Offered only through the Oregon Executive M.B.A. Program.*

712 Financial Accounting and Reporting (3) Preparation, interpretation, and use of external financial statements and reports. Covers basic accounting principles, recording and reporting techniques underlying valuation and income determination. *Offered only through the Oregon Executive M.B.A. Program.*

713 Applied Statistics for Managers (3) Exposure to descriptive statistics, decision analysis, regression analysis, and forecasting. Emphasis on when and how to use statistics. *Offered only through the Oregon Executive M.B.A. Program.*

714 Accounting for Managers (3) Development, presentation, and interpretation of cost information for management. Stresses the use of accounting data for business decisions, performance appraisal, budgeting, and control. *Offered only through the Oregon Executive M.B.A. Program.*

715 Managerial Economics (3) Covers micro- and macroeconomic analyses. Examines the roles of monetary and fiscal policy, the Federal Reserve System, and money and capital markets. *Offered only through the Oregon Executive M.B.A. Program.*

716 Managing Organizations (3) Focuses on the systematic relationship among organizational variables and their implications for effective management of individuals and groups within an organization. *Offered only through the Oregon Executive M.B.A. Program.*

717 Marketing Management (3) Focuses on the marketing function at the product-line level. 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) Development of macromarketing strategies and plans including analysis of market structures, consumer and buyer behavior, marketing research and forecasting, communication and promotions management, and international marketing. *Offered only through the Oregon Executive M.B.A. Program.*

720 Financial Management (3) Problems and cases dealing with financial analysis, working, capital management, funding rapid growth, asset valuation, and alternative financing strategies. *Offered only through the Oregon Executive M.B.A. Program.*

721 Management of Innovation and Change (3) Covers planning and strategy under conditions of rapid growth and change. 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) Graded only. Application of business principles to emerging issues confronting executives in competitive environments. Interaction with executives in analyzing strategic opportunities and industry structure. *Offered only through the Oregon Executive M.B.A. Program.*

ACCOUNTING

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Raymond D. King, Department Head

FACULTY

Roger A. Chope, senior instructor. B.A., 1968, Albion; M.B.A., 1977, Louisville; Ph.D., 1981, Oregon. (1986)

Neil Fargher, visiting assistant professor, B.Com., 1979, Melbourne; M.Bus., 1986, Melbourne Institute of Technology; Ph.D., 1992, Arizona. C.P.A., Australia. (1992)

Paul Frishkoff, professor. B.A., 1960, Swarthmore; M.B.A., 1962, Chicago; Ph.D., 1970, Stanford. C.P.A., California, Oregon. (1967)

Helen Gernon, professor. B.B.A., 1968, Georgia; M.B.A., 1972, Florida Atlantic; Ph.D., 1978, Pennsylvania State. C.P.A., Florida. (1978)

Raymond D. King, associate professor. B.S., 1971, Montana State; M.B.A., 1974, Montana; Ph.D., 1980, Oregon. C.P.A., Montana. (1982)

Craig E. Lefanowicz, assistant professor. B.A., 1982, Michigan State; Ph.D., 1990, Texas. C.P.A., Michigan. (1990)

Steven R. Matsunaga, assistant professor. B.A., 1979, San Francisco State; M.B.A., 1984, William and Mary; Ph.D., 1992, Washington (Seattle). C.P.A., California. (1992)

Dale Morse, Charles E. Johnson Memorial Professor of Accounting. B.A., 1969, M.B.A., 1975, Oregon; Ph.D., 1978, Stanford. (1991)

Terrence B. O'Keefe, associate professor. B.A., 1963, Wittenberg; M.S., 1967, Ph.D., 1970, Purdue. (1980)

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.

The undergraduate major curriculum in the Department of Accounting is designed for students who want to prepare for a career in public, corporate, or governmental accounting or who want to embark on a management career with a strong accounting emphasis.

The department has faculty advisers who assist in curricular or career planning. Names of advisers are available in the department office along with a handout on undergraduate advising that answers commonly asked questions about the program. Each student should read the handout before meeting with an adviser. *All transfer students should see an accounting adviser before registering for upper-division course work.* Frequently it is recommended that transfer students take Introduction to Financial Accounting II (ACTG 212) at the University of Oregon before registering in Financial Accounting Theory (ACTG 350) or Cost Accounting (ACTG 360).

A 2.00 grade point average (GPA) in upper-division accounting courses taken at the university is required for graduation as an accounting major with a bachelor of science or a bachelor of arts degree.

Major Requirements

In addition to the general requirements of the College of Business Administration, the requirements for a major in accounting total 40 credits, including at least 24 upper-division accounting credits in residence, distributed as follows:

Required Courses	*40 credits*
Introduction to Financial Accounting II (ACTG 212)	3
Accounting Cycle (ACTG 311)	1
Financial Accounting Theory (ACTG 350, 351, 352)	9
Cost Accounting (ACTG 360)	3
Accounting Information Systems I (ACTG 420)	3
Introduction to Auditing (ACTG 440)	3
Advanced Accounting (ACTG 450)	3
Introduction to Income Taxation (ACTG 470)	3
Electives in permanently numbered 400-level accounting courses	6
6 credits in 400-level decision-sciences courses *or* one 400-level decision-sciences course and Law of Business Transaction (BE 418)	6

Secondary Area

When accounting is selected as a secondary concentration area, 9 credits are required, distributed as follows:

Required Courses	*9 credits*
Introduction to Financial Accounting II (ACTG 212)	3
Two upper-division 3-credit accounting courses *excluding* Professions and Professionalism (ACTG 314) and Problems in Professional Accounting (ACTG 480)	6

ACCOUNTING COURSES (ACTG)

199 Special Studies: [Topic] (1–5R)

211 Introduction to Financial Accounting I (3) Financial statements prepared by accountants; emphasis on reports to stockholders and other investors. Prereq: sophomore standing.

212 Introduction to Financial Accounting II (3) Continuation of ACTG 211. Problems in determining figures to be reported for monetary and nonmonetary assets and in reporting liabilities and ownership interests. Prereq: ACTG 211, sophomore standing.

213 Introduction to Management Accounting (3) Introduction to development, presentation, and interpretation of accounting data to aid management in planning and controlling operations. Prereq: ACTG 211, sophomore standing.

311 Accounting Cycle (1) P/N only. A practice set that involves the full cycle of accounting work. Recording transactions in the accounting system, posting, summarization, and reporting in financial statements. Prereq: ACTG 212, junior standing.

312 Spreadsheets for Accountants (1) Rapidly builds understanding and skill with spreadsheets as powerful modeling systems for accounting and financial data accumulation, summarization, and analysis. Prereq: ACTG 212, junior standing.

314 Professions and Professionalism (3) Accounting and other professions, for profit and not for profit. Skills identification, values clarification, creativity, brainstorming, ethics and integrity, surveying, overcoming barriers, decision styles, planning career advancement. Prereq: junior standing.

350, 351, 352 Financial Accounting Theory (3,3,3S) Financial statements provided to investors: accounting recording and reporting techniques and procedures. Basic accounting principles and concepts underlying valuation and income determination. Prereq for 350: ACTG 212, 213, junior standing; coreq: ACTG 311; FINL 316 recommended prior to ACTG 351.

360 Cost Accounting (3) Development, presentation, and interpretation of cost information for management; methods of data collection and display; problems of cost allocation; standard costs for control. Prereq: one year of college mathematics, CIS 131, MATH 243, ACTG 212, 213, 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)

420/520 Accounting Information Systems I (3) The role of information in modern organizations; general systems design considerations; database design, accounting control, and auditing; modern data-processing technology. Prereq: ACTG 350 or 360 or ACTG 612, senior or graduate standing, CIS 131, or instructor's consent.

421/521 Accounting Information Systems II (3) Contemporary topics in accounting information systems analysis and design, and electronic data-processing auditing. Prereq: ACTG 420/520, instructor's consent.

430 Accounting in Nonprofit Organizations (3) Focuses on either (1) financial administration in nonprofit organizations, emphasizing the use of fund accounting, or (2) management control of nonprofit organizations. Prereq: ACTG 212, 213, junior standing.

440/540 Introduction to Auditing (3) Financial statement examinations, audit process and environment, the audit profession, professional standards, and audit sampling. Prereq: senior or graduate standing; pre- or coreq: ACTG 352, 420/520.

441/541 Auditing Concepts and Procedures (3) Practical applications of auditing concepts; evidence, selection, evaluation, and documentation. Emphasis on audit programming and strategy in an electronic data-processing environment. Prereq: ACTG 440/540.

450/550 Advanced Accounting (3) Contemporary issues in financial reporting. Recognition, measurement, and display problems of diverse entities including corporate combinations. Impact of standards and of regulations. Prereq: ACTG 352 or 631, senior or graduate standing.

451/551 Special Topics in Accounting (3) Contemporary topics of accounting research. Content varies depending on interests of students and instructor. Prereq: ACTG 450/550.

460/560 Advanced Management Accounting (3) Accounting information for managerial decision-making, planning, and control. Prereq: ACTG 360 or 612, senior or graduate standing.

470/570 Introduction to Income Taxation (3) Income tax law with emphasis on taxation of individuals, familiarity with income tax procedures, introduction to tax research. Prereq: ACTG 212 or 611, senior or graduate standing.

471/571 Federal Income Tax Procedure (3) The taxation of corporations, partnerships, estates, and trusts. Federal tax law and its inherent uncertainties; advanced tax research. Prereq: ACTG 470/570, senior standing.

472/572 Tax Planning (3) Tax planning opportunities in a business context. Independent research on the technical tax consequences of proposed transactions; methods of improving those consequences. Prereq: ACTG 471/571, senior standing.

480/580 Problems in Professional Accounting (3) Contemporary topics in professional accounting practice. Content varies depending on interests of students and instructor. Prereq: instructor's consent.

503 Thesis (1–16R) P/N only

601 Research: [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 (3S) Review of accounting theory, concepts, and principles. In-depth study of basic financial statements. Appropriate for nonmajors who want extensive coverage of financial accounting. S with ACTG 631, 632. Prereq: ACTG 611 or equivalent. Master's or doctoral degree candidates only.

631 Financial Accounting II (3S) Financial accounting for assets, liabilities, and equities; emphasis on technical aspects of financial accounting. S with ACTG 630, 632. Master's or doctoral degree candidates only.

632 Financial Accounting III (3S) Accounting for partnerships, business combinations, and the consolidation of financial statements. Extensive coverage of financial statement analysis. S with ACTG 630, 631. Master's or doctoral degree candidates only.

635 Accounting for Multinational Corporations (3) Expands students' knowledge of domestic company reporting issues by examining some financial and managerial reporting issues faced by multinational corporations and their managers. Prereq: ACTG 612, graduate standing.

642 Auditing Concepts (3) Analysis and criticism of traditional auditing philosophy and theory. Contemporary auditing research. Seminar content varies from year to year with changing interests of participants. Prereq: ACTG 540 or instructor's consent.

652 Accounting Theory (3) Readings in accounting literature; current controversial areas in accounting and information theory including the conceptual framework underlying accounting reports to external users. Prereq: ACTG 630, instructor's consent.

655 Development of Accounting Thought (3) The development of accounting including historical, methodological, and regulatory aspects. Contemporary trends in research. Prereq: ACTG 631 or instructor's consent.

662 Management Accounting Theory (3) Readings in managerial accounting and related literature. Topics may include a wide range of planning and control issues in both profit and nonprofit institutions. Prereq: instructor's consent.

665 Management Control Systems (3) The design of formal management control systems: the nature of management control, the concept of information, human behavior in organizations, goals and strategies. Current systems as applied in practice. Prereq: ACTG 612 or equivalent.

DECISION SCIENCES

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Larry E. Richards, Department Head

FACULTY

Robert T. Clemen, Robert C. Braddock Research Associate. B.A., 1973, M.B.A., 1981, Colorado; Ph.D., 1984, Indiana. (1984)

Jerome J. Dasso, H. T. Miner Professor of Real Estate (real estate, urban development). B.S., 1951, Purdue; M.B.A., 1952, Michigan; M.S., 1960, Ph.D., 1964, Wisconsin, Madison. (1966)

Gregory V. Frazier, assistant professor. B.S., 1984, M.B.A., 1985, Ph.D., 1989, Texas A&M. (1990)

Sergio Koreisha, professor. B.S., 1974, M.Engr., 1975, California, Berkeley; D.B.A., 1980, Harvard. (1980)

Kenneth D. Ramsing, professor. B.S., 1960, Oregon State; M.B.A., 1962, Ph.D., 1965, Oregon. (1965)

James E. Reinmuth, professor; director, international 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

Arthur E. Mace, professor emeritus. B.A., 1938, Amherst; Ph.D., 1947, Chicago. (1964)

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

The undergraduate major curriculum in the Department of Decision Sciences is designed for students who want to prepare for a career in applied statistics or management science or a management career with a strong emphasis in these areas. Majors in decision sciences must complete work in basic mathematics through calculus (equivalent of MATH 241, 242, 243 or MATH 251, 252, 253). Additional courses in mathematics, econometrics, and computer science are highly recommended.

Major Requirements

A total of 15 credits are required in addition to the general business requirements of the college:

Required Courses	*15 credits*
Applied Regression Analysis (DSC 435)	3
Introduction to Management Science (DSC 445)	3
Three additional 400-level decision-sciences courses approved by a faculty adviser	9

Secondary Area

Nine credits are required for a secondary concentration area in decision sciences: DSC 435 and 445 and one additional 400-level course in decision sciences.

DECISION SCIENCES COURSES (DSC)

199 Special Studies: [Topic] (1–5R)

230 Introduction to Business Statistics (3) Statistics as a tool for making business decisions. Probability, sampling distributions, estimation theory, confidence intervals, and hypothesis testing. Prereq: MATH 242.

330 Business Statistics (3) Review and applications of hypothesis testing. Regression analysis, experimental design, time series, and

nonparametrics. Prereq: MATH 243 or equivalent, junior standing.

335 Concepts of Production and Operations Management (3) Planning and control of operations with respect to products, processes, equipment, and jobs. Planning, forecasting, scheduling, maintenance, and inventory activities. Prereq: DSC 330 or equivalent, junior standing.

401 Research: [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)

420 Applied Sampling (3) Application of sampling techniques to business problems. Simple random, stratified cluster, systematic sampling: ratio and regression estimators. Prereq: MATH 242, DSC 330.

425/525 Applied Decision Analysis (3) Systematic study of decision-making under uncertainty. Decision trees, assessment of subjective probabilities, use of theoretical probability models, single- and multiattribute utility theory. Applications. Prereq: MATH 242, DSC 330 or equivalents.

430/530 Applied Analysis of Variance (3) Design of experiments in business administration: models and methods for analysis of variation in measurement data including single and multifactor treatments in completely randomized and blocked designs. Prereq: MATH 242, DSC 330 or equivalents.

435/535 Applied Regression Analysis (3) Theory of least-squares regression. Regression procedures in the elucidation of underlying relationships governing business and economic behavior. Techniques of statistical model building. Prereq: MATH 242, DSC 330 or equivalents.

440/540 Applied Time Series Analysis for Forecasting (3) Elements of spectral analysis. Autoregressive, moving average, and seasonal models. Principles of iterative model building: identification, fitting, and diagnostic checking of models. Prereq: MATH 242, DSC 330 or equivalents.

445/545 Introduction to Management Science (3) Linear and dynamic programming. Simplex method, duality theory, sensitivity analysis, principle of optimality, deterministic and stochastic dynamic programming models. Prereq: MATH 242, DSC 335.

450/550 Advanced Management Science (3) Nonlinear programming and stochastic models. Unconstrained optimization, Kuhn-Tucker theorem, Lagrangian multipliers, Markov chains, and Poisson processes. Prereq: MATH 242, DSC 445/545.

455/555 Production Systems Analysis (3) Application of management-science techniques to production systems. Aggregate products planning, project planning, job scheduling, and inventory control. Extensive use of case materials. Prereq: DSC 335 or 613.

460/560 Simulation of Industrial Systems (3) Model construction, validation, and tests: design and analysis of simulation experiments; case applications in business and economics. Prereq: MATH 242, DSC 335.

470/570 Synthesis and Design of Industrial Systems (3) Application of systems analysis and operations management to planning and design of industrial systems. Students work in teams under faculty supervision. Prereq: DSC 455/555.

503 Thesis (1–16R) P/N only

601 Research: [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.

626 Decision Analysis for Negotiation Problems (3) Decision analysis basics. Use of decision trees, probabilities, methods for making decisions under uncertainty. Analysis of negotiation problems. Distributive and integrative bargaining. Ethical issues. Prereq: MATH 242, DSC 611 or equivalent.

633 Applied Nonparametric Statistics (3) Statistical analysis when data do not conform to parametric assumptions. Tests using nominal or ordinal data; one, two, or more samples; goodness-of-fit tests. Prereq: DSC 611 or equivalent.

643 Applied Multivariate Analysis (3) Statistical reasoning that underlies the techniques of multivariate analysis. Multivariate analysis of variance, discriminant analysis, principal components, factor analysis, and canonical correlation. Prereq: MATH 242, DSC 435/535.

FINANCE

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Larry Y. Dann and M. Megan Partch, Department Heads

FACULTY

Alyce R. Campbell, assistant professor (options, futures, financial markets). B.S., 1973, M.B.A., 1982, Alberta; Ph.D., 1987, British Columbia. (1987)

Larry Y. Dann, Richard W. Lindholm Professor of Finance and Taxation (financial management, investments). B.S., 1967, Northwestern; M.B.A., 1969, Harvard; Ph.D., 1980, California, Los Angeles. (1977)

Diane Garcia Del Guercio, assistant professor (financial management, investments). B.A., 1986, California, Santa Barbara; M.A., 1989. (1994)

Michael H. Hopewell, associate professor (financial management, investments). B.A., 1963, M.B.A., 1967, Ph.D., 1972, Washington (Seattle). (1969)

Wayne H. Mikkelson, professor (financial management, investments). 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)

Jennifer A. H. van Heeckeren, assistant professor (financial management, investments). B.A., 1987, Carleton (Ottawa); A.M., 1990, Ph.D., 1993, Harvard. (1994)

Emeritus

Richard W. Lindholm, professor emeritus (taxation); dean emeritus, business administration. A.B., 1935, Gustavus Adolphus; M.A., 1938, Minnesota; Ph.D., 1942, Texas. (1958)

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

The Department of Finance offers courses in finance, real estate, and business economics. For undergraduate students with majors in the College of Business Administration, the department offers a major in finance and secondary concentration areas in both finance and real estate.

The finance curriculum is designed to impart an understanding of the various areas and principles of finance and to provide students with analytical techniques. Courses on financial institutions and markets, financial management, and investments provide an understanding of the application of financial analysis and decision-making to the solution of business problems. Special attention is given to the relation of financial policies and operations to the functioning of business firms within the economic system.

Major Requirements

In addition to the general requirements of the College of Business Administration, the undergraduate major in finance requires 15 credits, distributed as follows:

Required Courses	*15 credits*
The Financial System (FINL 314)	3
Financial Analysis (FINL 372)	3
Investments (FINL 380)	3
Advanced Financial Management (FINL 473)	3

One course from Taxation Topics (FINL 323), Financial Management of Real Estate (FINL 341), Financial Institutions and Markets (FINL 462), International Finance and Investment (FINL 463) 3

Students who major in finance are urged to take a secondary concentration area in accounting or, at least, to take Introduction to Financial Accounting II (ACTG 212)

Secondary Areas

The Department of Finance oversees secondary concentration areas in finance and in real estate. A secondary area in finance requires 9 credits, distributed as follows:

Required Courses	*9 credits*
The Financial System (FINL 314)	3
Financial Analysis (FINL 372)	3
Investments (FINL 380)	3

A secondary area in real estate is designed to provide exposure to the development, financing, marketing, and management of real estate. It requires 9 credits, distributed as follows:

Required Courses	*9 credits*
Financial Management of Real Estate (FINL 341)	3
Real Estate Finance (FINL 446)	3
Real Estate Investment Analysis (FINL 447)	3

FINANCE COURSES (FINL)

199 Special Studies: [Topic] (1–5R)

201 Business Economics (4) Covers microeconomics: supply and demand; macroeconomics: inflation, unemployment, economic growth; and international economics: trade, exchange rates, balance of payments. Primarily for business administration minors. *Students who take FINL 201, EC 201, and EC 202 receive credit for only two of the three courses.*

240 Survey of Real Estate (3) P/N only. Basic buy, sell, and lease transactions. The law, brokerage, financing, and administration of real estate. *Not open to College of Business Administration majors, prebusiness students with junior standing or above, or students who have taken FINL 341.*

281 Personal Economic and Financial Planning (3) P/N only. Alternative savings outlets including insurance, pension funds, deposits at commercial banks or thrift institutions, investment in real estate, stock and mutual fund ownership. *Not open to College of Business Administration majors or prebusiness students with junior standing or above.*

283 The Stock Market and Investing (3) P/N only. Investments and the stock market; securities and approaches to security selection. *Not open to College of Business Administration majors, prebusiness students with junior standing or above, or students who have taken FINL 380.*

311 Managerial Economics (3) Application of microeconomic tools to the operation of the firm. Emphasis on basic theoretical concepts, their empirical measurement, and their application to real problems. Prereq: EC 201, MATH 242, junior or senior standing. *Students cannot receive credit for both EC 311 and FINL 311.*

314 The Financial System (3) The financial system of the United States. Emphasizes functions and behavior of financial markets and institutions. Interest rates and financial instruments. The Federal Reserve System. Prereq: EC 202 or equivalent, junior or senior standing. *Students cannot receive credit for both FINL 314 and EC 370.*

316 Financial Management (3) Corporate financial policies, management of liquid assets, selection among alternative investment opportunities, funds acquisition, dividend policies, determination of the optimal debt-equity mix. Prereq: ACTG 213, junior or senior standing.

323 Taxation Topics (3) Individual income, consumption, payroll, estate and gift, and property and wealth taxes. Emphasis on the economic impact of taxes and their influence on individual and business decisions. Prereq: EC 202, FINL 311, junior or senior standing.

341 Financial Management of Real Estate (3) Real property and property rights; real estate industry and markets; locational analysis; management; subdivision and land development; financing; land use competition. Prereq: FINL 316, junior or senior standing.

372 Financial Analysis (3) Tools of analysis for forecasting financial requirements, working capital management, and capital investment decisions. Prereq: FINL 316, junior or senior standing.

380 Investments (3) The economic and investment environment as it relates to security investment decisions; investment objectives; portfolio policies for individual and institutional investors. Prereq: FINL 316, junior or senior standing.

401 Research: [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) Mortgages, trust deeds, and land contracts; financing techniques and costs of borrowing or lending; the importance of real estate finance in a valuation framework. Prereq: FINL 341 or equivalent or instructor's consent, junior or senior standing.

447 Real Estate Investment Analysis (3) Valuation models and the impact of depreciation, financing, taxes, management, and holding period on investment values of property and on rates of return on equity. Prereq: FINL 446 or instructor's consent, junior or senior standing.

462 Financial Institutions and Markets (3) Different types of financial institutions; management of assets, liabilities, and capital; description of regulatory and legal environment. Prereq: FINL 314, junior or senior standing.

463 International Finance and Investment (3) Topics may include balance of payments analysis, short- and long-term financial markets, international financial institutions, and the international monetary system. Prereq: FINL 314, 316, junior or senior standing.

473 Advanced Financial Management (3) Topics include long-term financing decisions, valuation, and cost of capital. Prereq: FINL 372, 380, senior standing.

503 Thesis (1–16R) P/N only

601 Research: [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.

630 Business Conditions Analysis and Forecasting (3) Trends and determinants of private business activity, employment and economic growth, theoretical models and forecasting techniques. Prereq: FINL 611 or equivalent.

641 Real Estate Economics (3) Economics of use and reuse of real property in United States institutional framework; economic base analysis. Prereq: FINL 611 or equivalent.

646 Real Estate Finance and Investment (3) Discounted cash flow analysis, using Lotus 1-2-3, to interrelate the physical, institutional, and economic facets of real estate for value decisions. Prereq: FINL 616 or equivalent.

663 International Finance and Investment (3) 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: FINL 614 or equivalent.

665 The Money and Bond Markets (3) Major short- and long-term debt instruments; determination of interest rates; differences in rates on different securities; the mathematics of bond prices; debt portfolio strategy. Prereq: FINL 614, 616 or equivalent or instructor's consent.

667 Financial Institutions (3) Management policies of financial institutions including liquidity, liability, asset, and capital management; the legal, economic, and regulatory environment, and implications for management; changing trends in financial markets. Prereq: FINL 614, 616 or equivalent or instructor's consent.

671 Theory of Finance (3) Development of financial principles related to problems of valuation; capital acquisitions; dividend poli-

cies; choice among financing alternatives. Prereq: FINL 616 or equivalent.

673 Problems in Finance (3) Cases dealing with financial analysis, working-capital management, valuation, and firm investment and financing decisions. Prereq: FINL 616 or equivalent.

683 Concepts of Investments (3) Securities markets; risk-return characteristics of investment media; concepts of security analysis; investment and portfolio strategies of individual and institutional investors. Prereq: FINL 616 or equivalent.

688 Investment Administration (3) Current controversies in investment analysis and administration. Topics may include futures and options markets, insider trading, the impact of institutional investors, and portfolio performance evaluation. Prereq: FINL 683 or equivalent.

MANAGEMENT

219 Gilbert Hall
Telephone (503) 346-3339
Alan D. Meyer, Department Head

FACULTY

Warren B. Brown, professor (management of technology and innovation, corporate policy and strategy). B.S., 1955, Colorado; M.S., 1957, Stanford; M.S., 1959, Ph.D., 1962, Carnegie-Mellon. (1967)

David T. Dusseau, visiting instructor (organizational behavior, international management); associate director, undergraduate program. B.S., 1975, Ohio State; M.B.A., 1985, Ph.D., 1992, Oregon. (1992)

Gregory S. Hundley, associate professor (industrial relations, human resource management, compensation and benefits). B.Com., 1972, Western Australia; Ph.D., 1981, Minnesota. (1983)

Marianne J. Koch, assistant professor (personnel, human resource management). B.A., 1979, Michigan; Ph.D., 1989, Columbia. (1988)

Donald E. Lytle, senior instructor (human resources, small-business management); director, business administration undergraduate programs. B.A., 1953, Washington (Seattle); M.B.A., 1976, Oregon. (1976)

Nancy Paule Melone, associate professor (management information systems, organizational behavior). B.A., 1973, M.L.S., 1974, M.A., 1979, Iowa; M.B.A., 1981, Ph.D., 1987, Minnesota. (1994)

Alan D. Meyer, Edwin 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)

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, assistant professor (corporate policy and strategy). B.S., 1979, Columbia; M.S., 1980, Stanford; M.B.A., 1986, Ph.D., 1989, California, Berkeley. (1989)

Nicole A. Steckler, assistant professor (human resource management, organizational behavior). A.B., 1983, Ph.D., 1990, Harvard. (1990)

Richard M. Steers, Kazumitsu Shiomi Professor of International Management (organization theory, organizational behavior); acting vice provost, international affairs. B.A., 1967, Whittier; M.B.A., 1968, Southern California; Ph.D., 1973, California, Irvine. (1975)

James R. Terborg, Carolyn S. Chambers Professor of Management (organizational psychology, organizational behavior); director, industrial relations. 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; M.B.A., 1973, Ph.D., 1978, Pennsylvania State. (1978)

Adjunct

Charles W. Cole, adjunct instructor (management, international management, organizational behavior). B.S., 1950, Oregon State; B.S., 1955, U.S. Naval Post Graduate School; M.A., 1964, George Washington. (1979)

Richard Cotter, adjunct instructor (corporate policy and strategy). B.S., 1952, Lewis and Clark; M.S., 1963, Ph.D., 1965, Oregon. (1989)

Randy Swangard, adjunct instructor (management, small-business management). B.B.A., 1969, Oregon; M.B.A., 1971, Washington (Seattle). (1987)

Emeriti

Eaton H. Conant, professor emeritus (industrial relations). B.S., 1956, M.S., 1958, Ph.D., 1960, Wisconsin, Madison. (1966)

Catherine M. Jones, professor emerita (business education). B.A., 1937, Iowa State Teachers; M.S., 1945, Oregon; Ed.D., 1964, Colorado. (1946)

Frederick J. Seubert, associate professor emeritus (human resource management). B.A., 1942, Baldwin-Wallace; B.M.E., 1946, Florida; M.B.A., 1947, Pennsylvania; Ph.D., 1954, Cornell. (1957)

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

The Department of Management offers courses designed to prepare students for careers involving managerial responsibility in private and public organizations. A variety of courses focus on topics such as corporate strategy, organizational behavior, human resource management, organization design, and international management.

Major Requirements

Students majoring in management must complete 15 credits in upper-division courses including Human Resources Management (MGMT 322). The remaining 12 credits may be selected from Small-Business Management (MGMT 340), Organization Design and Effectiveness (MGMT 355), Experimental Course (MGMT 410), Compensation Administration (MGMT 413), Employment Policies and Practices (MGMT 414), Leadership and Group Processes in Organizations (MGMT 416), International Management (MGMT 420), or an upper-division management elective. A complete description of the management courses is available in the department office.

Secondary Concentration Area

Students selecting management as a secondary area are required to complete Human Resources Management (MGMT 322), Organization Design and Effectiveness (MGMT 355), and any upper-division management elective.

MANAGEMENT COURSES (MGMT)

206 Fundamentals of Management (3) Survey of management theory with emphasis on the functional and task requirements of management. Topics include planning, staffing, controlling, leadership, and creativity in business organizations. Not open to admitted majors in the College of Business Administration.

310 Management Communication (3) Practice in planning, organizing, and delivering oral business presentations. Emphasis on immediate instructor and peer evaluation of no fewer than three presentations per student. Prereq: introductory speech course, junior standing or above. Not offered 1994–95.

321 Management and Organizational Behavior (3) Human behavior in work organizations. Nature of organizations, models of organization design, work structuring, motivation and performance, group and intergroup behavior, influence processes, and planned change. Prereq: junior standing.

322 Human Resources Management (3) Management of relations between an organization and its personnel; building and maintaining a productive work force and providing job satisfaction and career opportunity.

Prereq: MGMT 321 or equivalent, junior standing.

340 Small-Business Management (3) General management principles for establishing and maintaining a small business. Adapting business strategies to a small-business environment. Prereq: junior standing.

355 Organization Design and Effectiveness (3) Examines issues of organization design and effectiveness as well as managerial processes and organization-environment relations. Prereq: MGMT 321 or equivalent, junior standing.

401 Research: [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 Global Strategy, Staffing, Technology Strategy and Innovation, Training and Development.

413 Compensation Administration (3) Salary and wage policies that contribute to organizational control. Behavioral science and economic foundations of compensation. Institutional settings and operating tools. Wage incentives and management compensation. Prereq: MGMT 322 or equivalent.

414 Employment Policies and Practices (3) Employment legislation as it pertains to human resource policies and practices including affirmative action, the Occupational Safety and Health Act, and equal employment opportunity. Prereq: MGMT 322 or equivalent.

416 Leadership and Group Processes in Organizations (3) Leadership roles in the design and management of effective work groups; decision-making, norms, conformity, cohesiveness, group formation, and group performance. Prereq: MGMT 321 or equivalent.

420 International Management (3) Examines cross-cultural influences on the practice of management. Includes communication and control, decision-making, motivation, leadership, design of multinational firms, and expatriate managers. Prereq: MGMT 321 or equivalent.

439 Collective Bargaining (3) Relations between unions and management under existing law and custom. Negotiations of the labor agreement, grievance handling and agreement administration, arbitration. Prereq: MGMT 322 or equivalent. Not offered 1994–95.

440 Case Studies in Small Business (3) Analysis of small-business problems through consultation with local small businesses. Field projects arranged in conjunction with the Small Business Institute of the United States Small Business Administration. Prereq: senior standing, instructor's consent; MGMT 340 recommended.

453 Business Policy and Strategy (3) Interdependence of the different departments of a business concern. Provides an integrated view of business operations and a basic grasp of strategic issues in several industries. Prereq: ACTG 213, MKTG 311, FINL 316, MGMT 321, DSC 335, senior standing, formal admission to a major in the College of Business Administration.

503 Thesis (1–16R) P/N only

601 Research: [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 Arbitration, Global Strategy, Industry Analysis and Competitive Behavior, Training and Development.

611 Managing Organizations (3) Design and operation of organizations as well as individual, interpersonal, and group behavior within them. Implications for managing people in organizational and cultural contexts.

631 Motivation and Quality of Working Life (3) Contemporary theories of work motivation, job performance and satisfaction, reward systems, goal setting, job design, sociotechnical systems analysis, and organization change. Prereq: MGMT 611 or equivalent. Not offered 1994–95.

632 Employment Law and Legislation (3) The role of government policy and regulatory actions in the employment activities of organizations. Affirmative action, Occupational Safety and Health Act, age and sex discrimination, benefits regulation, and collective bargaining.

633 Employee Benefits (3) Principles of risk management; statutory benefits programs, health and medical expense insurance, pensions and retirement planning, employee stock ownership, profit sharing, and employee assistance plans. MGMT 634 recommended.

634 Human Resources Management (3) Policies and practices for recruitment, selection, performance appraisal, reward systems, labor-management relations. Integration of human resource systems with management functions and corporate strategy. Prereq: MGMT 611 or equivalent.

635 Recruitment and Selection (3) Techniques for effective recruitment and selection of employees. Topics include staffing, interviewing, biographical data, assessment centers, employee testing, and utility analysis. Prereq: MGMT 634.

636 Compensation Theory and Administration (3) Review of compensation theory from the economic, social, and behavioral sciences. Compensation systems for position evaluation, design of wage structures, performance review, and incentives. Prereq: MGMT 611 or equivalent or instructor's consent.

639 Labor-Management Relations (3) Management-union bargaining relationships in the context of organizational employment objectives; constraints imposed by industrial relations systems; contribution of bargaining theory and industry studies to explanation of bargaining processes.

641 Designing Effective Organizations (3) Strategies for studying organizations.Organization structure and design; impact of the environment and technology, related management problems. Case examples. Prereq: MGMT 611 or equivalent.

642 Managerial Problem Solving (3) Behavioral foundations that underlie managerial problem solving and decision-making in groups and organizations; formulation and implementation of programmed and unprogrammed decisions. Prereq: MGMT 611 or equivalent. Not offered 1994–95.

644 Management of Technology and Innovation (3) The modern technological environment of business firms. Management of technologically oriented companies and the process of innovation. Prereq: MGMT 611 or equivalent.

645 Problems in International Business (3) Operation v. licensing; control v. joint venture; taxation, labor, and marketing; managerial training, cooperation with national planning authorities, public development banks, and industrial corporations. MKTG 675 recommended. Not offered 1994–95.

646 Internship in Export Planning (3) Provides the experience of working with a company. Students do a feasibility study of marketing a particular product or service and establishing operations in a country of the firm's choosing. Prereq: MGMT 645. Not offered 1994–95.

647 International and Comparative Management (3) The diverse roles of the manager in multinational enterprises; international human resource management policy. Prereq: MGMT 611 or equivalent.

670 Research Methods in Organizations (3) Procedures for interpreting behavioral research in organizational settings. Design of research projects, including problem definition, theory building, selection of a sample measurement, data analysis, and ethical considerations. 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

375 Gilbert Hall
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Lynn R. Kahle, Department Head

FACULTY

Gerald S. Albaum, professor (marketing research and analysis, international marketing). B.A., 1954, M.B.A., 1958, Washington (Seattle); Ph.D., 1962, Wisconsin, Madison. (1969)

Roger J. Best, Thomas C. Stewart Professor of Business Administration (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)

Marian Friestad, associate professor (consumer behavior, communications). 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)

Lynn R. Kahle, James M. Warsaw Professor of Sport Marketing (consumer behavior, communications). B.A., 1973, Concordia; M.A., 1974, Pacific Lutheran; Ph.D., 1977, Nebraska. (1983)

Mark M. Phelps, senior instructor (business law, entrepreneurship law). B.S., 1972, J.D., 1975, M.B.A., 1980, Oregon. (1979)

Mark T. Spriggs, assistant professor (marketing management, industrial marketing, legal aspects of marketing strategy). B.S., 1976, Wisconsin, Madison; M.B.A., 1982, Wisconsin, Eau Claire; Ph.D., 1989, Wisconsin, Madison. (1990)

Donald S. Tull, professor (marketing management, research and analysis). B.S., 1948, M.B.A., 1949, Ph.D., 1956, Chicago. (1967)

Adjunct

Karlin M. Conklin, adjunct instructor (entrepreneurship). B.S., 1990, M.B.A., 1992, Oregon. (1992)

Emeriti

John H. Cunningham, assistant professor emeritus (transportation and logistics). B.S., 1956, Holy Cross; M.B.A., 1964, Michigan State; Ph.D., 1981, Oregon. (1981)

Stuart U. Rich, professor emeritus (forest industries management, industrial marketing). B.A., 1942, Wabash; M.B.A., 1950, D.B.A., 1960, Harvard. (1963)

W. Dwaine Richins, associate professor emeritus (business philosophy, ethics, environment). B.A., 1936, Brigham Young; M.B.A., 1938, Louisiana State; Ph.D., 1950, Washington (Seattle). (1949)

William J. Robert, professor emeritus (general business law, international law). B.A., 1939, LL.B., 1941, Oregon; LL.M., 1957, New York. (1950)

Lawrence W. Ross, Jr., associate professor emeritus (legal philosophy). A.B., 1949, M.A., 1949, Syracuse; J.D., 1952, Chicago. (1963)

Roy J. Sampson, professor emeritus (transportation and public utility economics, management and policy). B.S., 1946, Tennessee Technological; M.B.A., 1948, Ph.D., 1951, California, Berkeley. (1959)

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

The Department of Marketing offers courses in marketing and business environment. For students of business administration, the department offers both an undergraduate major and a secondary concentration area in marketing.

The marketing program is designed to provide preparation for careers relating the producer and the consumer. Special attention is given to the contributions of the behavioral sciences and of quantitative methods to the study of marketing. The program includes detailed study of the application of principles of management analysis to marketing problems.

Major Requirements

In addition to the general business requirements of the Undergraduate School of Business, 15 credits are required, distributed as follows:

Required Courses	*15 credits*
Analysis of Consumer Behavior (MKTG 361)	3
Marketing Research (MKTG 460)	3
Marketing Strategy and Policies (MKTG 464)	3
Two electives chosen from Business Logistics (MKTG 350), Retail Administration (MKTG 365), Seminar (MKTG 407) with department head's consent, Experimental Course (MKTG 410) with department head's consent, Entrepreneurship (MKTG 430), Marketing Communications (MKTG 462), Quantitative Analysis in Marketing (MKTG 463), Sales Management (MKTG 467), Industrial Marketing and Purchasing (MKTG 469), International Marketing Management (MKTG 475)	6

Secondary Areas

9 credits are required for a secondary area in marketing, distributed as follows:

Required Courses	*9 credits*
Analysis of Consumer Behavior (MKTG 361)	3
Marketing Research (MKTG 460)	3
Marketing Strategy and Policies (MKTG 464)	3

MARKETING COURSES (MKTG)

311 Marketing Systems and Demand Analysis (3) Consumer and industrial markets; market segmentation; product, price promotion, and distribution decisions; marketing channels for goods and services; nonprofit marketing; management controls. Prereq: EC 201, 202, junior standing.

350 Business Logistics (3) Managing the care and protection of material in movement and in storage including transportation, warehousing, inventory control, order processing, and customer service; logistic organization; strategy and controls.

361 Analysis of Consumer Behavior (3) Relevant concepts from cultural anthropology, sociology, and psychology applied to problems encountered in marketing to various consumer and buyer groups. Prereq: MKTG 311 or instructor's consent, junior standing.

365 Retail Administration (3) Structure and practice of retailing including direct marketing; efficiency in the retail sector; management of price and nonprice competition. Prereq: MKTG 311, 361 or instructor's consent, junior standing.

401 Research: [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)

430 Entrepreneurship (3) Types of entrepreneurs and their effect on company growth rates. Marketing-management problems in the growth-oriented firm. Development of a realistic business plan. Prereq: MKTG 311.

460 Marketing Research (3) Influence of marketing research on the decision-making process. Problem formulation, descriptive and causal research, research design, basic observational and sampling requirements, data analysis, interpretation, and reporting. Prereq: MKTG 311, DSC 330 or instructor's consent.

462 Marketing Communications (3) Advertising and sales promotion as formal channels of communication; economics of advertising and sales promotion; marketing communications as they relate to the public and to public policy. Prereq: MKTG 311, 361 or instructor's consent.

463 Quantitative Analysis in Marketing (3) Analytical methods, tools, and models for marketing decision-making with emphasis on the major elements of the marketing mix. Prereq: MKTG 311, DSC 330 or instructor's consent.

464 Marketing Strategy and Policies (3) Marketing planning and control: planning, organizing, measuring, evaluating, and controlling marketing performance. Prereq: MKTG 361, 460.

467 Sales Management (3) Basic principles of the selling process and their applications; functions involved in managing a sales organization. Sales forecasting, recruiting, training, compensation, and analysis and control. Prereq: MKTG 361 or instructor's consent.

469 Industrial Marketing and Purchasing (3) Marketing and purchasing problems of manufacturers of industrial goods, such as machinery and equipment, raw and semifabricated materials, industrial supplies, and component parts. Prereq: MKTG 311.

475 International Marketing Management (3) Study of marketing methods in the international environment. Prereq: MKTG 311 or instructor's consent.

503 Thesis (1–16R) P/N only. Prereq: instructor's and department head's consent.

601 Research: [Topic] (1–16R) P/N only. Prereq: instructor's and department head's consent.

602 Supervised College Teaching (1–5R) Prereq: instructor's and department head's consent.

603 Dissertation (1–16R) P/N only. Prereq: instructor's and department head's consent.

605 Reading and Conference: [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)

611 Market Dynamics and Segmentation (3) Analysis of demographic, cultural, sociological, and psychological variables on consumer and industrial consumption behavior. Application of advanced segmentation techniques to discover useful market segments. Prereq: DSC 611.

612 Marketing Management (3) Focuses on manipulating the marketing mix to provide a competitive advantage in market segments. Covers internal and external systems and issues confronting the marketing manager. Prereq: MKTG 611.

630 Advanced Entrepreneurship (3) Analysis of variation in types of entrepreneurs, firms, and their effect on company growth rates. Marketing-management problems of the entrepreneur. Prereq: MKTG 611, 612.

660 Marketing Research (3) Marketing research as a tool for decision-making. Planning research projects; design, measurement, experimental and nonexperimental techniques, analysis and interpretation of data; reporting of research results. Prereq: MKTG 611, 612, DSC 611 or equivalents.

661 Advanced Analysis of Consumer Behavior (3) Behavioral science concepts used in the analysis of life-style patterns of the ultimate consumer; values and behavioral patterns of consumer segments and their significance for marketing. Prereq: MKTG 611, 612.

662 Marketing Communications (3) Business-related issues in effective interaction with consumers through such channels as advertising, publicity, and sales promotion. Prereq: MKTG 611, 612.

665 Marketing Problems and Policies (3) Relationship between marketing and other functional areas of a business. Emphasis on case analysis as a means of acquiring both planning and operational skills. Prereq: MKTG 660 and one other graduate course in marketing.

669 Problems in Industrial Marketing (3) Marketing strategy and tactics in industrial consumer markets. Product policy, pricing, marketing programs, and marketing organization. Problems of industrial purchasing. Prereq: MKTG 611, 612.

670 Problems in Forest Industries Management (3) Marketing strategy in forest products companies. Relationship between marketing and other functional areas of a resource-based industry including production, finance, and resource management. Prereq: MKTG 611, 612.

675 Multinational Marketing Management (3) Management of marketing activities to and in foreign countries as they relate to the process whereby a business concern creatively adapts to the international environment within which it operates. Prereq: MKTG 611, 612.

686 Marketing Concepts and Theory (3) Application of theoretical concepts in the social sciences to the development of a theory of marketing. Prereq: doctoral standing or instructor's consent.

687 Theory and Research in Marketing Management (3) Application of marketing concepts and of economics, management science, and behavioral science to the management of the product, price, promotion, and distribution variables. Prereq: doctoral standing or instructor's consent.

688 Theory and Research in Marketing Information (3) Methodologies of surveys, observations, experimentation, and simulation as methods of obtaining information for decision-making. Prereq: doctoral standing or instructor's consent.

689 Theory and Research in Consumer Behavior (3) The applicability of behavioral theories and methodologies to the understanding of the consumption process. Prereq: doctoral standing or instructor's consent.

BUSINESS ENVIRONMENT COURSES (BE)

101 Introduction to Business (3) Influences of the historical, social, political, and economic environments within which business operates; adjustment to changes in these environments; interrelationships of major functional areas of business. Not open to upper-division majors in the College of Business Administration.

226 Legal Environment of Business (3) The American legal environment: forms and functions of law, dispute resolution forums, substantive common law, and government regulation of businesses. Prereq: sophomore standing.

326 Law of Business Organization (3) Law of agencies including elementary labor law; law of business organizations including corporations, partnerships, and other forms of business associations; securities regulations. Prereq: BE 226, junior standing.

401 Research: [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)

418 Law of Business Transaction (3) The several fields of law related to business: negotiable instruments; sales of personal property; security devices for credit transactions; creditor and debtor relations. Prereq: BE 226.

425 Business Enterprise and Social Responsibility (3) Governmental regulations; trade associations and other special-interest groups; relation of management policies to growth of corporate enterprise, public policy, and responsibilities of business management. Prereq: senior standing.

503 Thesis (1–16R) P/N only. Prereq: instructor's and department head's consent.

601 Research: [Topic] (1–16R) P/N only. Prereq: instructor's and department head's consent.

602 Supervised College Teaching (1–5R) Prereq: instructor's and department head's consent.

603 Dissertation (1–16R) P/N only. Prereq: instructor's and department head's consent.

605 Reading and Conference: [Topic] (1–16R) Prereq: instructor's and department head's consent.

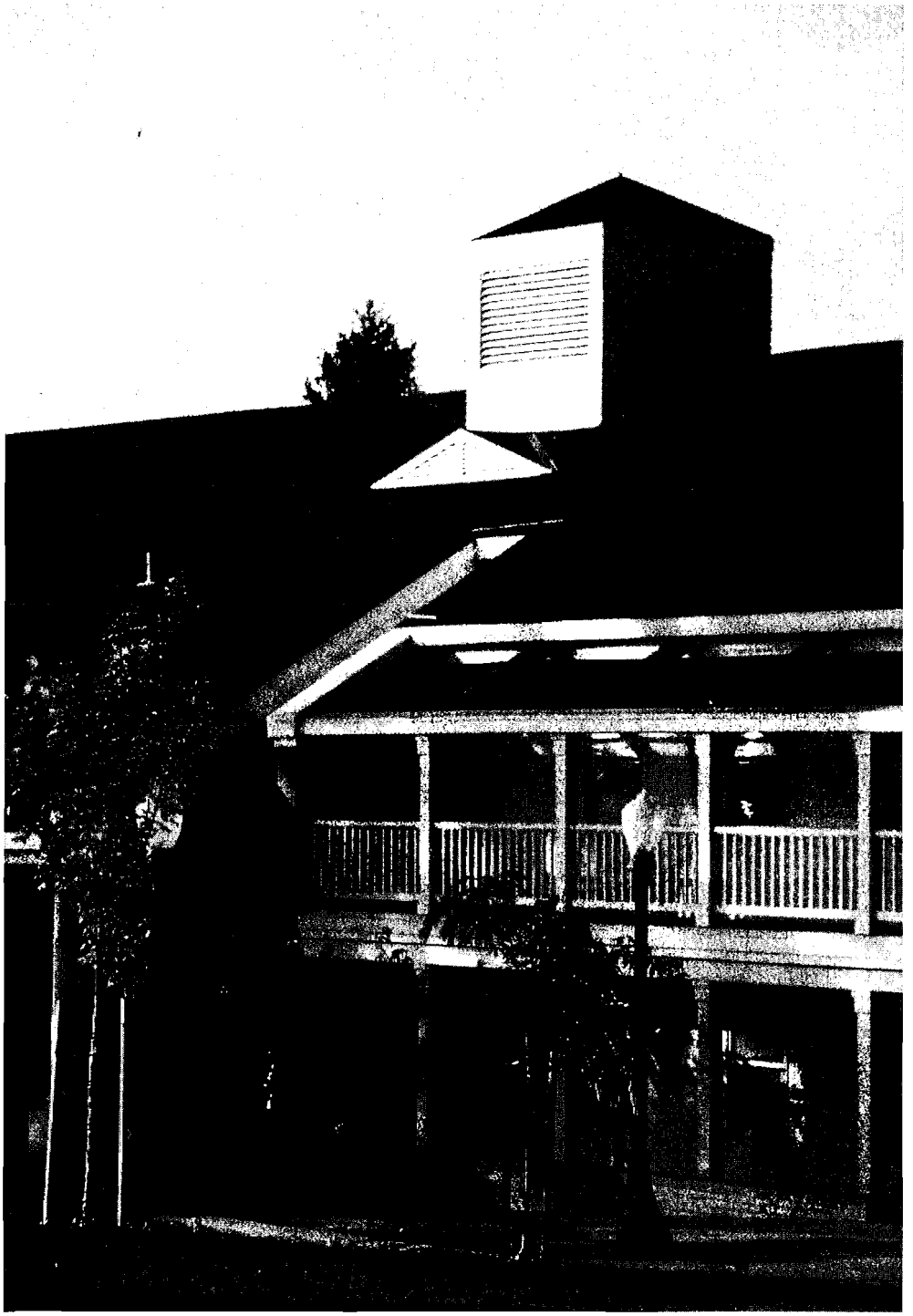
607 Seminar: [Topic] (1–5R) Prereq: instructor's and department head's consent.

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) Basic legal concepts applicable to commercial transactions in foreign trade; comparison of commercial law and legal institutions of foreign countries and the United States; civil law and common law.



College of Education

102 Education Building
Telephone (503) 346-3405
Martin J. Kaufman, Dean

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.

Faculty members merge their nationally recognized research, teaching, and service activities to create an environment of professional education for the next century. Students join the diverse and accomplished faculty to 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 and the rich educational environment and resources of the college produces graduates who are recognized in their fields as prominent practitioners, educational researchers, college teachers, administrators, and policymakers.

Preparing Educators for the 21st Century. Recognizing the diversified and changing needs of future educators, the College of Education endeavors to enhance the capacity of families, schools, and communities to help individuals reach educational and vocational goals. Building upon its rich legacy and repositioned for the coming century, the College of Education is a catalyst and resource for educational improvement in which a range of interests can be pursued. The College of Education seeks to achieve the following results:

- family, school, and community experiences that ensure successful starts for children
- interventions that reduce home, school, community, and personal factors that put individuals at risk
- service systems that identify and build on the interdependence of families, schools, and communities in meeting the educational, health, and social needs of children
- curricula and instruction that are sensitive and responsive to individual educational needs
- educational systems that foster organizational renewal and community support
- educational and vocational transitions that enable children and youth to benefit from development and learning opportunities
- adult educational systems that promote and support individuals as lifelong learners

Education for the 21st century requires skilled communicators, collaborators, and leaders who are capable of seeing beyond the classroom to the broad and changing educational contexts in which children and adults learn. Developing, nurturing, and maintaining these skills are the foundations of the college's programs. Whether it is to obtain an initial teaching license, an advanced degree, or to 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 Development and Use of Knowledge. The faculty's breadth of interest and expertise in research, professional preparation, and service cultivate rich opportunities and benefits for students. More than ninety externally funded grants to college faculty members support activities that complement the college's fundamental programs, embrace the cause and targeted outcomes of the college, and provide students with unique resources. Faculty-initiated personnel-preparation grants provide stipends and tuition waivers for qualified students who want to pursue advanced degrees in education. It is also common for graduate students to join faculty members in field-based research activities. In addition, faculty members collaborate with local schools and communities to design and implement methods and procedures that enhance the capacity of schools and communities to meet the educational challenges of today and tomorrow.

Faculty interests and areas of research and service include:

Assessment—developmental, cognitive, and behavioral assessment; curriculum-based assessment and measurement; screening for early identification; ecological assessment; psychological assessment

Curriculum Development—instructional strategies; instructional and informational technologies; instructional design; direct instruction; content-area instruction in reading, writing, social studies, and history; study skills; classroom consultation; second-language learning

Early Intervention—communication and language development, child abuse and neglect, early literacy

Social and Emotional Development—social and behavioral skills, positive behavior supports, conduct disorders, attention deficits and hyperactivity, classroom and schoolwide discipline, school and psychological counseling, techniques for generalization and maintenance

System Change—school reform, site-based management, comprehensive service models, preventive models of service delivery, inclusionary practices, supported employment, secondary transitions, community-based services

Educational Organization and Management—organizational development and consultation, policy development, school restructuring, postsecondary education, comparative education, conflict resolution

ACADEMIC PROGRAMS

The College of Education offers a wide range of degree, licensure, endorsement, and professional-development programs in its Division of Learning and Instructional Leadership and its Division of Special Education and Rehabilitation. Both divisions are concerned with preparing professionals, advancing knowledge, and supporting educational systems to meet the developmental, educational, and vocational needs of learners.

The college is reviewing and developing programs that integrate faculty expertise from the two divisions and emphasize interdisciplinary knowledge and preparation. The curricula are designed to fit the needs of (1) preservice teachers seeking initial licensure, (2) licensed teachers adding an endorsement area, (3) individuals pursuing advanced academic degrees, and (4) practicing professionals aspiring to increase their professional and personal effectiveness. Program offerings range from undergraduate and graduate courses and seminars to summer institutes and workshops. Weekend and evening courses are available in several areas to accommodate the needs of working professionals.

Undergraduate Degree Programs

The College of Education offers three undergraduate programs of study. Studies lead to a bachelor of education degree with a major in educational studies or to a bachelor of arts or bachelor of science degree with a major in communication disorders and sciences. Students may also complete a special-education minor.

Educational Studies. This major consists of general and professional courses and field experiences that prepare students for careers in traditional and nontraditional educational settings. Majors in educational studies may choose one of three career-path specializations: (1) learning systems technology, (2) educational and social systems, and (3) integrated licensure. The learning systems technology and the educational and social systems specializations terminate in a bachelor's degree. The integrated licensure specialization is part of an innovative five-year program that culminates in several teaching endorsements and a master's degree. The educational studies major is described at the end of the **Education** section of this bulletin.

Communication Disorders and Sciences. This program provides opportunities to study the general needs of exceptional individuals and consider the cultural implications of human communication disorders. Majors begin to acquire and apply the knowledge, skills, and competencies needed to work with speech and language impairments of individuals of various ages and cultural, linguistic, and socioeconomic backgrounds. Students may participate in an introductory practicum experience in preschools, public schools, medical facilities, and other community settings. The communication disorders and sciences major is described in the **Special Education and Rehabilitation** section of this bulletin. For more information on the communication disorders and sciences major, contact Ilsa Schwarz, 358 Clinical Services Building, 1215 University of Oregon, Eugene OR 97403-1215; telephone (503) 346-2590.

Special-Education Minor. This minor is appropriate for students who plan to pursue careers working with people with special needs in traditional educational settings or in the community. A minor in special education provides knowledge, experience, and expertise that makes students competitive applicants to teacher-education programs. In addition, a special-education minor provides excellent background for people who want to work with individuals with disabilities. The course of study introduces students to a variety of careers in the community, state, and nation and includes a volunteer experience of their choice. This minor program is described in the **Learning and Instructional Leadership** section of this bulletin. For more information on the special-education minor, contact: Kathy Jungjohann, 275F Education Building, 1215 University of Oregon, Eugene OR 97403-1215; telephone (503) 346-1643.

Graduate Degree Programs

Both divisions of the College of Education offer master's and doctoral degrees. Graduate specializations in each division are:

Learning and Instructional Leadership. Exceptional learner; resource consultant; behavior disorders; talented and gifted; and elementary, secondary, and postsecondary leadership and administration

Special Education and Rehabilitation. Counseling and counseling psychology, school psychology, developmental disorders, early childhood special education, rehabilitation and adult services, and communication disorders and sciences

More information about graduate programs is available from the Office of the Dean, 102 Education Building, 1215 University of Oregon, Eugene OR 97403-1215; telephone (503) 346-3405.

Licensure Programs

The College of Education offers, often in concert with academic degree programs, programs leading to state licensure to practice in Oregon public schools. These licenses are conferred by the Oregon 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. College of Education licensure programs must be approved by the Oregon Teacher Standards and Practices Commission. Specific questions about licensure should be directed to the Licensure Office, 111 Education Building.

The college offers several licensure programs:

College of Education. Pending approval of the TSPC, preparation for a an integrated license with endorsements in elementary, handicapped learner, and either early childhood, diverse learner, or reading and literacy

Learning and Instructional Leadership. Preparation for basic and standard teaching licenses with foreign language, mildly handicapped learner, and secondary mildly handicapped learner endorsements; and basic and standard administrative licenses with endorsements as building administrator and superintendent

Special Education and Rehabilitation. Preparation for basic and standard teaching licenses in speech impaired and severely handicapped learner as well as preparation for the school psychologist credential

Students interested in the graduate teacher-education program in music education should consult the **School of Music** section of this bulletin. Although the College of Education no longer offers preparation for teachers in language arts, science, mathematics, and social studies, the university continues to offer strong subject-matter preparation in undergraduate degree programs in these areas. Students interested in careers in secondary teaching may obtain information about teacher education programs at other schools from the Office of Academic Advising and Student Services, 164 Oregon Hall.

Professional and Organizational Development Program

The College of Education is expanding its professional and organizational development services to support continuous educational improvement. The college collaborates with community and school leaders to design and implement educational reform and systemic change by expanding the knowledge and skills of teachers, building professional teams, developing and implementing effective processes, and providing ongoing support for implementing change. Professionals associated with this program gain knowledge and skills through collaborative learning, simulated and authentic change processes, action research, and shared feedback about ongoing educational improvements in their employment setting. More information is available from the assistant dean, College of Education.

Admission

The College of Education follows general university policy in its admission procedures, as described in the **Admission** and **Graduate School** sections of this bulletin. Students transferring to the university from other institutions must meet university entrance requirements. Specific programs in the College of Education may have additional requirements for admission as well as limits on the number of students admitted to the program. Prospective students are urged to check admission requirements in the division or program area in which they intend to enroll. Specific programs (e.g., educational studies, foreign language, special education) may require a screening and admission process.

Technology in Education Services

A number of training and research programs in the College of Education share an interest in service and research into the uses of microcomputers and other forms of technology in education.

These programs, housed in the Education Building, include the Career Information System, Center for Advanced Technology in Education, ERIC Clearinghouse on Educational Management, International Society for Technology in Education (ISTE), Oregon School Study Council, and Technology Education Center.

Oregon and National Career Information Systems

Telephone (503) 346-3872
Cheryl Buhl, Oregon Director
Michael Neill, National Director

The Career Information System (CIS) is a research and service center established at the university in 1971 as an interagency consortium and recognized by the Oregon State Board of Higher Education. Using computer and print media, the CIS provides occupational and educational information to individuals, schools, and social agencies. Its purpose is to improve career choices and training opportunities.

Staff members assist Oregon agencies and schools involved in occupational counseling and education by compiling current occupational and educational information and by consulting with user agencies on use of career information in counseling and instructional programs.

Nationally, the center conducts a program of research, computer software development, and technical assistance to support institutions in the fifteen states in which it operates. The national Clearinghouse for the Association of Computer-based Systems for Career Information is affiliated with the center. Career Information System services are available in schools and agencies throughout the state.

Center for Advanced Technology in Education

Telephone (503) 346-3460
Director

The Center for Advanced Technology in Education is overseen by the Division of Learning and Instructional Leadership. The center coordinates programs that share interest in service and research into the uses of microcomputers and other forms of technology in education.

ERIC Clearinghouse on Educational Management

Telephone (503) 346-5043
Philip K. Piele, Director

The Educational Resources Information Clearinghouse on Educational Management (ERIC/CEM) is part of ERIC's nationwide network of information processing and analysis centers. Currently there are sixteen clearinghouses located across the country. One of the original units in the ERIC system, ERIC/CEM has been located at the university since June 1966.

ERIC/CEM's specific task is to monitor, acquire, index, and abstract literature pertaining to educational management. By processing this literature for announcement through the ERIC system and by producing research analysis publications, the clearinghouse seeks to facilitate the exchange of information between producers and users of educational knowledge. Its research analysis products help synthesize what is most current and topical in the literature within its scope.

ERIC/CEM's scope includes all aspects of the administration, governance, and structure of public and private educational organizations at the elementary and secondary levels as well as the provision of facilities for their operation. Relevant topics include finance, law, personnel, instructional leadership, public relations, planning, curriculum development, facility design, and equipment.

International Society for Technology in Education

Telephone (503) 346-4414
David G. Moursund, Executive Officer

The International Society for Technology in Education (ISTE) was founded in 1979 to foster appropriate instructional use of interactive technology throughout the world.

Today ISTE is the largest professional organization for computer educators at the precollege level. The nonprofit society is supported by more than 14,000 members and more than fifty organizations of computer-using educators. These state and regional organizations average 500 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
- foster an active partnership between businesses and educators in computer-based technology in education

ISTE publishes *The Computing Teacher: Journal of the International Society for Technology in Education*, *The Journal of Research on Computing in Education*, *Logo Exchange*, books, videotapes, and other publications related to technology in education.

Oregon School Study Council

Telephone (503) 346-5043
Philip K. Piele, Executive Secretary

The Oregon School Study Council (OSSC) is an association of Oregon school districts working together on problems of common concern. It is a service and dissemination unit, publishing information on significant educational programs functioning successfully throughout the state. The OSSC also arranges conferences and provides other services of interest to its members.

Organized in 1957, the OSSC is supported jointly by the dues of its members and by the College of Education. The OSSC is administered by a governing board, composed of representative administrators and school board members, in cooperation with the executive secretary, who is a College of Education faculty member.

The OSSC issues two series of publications: the *OSSC Report*, a digest of informative articles and ideas for educational leaders and board members, and the monthly *OSSC Bulletin*, which describes outstanding practices in Oregon schools.

Other services include conferences and workshops on topics of common concern, consultation on school budget and bond referenda, a loan service of library and research materials, and enrollment projections.

Technology Education Center

Telephone (503) 346-1670
Terry Kneen, Coordinator

The College of Education offers direct assistance and support to its students and faculty through the Technology Education Center. The center provides computing and access to technology and training. Technological resources include three microcomputing systems, general application software, 500 education software titles, text and graphic scanning equipment, multimedia equipment, color laser printing, dot matrix printing, audiovisual equipment, and computer projection systems. The center's computers are on college and university networks and Internet.

Students may sign up for an Internet electronic-mail account; access the UO Library's on-line card catalog, Janus, and First Search data indexing systems; and search on the college's networked ERIC CD-ROM. The computers may be used to access large, public-domain libraries that contain a wide variety of educational and application software.

Graduate students may sign up for research accounts on the university's VAXcluster system. Undergraduates may register for restricted VAXcluster accounts.

The Technology Education Center is open weekdays and some evening and weekend hours. Instructors may also use the center for training and demonstration activities. Training workshops and consulting are also provided.

Educational Studies

Telephone (503) 346-3405
Nancy Green, Director

The integrated licensure specialization is pending approval by the Teacher Standards and Practices Commission.

The restructured major in educational studies addresses the growing educational needs of the state of Oregon. The educational studies major culminates in a bachelor of education degree. The major prepares educators for a variety of roles—as instructional experts in an adult-learning and technology context, as professionals working in social systems and human resource agencies, and as licensed professionals with several endorsements.

Admission

Students are admitted to the educational studies major for fall term each year. Application materials must be received in the Student Records Office, 112 Education Building, by January 10 for admission the subsequent fall term. Applicants are notified of admission decisions in writing on or before February 15.

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 has the option to 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 6-credit university writing requirement, 8 credits in each of the three general-education groups—arts and letters, social science, and science—and the 15-credit premajor core.

Application Procedures

Students seeking admission to the educational studies major must declare a specialization at the time of application. The specializations are (1) learning systems technology, (2) educational and social systems, and (3) integrated licensure. The application form is available in the Student Records Office, 112 Education Building.

Application Materials

1. College of Education application for the educational studies major
2. Three letters of recommendation, one of which must be from a college or university instructor, that 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 specialization must submit evidence of passing all the sections of the California Basic Educational Skills Test (CBEST). Test information and applications are available in the Testing Office, 238 Student Health Center or in the Licensure Office, 111 Education Building

Transfer Students

Transfer students should talk with an adviser in the College of Education's Office of Undergraduate Education about the transfer process. Students transferring to the University of Oregon apply to the University of Oregon Office of Admissions and are accepted as premajors if they meet the university's standards for admission. To be admitted to major status, transfer students must meet the College of Education requirements for admission. Professional education courses should be started no later than the junior year.

Advising

Each educational studies premajor is assigned a College of Education faculty adviser, who assists in planning the student's course of study. These assignments are made at a meeting of new undergraduate students during New Student Orientation. At other times students may go to the Office of Undergraduate Education, 102 Education Building, to request assignment of an adviser. Premajor students should schedule a meeting with their assigned adviser at least once a year to ensure that requirements are being met.

Course Substitution

In some cases students may submit a petition to substitute another course for a required one. Petitions are available in the Licensure Office, 111 Education Building. 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 Educational Studies Coordinating Committee.

Program of Study

The course work for the educational studies major is grouped into four categories: (1) university general-education requirements, (2) educational studies premajor core, (3) educational studies core, and (4) professional study in the area of specialization. All educational studies majors take the premajor and core courses. Recommended and required general-education and professional educational course work varies by specialization.

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 seeking the bachelor of education degree must complete a minimum of 36 credits including 12 credits in each of the three general-education groups—arts and letters, social science, and science—as well as other university requirements described under Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this bulletin.

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.

Premajor Core	*15 credits*
Educational Issues and Problems (EDUC 111)	4
Communication Using Computers (EDUC 114)	4
Historical Foundations of Education (EDUC 211)	3
Foundations of Learning and Intervention (EDUC 212)	4

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.

Major Core	*20 credits*
Applications of Learning and Intervention (EDUC 213)	4
Professional Communication and Collaboration (EDUC 214)	4
Organizational Structures and Policymaking (EDUC 311)	4
Introduction to Educational Research (EDUC 312)	4
Evaluation for Decision-Making (EDUC 313)	4

Professional Specialization. Professional educational courses are typically taken in the junior and senior years.

Learning Systems Technology Specialization

The learning systems technology specialization focuses on the design and application of technology-based information and learning systems in postsecondary and nonschool settings, such as those found in business, industry, government, museums, and medical and health organizations. The course of study focuses on the design, development, and innovative use of instructional technologies, including computer-generated multimedia, information networks, audiovisual media, hypertexts, and other forms of information transmission. Emphasis is placed on developing basic skills in instructional design, adult learning, organizational planning and management, and innovative problem solving. Graduates find work as adult educators and training specialists, instructional designers, courseware developers, educational media producers, distance education and information technology consultants, electronic network and customer support personnel, and writers of technical educational materials.

Professional Courses	*40 credits*
Instructional Design (EDUC 321)	4
Computer-Mediated Instructional Communication I,II,III (EDUC 322, 323, 324)	12
Seminar: Teaching Adults (EDPM 407)	4
Technology, Learning, and Change (EDUC 421)	4
Effective Training Presentation Strategies (EDUC 422)	4
Elective seminars (407) or experimental courses (410) or other College of Education courses with adviser's consent	8
Special Problems (EDUC 406) devoted to senior project	4

The senior project may be either a field-based project arranged with a private agency, business, or industry or a special project developed under the guidance of the student's adviser or learning systems technology faculty member.

Educational and Social Systems Specialization

The educational and social systems specialization examines the professional relationship among social problems, policies, and practices and with design, management, and evaluation in a variety of social systems. Students are prepared to bring the skills and perspective of the educator to the delivery of human services. They gain a broad understanding of learning and intervention, professional communication and collaboration, educational and social-system structures and policies, and creative problem solving and decision-making. Building on this foundation students learn specialized knowledge and skills in individual, small-group, and family interventions; organizational data gathering and record keeping; strategies to facilitate group and collegial interaction; and methods for stress prevention and reduction.

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 advanced study in the areas of education social work or counseling psychology.

Professional Courses	*39 credits*
Interventions with Individuals and Families (EDUC 330)	4
Information in Organizations (EDUC 331)	2
Supervised Field Experience (EDUC 332)	12
Change in Educational and Social Systems (EDUC 430)	4
Self as Resource (EDUC 431)	2
Senior Field Experience (EDUC 432)	9
Senior Project (EDUC 433)	3
Approved elective	3

Integrated Licensure Specialization

The integrated licensure specialization seeks to prepare a new type of educator. Unlike traditional students in a specific discipline or area of education, individuals completing the integrated licensure specialization are (1) broadly prepared through interdisciplinary experiences, (2) able to serve the full range of students in Oregon's elementary schools, and (3) capable of delivering a diversified curriculum to accommodate individual differences.

Pending approval by the Teacher Standards and Practices Commission, students who complete the integrated licensure specialization within the educational studies major at the University of Oregon will be recommended for an integrated teaching license with endorsements in handicapped learner and elementary education following completion of the fifth year of studies and field experiences. The program, open only to these students, will be initiated in fall 1995 and lead to a third endorsement in diverse learner or early childhood or reading and literacy. Courses will begin in 1998.

To satisfy UO and TSPC requirements, students must design their general-education course work strategically.

Subject-Matter Courses	*61 credits*
Cultural Geography (GEOG 103)	4
College Algebra (MATH 111)	4
College Composition (WR 121) and College Composition II or III (WR 122, 123)	6
Fundamentals of Elementary Mathematics I,II,III (MATH 211, 212, 213)	9
United States (HIST 220 or 221)	4
Children's Art Laboratory (AAD 425) or approved art course	3
The General Music Program: Elementary (MUE 426)	3
Physical Education for Diverse Learners (EDUC 440)	3
Biological course with laboratory	4
Physical science	3
Health education	3
Additional language arts	12
Additional social studies	1
Additional science	2

Professional Courses	*46 credits*
Seminar: Integrated Licensure I (EDUC 407)	1
Practicum: Integrated Licensure I (EDUC 409)	2
Issues in Bilingual and Multicultural Education (ES 415)	4
Classroom Assessment Procedures (SPED 427)	3
Child and Adolescent Development (EDUC 441)	3
Curriculum and Teaching Design I (EDUC 442)	3
Content-Area Methods (EDUC 443)	6
Reading Instruction Procedures I,II (EDUC 444, 445)	6
Mathematics Instruction Principles and Procedures (EDUC 446)	3
Teaching Strategies (EDUC 447)	3
Learning Environments for Diverse Students (EDUC 448)	3
Providing Student Supports I (EDUC 449)	3
Normal Speech and Language Development (CDS 450)	3
Curriculum and Teaching Design II (EDUC 453)	3

For more information, write to the Director of Educational Studies, College of Education, 1215 University of Oregon, Eugene OR 97403-1215.

EDUCATIONAL STUDIES COURSES (EDUC)

Although few courses in this new program are offered in 1994–95, more courses will be taught as students in the program progress.

111 Educational Issues and Problems (4) Examination of specific issues and problems confronting educators. Compares and contrasts the 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)

200 Innovative Education: [Topic] (1–5R)

211 Historical Foundations of Education (3) Historical examination of social, intellectual, and institutional foundations of American education. How educators translate institutionalized beliefs about heterogeneous groups into educational policy and practice. Not offered 1994–95.

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. Not offered 1994–95.

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. Not offered 1994–95.

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 1994–95.

311 Organizational Structures and Policymaking (4) Theories and policies on the organization and reform of educational and social-service systems, emphasizing the individual, family, and organizational movements of the 21st century. Not offered 1994–95.

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. Not offered 1994–95.

313 Evaluation for Decision-Making (4) Types and characteristics of measures. Approaches to evaluating individuals and programs. Current trends and issues in measurement and evaluation in education and human services. Not offered 1994–95.

321 Instructional Design (4) Basic principles of systematic instructional design as applied in nonschool settings. Emphasis on development activities, needs analysis through instructional development, ongoing and final evaluation. Not offered 1994–95.

322, 323, 324 Computer-Mediated Instructional Communication I, II, III (4,4,4S) 322: focus on the design and development of instructional text for use in nonschool education and training programs. **323:** explores issues involved in the use of multimedia in nonschool educational environments. Examines software used for production of instructional products. **324:** focus on nonsequential, computer-based documents for instructional communication. Examines issues surrounding hypermedia usage. Production of nonsequential products. Prereq for **322:** EDUC 114 or equivalent. Not offered 1994–95.

330 Interventions with Individuals and Families (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. Prereq: EDUC 212, 311, 331, 332 or instructor's consent. Not offered 1994–95.

331 Information in Organizations (2) Covers uses and abuses of information in an organizational setting. Includes traditional skills. Explores and develops competence in organizational applications of information technology. Prereq: EDUC 114, 214, 312, 330. Not offered 1994–95.

332 Supervised Field Experience (4R) P/N only. Participation in activities in public and private community human-service agencies and organizations. Includes weekly seminar conducted by faculty and staff agency personnel. Prereq: instructor's consent. **R** twice for maximum of 12 credits. Majors only.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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)

407/507 Seminar: [Topic] (1–5R) Recent topics include ESCAPE Leadership Training, ESCAPE Public Volunteer Training, Families in Crisis.

408/508 Workshop: [Topic] (1–18R)

409 Practicum: [Topic] (1–18R) P/N only. Current topics include Elementary School, ESCAPE, ESCAPE Middle Schools, ESCAPE Public Schools, Teaching Reading I: Primary, Intermediate, Early Childhood.

410/510 Experimental Course: [Topic] (1–5R) Current topics include Audio Design, Computer Applications in Reading and Writing, Computer-Assisted Instruction, Learning and Teaching Styles, Presentation Media.

421/521 Technology, Learning, and Change (4) Study of information technology affecting human learning and social systems, information-processing systems, lifelong learning, appropriate use of technology, distance and computer-assisted learning. Prereq: EDUC 114. Not offered 1994–95.

422/522 Effective Training Presentation Strategies (4) Facilitates ability to design, develop, and implement effective training workshops. Development and use of audiovisual presentation media in large- and small-group settings. Not offered 1994–95.

430/530 Change in Educational and Social Systems (4) Strategies and interventions that enhance growth and change within organizations. Interventions include facilitation, networking, supervision, and consultation. Prereq: EDUC 214; coreq: EDUC 431/531. Not offered 1994–95.

431/531 Self as Resource (2) Recognizing and dealing with stress, burnout, and job-related fatigue; enhancing self-awareness and professionalism in organizational and personal contexts. Prereq: EDUC 114, 214; coreq: EDUC 430/530. Not offered 1994–95.

432 Senior Field Experience (9) P/N only. Participation in activities in public or private community human-service agencies and organizations under faculty supervision. Prereq: instructor's consent; coreq: EDUC 433. Majors only. Not offered 1994–95.

433 Senior Project (3) P/N only. Special research or development project investigating and drawing conclusions about some aspect of an agency's activities. Prereq: instructor's consent; coreq: EDUC 432. Majors only. Not offered 1994–95.

440/540 Physical Education for Diverse Learners (3) Provides a variety of physical education and fitness activities appropriate for children with diverse abilities. Not offered 1994–95.

441/541 Child and Adolescent Development (3) Examines typical and atypical development in school-age children and adolescents with particular emphasis on implications for teaching. Not offered 1994–95.

442/542 Curriculum and Teaching Design I (3) Curriculum frameworks, organizing schemes, and approaches used throughout public education and strategies for designing or developing curriculum content for maximally diverse groups of students. Not offered 1994–95.

443/543 Content-Area Methods (6) Identification of key ideas of social studies, science, and health. Examination of curriculum materials and teaching strategies for use in heterogeneous classrooms. Not offered 1994–95.

444/544 Reading Instruction Procedures I (3) Procedures for designing and delivering reading instruction to students in heterogeneous classrooms. Translating theory into practice through field-based applications of methods and delivery strategies. Not offered 1994–95.

445/545 Reading Instruction Procedures II (3) Emphasizes developmental stages of reading development, emergent literacy, beginning reading, and primary reading skills and strategies. Translating theory into practice through field-based applications of methods and delivery strategies. Not offered 1994–95.

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. Not offered 1994–95.

447/547 Teaching Strategies (3) Strategies for planning instructional lessons and units. Strategies for explicit instruction, questioning, teaching through inquiry, motivating students to learn, cooperative learning, and discussion. Not offered 1994–95.

448/548 Learning Environments for Diverse Students (3) Information and procedures for teachers concerning creation and maintenance of effective learning environments for a diverse student body. Not offered 1994–95.

449/549 Providing Student Supports I (3) Covers issues related to providing students with individually needed support required for a successful school experience, including communication, behavioral and emotional, health and physical, cultural and family support. Prereq: ES 415/515, EDUC 442/542; pre- or coreq: EDUC 448/548. Not offered 1994–95.

450/550 Expressive Writing Principles and Procedures (3) Focuses on procedures and content for expressive writing instruction in heterogeneous classrooms. Emphasizes learning to teach spelling, handwriting, capitalization, and punctuation that assist children in written expression. Not offered 1994–95.

451/551 Foundations in Early Childhood (3) Focuses on the history and philosophy of early childhood, early development, and instructional theory. Not offered 1994–95.

452/552 Management and Professional Interaction (3) Focuses on the school as a diverse community of learners and on teachers' professional relationships and leadership responsibilities; practical experience in collaboration and professional management. Prereq: ES 415/515, EDUC 442/542; pre- or coreq: EDUC 448/548. Not offered 1994–95.

453/553 Curriculum and Teaching Design II (3) Curriculum frameworks, organizing schemes, and approaches throughout public education. Strategies for designing or developing curriculum content for maximally diverse groups of students. Prereq: EDUC 442/542. Not offered 1994–95.

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. Prereq: ES 415/515; EDUC 442/542, 448/548, 453/553. Not offered 1994–95.

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) Recent topics include College Teaching, Foreign-Language Teaching, Guided Field Experience, Instructional Development Projects, Internship in Instructional Technology, Reading III: Standard.

610 Experimental Course: [Topic] (1–5R) Personal Computers in Graduate Education is a recent topic.

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)

LEARNING AND INSTRUCTIONAL LEADERSHIP

170 Education Building
Telephone (503) 346-3481
Edward J. Kameenui, Associate Dean

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)

Barbara D. Bateman, professor (special education law). B.S., 1954, Washington (Seattle); M.A., 1958, San Francisco State; Ph.D., 1962, Illinois; J.D., 1976, Oregon. (1966)

Michael R. Benz, senior research associate (secondary special education, transition and adult services). B.S., 1974, California Lutheran; M.A., 1980, Chapman; Ph.D., 1983, Oregon. (1980)

Barbara Blackwell, visiting assistant professor; coordinator, summer enrichment program. S.B., 1964, Illinois; M.S., 1972, J.D., 1975, Oregon. (1986)

Gerald K. Bogen, professor (human resource-management, higher education administration, academic governance). B.A., 1959, Western Washington; M.S., 1961, D.Ed., 1963, Oregon. (1961)

Douglas Carnine, professor (instructional design, technology, direct instruction). B.S., 1969, Illinois; Ph.D., 1974, Utah. (1970)

David T. Conley, associate professor (personnel evaluation, strategic planning, school restructuring). B.A., 1972, California, Berkeley; M.A., 1983, Ph.D., 1986, Colorado at Boulder. (1989)

Marjorie DeBuse, assistant professor; codirector, talented and gifted. B.A., 1974, Reed; M.A., 1982, Ph.D., 1990, Oregon. (1981)

C. H. Edson, associate professor (history of education). B.A., 1960, California, Berkeley; M.A., 1970, Oregon; Ph.D., 1979, Stanford. (1973)

Siegfried E. Engelmann, professor (teaching low-performing learners, instructional design, supervision). B.A., 1955, Illinois. (1970)

Gary W. Ferrington, instructor (learning systems technology). B.S., 1964, Portland State; M.S., 1967, Southern California. (1967)

Meredith "Mark" Gall, professor (instructional methods, teacher education). B.A., 1963, M.Ed., 1963, Harvard; Ph.D., 1968, California, Berkeley. (1975)

Robert D. Gilberts, professor (general administration). B.S., 1950, Wisconsin State; M.S., 1955, Ph.D., 1961, Wisconsin, Madison. (1970)

Mary Gleason, associate professor (teacher training, supervision); coordinator, special-education doctoral program. B.S., 1973, Minnesota; M.Ed., 1980, Ph.D., 1985, Oregon. (1983)

Paul Goldman, associate professor (organizational theory, organizational change, sociology of education). A.B., 1966, Stanford; M.A., 1970, Ph.D., 1974, Chicago. (1977)

Steven M. Goldschmidt, associate professor (law and education, collective bargaining, juvenile delinquency). B.A., 1966, Oregon; J.D., 1969, California, Berkeley; M.A., 1972, Oregon. (1969)

Judith K. Grosenick, professor (social and family systems). B.S., 1964, Wisconsin, Oshkosh; M.S., 1966, Ph.D., 1968, Kansas. (1984)

Andrew S. Halpern, professor (secondary special education, transition and adult services). B.A., 1961, Carleton; M.A., 1963, Yale; Ph.D., 1966, Wisconsin, Madison. (1970)

Cynthia M. Herr, assistant professor (learning disabled adults, secondary and postsecondary education, special-education law); coordinator, secondary handicapped learner endorsement. B.A., 1972, Gettysburg; M.A., 1973, Ph.D., 1979, Oregon. (1985)

Ray E. Hull, professor (science education, supervision). B.S., 1958, M.S., 1962, Oregon State; D.Ed., 1969, Oregon. (1970)

Kathleen Jungjohann, instructor (handicapped learners, supervision, special-education minor); coordinator, handicapped learner endorsement. B.A., 1972, California, Santa Barbara, M.A., 1980, Oregon. (1988)

Edward J. Kameenui, associate professor (learning disabilities, instructional design). B.A., 1970, Pacific; M.S., 1977, Ph.D., 1980, Oregon. (1988)

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)

Timothy J. Lewis, research associate (behavior disorders, social skills). B.A., 1983, M.A., 1984, Missouri, Columbia; Ph.D., 1990, Oregon. (1992)

David G. Moursund, professor (computers in education, learning systems technology). B.A., 1958, Oregon; M.S., 1960, Ph.D., 1963, Wisconsin, Madison. (1967)

Philip K. Piele, professor (management information systems, introductory statistics, economics of education); director, ERIC Clearinghouse on Educational Management; executive secretary, Oregon School Study Council. B.A., 1957, Washington State; M.S., 1963, Ph.D., 1968, Oregon. (1967)

Richard A. Schmuck, professor (social psychology of education, organizational development, group processes). B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan. (1967)

George Sheperd, professor (talented and gifted, exceptional children). B.S., 1955, M.A., 1958, Colorado State; Ed.D., 1965, Illinois. (1965)

George Sugai, associate professor (behavior disorders, applied behavior analysis). B.A., 1973, California, Santa Barbara; M.Ed., 1974, Ph.D., 1980, Washington (Seattle). (1984)

Robert A. Sylwester, professor (elementary science education, elementary curriculum). B.S., 1949, Concordia Teachers; M.Ed., 1953, D.Ed., 1961, Oregon. (1968)

Nadia Telsey, instructor; coordinator, ESCAPE. B.S., 1969, Barnard; M.S., 1981, Bank Street College of Education. (1990)

Gerald Tindal, associate professor (consultation, assessment program evaluation, applied behavior analysis). B.A., 1975, Ph.D., 1982, Minnesota. (1984)

Kenneth Viegas, associate professor (administration of justice, social work); director, master's program in corrections. B.S., 1956, Oregon; M.S.W., 1963, California, Berkeley. (1967)

Courtesy

Shirley Merritt Clark, courtesy professor (higher education, personnel administration, sociology of education). B.A., 1957, M.A., 1958, Bowling Green State; Ph.D., 1961, Ohio State. (1990)

Thomas Coley, courtesy associate professor (educational administration, higher education, labor relations). B.A., 1974, Moorhead State; M.A., 1975, Ph.D., 1980, Wisconsin. (1990)

Jane DeGidio, courtesy professor (student personnel, individual and group counseling, apprenticeship and problems of blue-collar workers); dean of students. B.A., 1968, Minnesota; M.S., 1974, Ph.D., 1980, Oregon. (1969)

Richard P. Francisco, courtesy associate professor (equity and diversity in education, group and leadership skills, interpersonal and group problem solving). B.A., 1971, Colorado; M.Ed., 1974, Oregon State; Ph.D., 1976, Oregon. (1972)

Gerald R. Kissler, courtesy professor (leadership, governance, and finance in higher education). B.S., 1969, M.S., 1971, Ph.D., 1973, Washington State. (1989)

Larry D. Large, courtesy professor (higher education finance, university relations, higher education administration). B.S., 1964, Portland State; M.A., 1970, Ph.D., 1974, Oregon. (1987)

Jean Stockard, courtesy professor (sociology of women, sex equity). See **Sociology**

Ron Trebon, courtesy associate professor (higher education administration, adult education, organizational theory). B.B.A., 1971, Iowa; M.S., 1979, Ph.D., 1989, Oregon. (1976)

Holly K. Zanville, courtesy associate professor (state-level coordination and policymaking, nontraditional education, articulation between systems). B.A., 1968, Lindenwood College for Women; M.A., 1969, Wisconsin; Ph.D., 1976, Minnesota. (1983)

Emeriti

Max G. Abbott, professor emeritus (administrative theory, organization theory, policy and governance). B.S., 1949, M.S., 1951, Utah State; Ph.D., 1960, Chicago. (1966)

Keith A. Acheson, professor emeritus (program development, supervision). B.S., 1948, M.S., 1951, Lewis and Clark; Ed.D., 1964, Stanford. (1967)

Werrett W. Charters, Jr., professor emeritus (methods of policy research, social psychology, organizational theory). B.A., 1944, DePauw; Ph.D., 1952, Michigan. (1966)

Thomas L. Dahle, professor emeritus (adult education). B.S., 1938, M.S., 1949, Wisconsin; Ph.D., 1954, Purdue. (1963)

Edna P. DeHaven, professor emerita (elementary reading and language arts). B.S., 1951, Oregon College of Education; M.Ed., 1962, Ph.D., 1969, Oregon. (1969)

John E. deJung, professor emeritus (measurement, evaluation design). B.A., 1951, Montana; M.A., 1954, Ed.D., 1957, Syracuse. (1963)

Kenneth A. Erickson, professor emeritus (personnel administration, school surveys, in-service education). B.S., 1941, Oregon; M.A., 1948, Ed.D., 1953, Washington State. (1967)

V. Knute Espeseth, associate professor emeritus (student services, standard handicapped learner endorsement, special-education minor). B.S., 1955, North Dakota State Teachers; M.S., 1961, North Dakota; Ph.D., 1965, Wisconsin, Madison. (1964)

William H. Harris, associate professor emeritus (social studies, inquiry, teaching strategies). B.A., 1949, Willamette; B.S., 1951, M.S., 1953, Eastern Oregon; D.Ed., 1967, Oregon. (1969)

N. Ray Hawk, professor emeritus (higher education); vice president emeritus. B.S., 1947, M.S., 1948, D.Ed., 1949, Oregon. (1950)

Arthur C. Hearn, professor emeritus (secondary schools principalship, student activities). A.B., 1934, M.A., 1937, Ed.D., 1949, Stanford. (1950)

Clarence Hines, professor emeritus (school buildings, general administration). B.A., 1925, Drury; M.A., 1929, Missouri, Columbia; D.Ed., 1950, Oregon. (1958)

John E. Lallas, professor emeritus (higher education); executive dean emeritus. B.A., 1947, Washington (Seattle); B.A., 1952, Western Washington; Ed.D., 1956, Stanford. (1957)

Roy E. Lieuallen, chancellor emeritus, Oregon State System of Higher Education (higher education). B.S., 1940, Pacific University; M.S., 1947, Oregon; Ed.D., 1955, Stanford. (1961)

Lloyd L. Lovell, professor emeritus (human development, giftedness, philosophy of science). B.A., 1947, Lawrence; M.S., 1951, Minnesota at Minneapolis-St. Paul; Ph.D., 1955, Cornell. (1959)

Robert H. Mattson, professor emeritus (educational administration, special education). B.S., 1949, Montana; M.A., 1950, State University of Iowa; D.Ed., 1959, Oregon. (1957)

Vernice T. Nye, professor emerita (elementary language arts, social studies, early childhood). B.S., 1944, North Alabama; M.A., 1948, George Peabody. (1956)

Ione F. Pierron, associate professor emerita of librarianship. B.A., 1936, Puget Sound; M.A., 1955, Minnesota; M.S., 1960, Oregon. (1948)

Ralph C. Rands, associate professor emeritus (community college administration, personnel administration and evaluation, communications). B.A., 1949, Linfield; M.Ed., 1954, D.Ed., 1966, Oregon. (1973)

Mildred C. Robeck, professor emerita (elementary reading, early childhood, child development). B.A., 1951, M.Ed., 1954, Ph.D., 1958, Washington (Seattle). (1967)

Miles E. Romney, professor emeritus (educational administration, school finance, curriculum development). Ph.D., 1947, Utah. (1952)

Philip J. Runkel, professor emeritus (school organization and change, organizational development, research methods). B.S., 1939, Wisconsin, Stevens Point; M.S., 1954, Ph.D., 1956, Michigan. (1964)

Adolph A. Sandin, professor emeritus (elementary education, curriculum organization). B.A., 1933, Central Washington; M.A., 1938, Washington (Seattle); Ph.D., 1943, Columbia. (1950)

Clarence W. Schminke, professor emeritus (elementary). B.A., 1950, M.A., 1954, Iowa State Teachers; Ph.D., 1960, Iowa. (1960)

Guy Shellenbarger, professor emeritus (supervision, secondary education). B.S., 1936, M.Ed., 1953, Oregon. (1965)

John E. Suttle, professor emeritus (curriculum, supervision). B.S., 1948, Texas; M.Ed., 1952, Colorado; Ed.D., 1960, Texas. (1959)

Ruth Waugh, professor emerita (special education, mildly handicapped). B.S., 1957, Southern Oregon State; M.S., 1963, Ph.D., 1971, Oregon. (1963)

Hugh B. Wood, professor emeritus (international education). B.S., 1931, Toledo; M.A., 1935, Colorado; Ed.D., 1937, Columbia. (1939)

Calvin J. Zigler, professor emeritus (continuing education). B.A., 1954, M.A., 1955, Denver; D.Ed., 1972, Oregon. (1968)

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

The Division of Learning and Instructional Leadership comprises three academic programs: educational policy and management, foreign language teaching, and special-education exceptional learner. In addition, courses are available in teaching the gifted and talented and in the emerging area of learning systems technology. Each academic program in the division has its own admission and student-evaluation procedures and program of study.

The mission of the division is to recognize, enhance, promote, and sustain instructional excellence. To accomplish its mission, the division prepares leaders for schools, colleges, and nonschool settings and organizations. Some of these leaders generate knowledge, tools, and model programs to improve instructional practice and student learning. Other leaders become teachers, principals, and other practitioners and scholars who design, deliver, manage, and lead programs that incorporate research knowledge about effective instruction, programs, and policies.

OPPORTUNITIES IN LEARNING AND INSTRUCTIONAL LEADERSHIP

The Division of Learning and Instructional Leadership offers graduate professional study leading to licensure in several foreign languages, educational administration and supervision, and special education; an undergraduate minor; and master's and doctoral programs in special education and in educational policy and management. The division offers a graduate program leading to an Oregon basic teaching license in a foreign language.

In special education, students may specialize in exceptional learner, resource consultant, behavior disorders, and talented and gifted. Approved licensure programs in special education include handicapped learner and secondary handicapped learner. Students interested in working with students with severe handicaps and early intervention should consult the **Special Education and Rehabilitation** section of this bulletin.

Undergraduates may earn a minor in special education through the special-education exceptional learner program.

Students who plan to apply to graduate-level teacher licensure programs should familiarize themselves with the admission requirements of the programs that interest them. Advisers for the College of Education's programs meet with students who want more information about possible majors and minors, preparatory course work for program admission, practicum experiences, and admission requirements and procedures. It is also recommended that prospective teachers gain experience with children or adolescents. Through the university's ESCAPE Field Studies Program, located in M111 Erb Memorial Union, students earn university credit while getting supervised experience. The program is described later in this section under Centers and Facilities.

EDUCATIONAL POLICY AND MANAGEMENT

The Educational Policy and Management Program integrates the functions of research and development, dissemination and service to the field, and instruction. The program offers master's and doctoral degrees in educational policy and management; state-approved programs for basic and standard licensure of building administrators and superintendents; and dissemination and outreach services. Address inquiries to the Educational Policy and Management Program, College of Education, 1215 University of Oregon, Eugene OR 97403-1215.

The Oregon Wednesday Program. Students who participate in this program come to the Eugene campus every Wednesday for three successive academic terms (fall, winter, and spring) to take a core doctoral curriculum of nine courses. Wednesday students are subject to the same admission requirements, fees, program requirements, and academic standards as other students. Full-time study for three terms on Wednesdays, defined by the university as 9 credits for three successive terms, satisfies the university's residency requirement.

Dissemination and Outreach Program. This program focuses on disseminating information about exemplary practices and new developments in education and facilitating communication between the Educational Policy and Management Program and educators in the field. A statewide network of adjunct faculty members provides academic advising and classroom teaching for graduate and administrative certification students not in residence on the Eugene campus. The Executive Leadership Series schedules conferences addressing contemporary topics and issues of concern to educators. Administrators with outstanding reputations are regularly invited to spend time on campus as part of the Executive-in-Residence program.

Careers. Graduates of the Educational Policy and Management Program are qualified for a variety of positions. These typically include principalships and superintendencies; supervisory positions; teaching and administrative positions at the college level (community college, four-year college, research university, and international agencies); consulting positions with school districts; research positions in management, leadership, and educational policy; and international education and development.

Application and Admission. The Educational Policy and Management Program follows general university policy in its basic admission procedures. Students transferring to the university from other institutions must meet UO entrance requirements. Prospective students are urged to check admission requirements carefully with the instructional area in which they intend to enroll. Information on basic licensure programs may be obtained from the educational policy and management program coordinator. Information about admission to graduate study is available from the program secretary; telephone (503) 346-5171.

Financial Assistance. Graduate teaching fellowships (GTFs) for the program are offered for teaching, research, and service. They cover most of the cost of tuition and provide a monthly cash payment. The number of fellowships available each year depends on the current level of funding. Employment as a graduate teaching fellow (GTF) may occur in a variety of project settings. Information about financial assistance is listed in specific program application materials. Application deadlines should be followed to receive maximum consideration for aid. Information about university scholarships and loan programs is available from the Office of Student Financial Aid, 260 Oregon Hall.

Master's Degree Program

The master of science program in educational policy and management offers graduate students three areas of specialization: (1) school administration, (2) higher education (including adult education, community colleges, and student services), and (3) educational policy and foundations. In cooperation with various agencies, the Educational Policy and Management Program has sponsored sev-

eral programs for international students. Also, in collaboration with the UO Continuation Center, master of science degrees with a specialization in instructional leadership are offered in several cities in Western Canada.

The master of science (M.S.) degree program provides students with graduate-level study and an opportunity to specialize in school administration, higher education, foundations, or community colleges. Students must record a planned program of study leading to the master's degree. This is typically done during the student's first term of study with the assistance of the student's adviser.

Core Curriculum (21 credits)

Intellectual Foundations. Two or more courses chosen from the list below or approved by the program review committee.

History of American Education (EDPM 541)

Educational History of American Women (EDPM 572)

Seminars: Critical Pedagogy in Developing Countries, Education and Economic Productivity, Law and Educational Policy (EDPM 607)

Politics of Education (EDPM 614)

Sociology in Education (EDPM 616)

Comparative Education (EDPM 630)

History of Higher Education (EDPM 695)

Educational Organization. Two or more courses taken from the list below or approved by the program review committee.

Seminar: Dispute Resolution in School Organization (EDPM 607)

Introduction to School Organization (EDPM 613)

Organizational Theory in Education (EDPM 615)

Law and Schools (EDPM 625)

Management and Organizational Development (EDPM 640)

Human Resource Management (EDPM 670)

Educational Research. Two or more courses chosen from the list below or approved by the program review committee.

Seminars: Action Research, Introductory Statistics for Administrators, Quantitative Methods with SPSS (EDPM 607)

Qualitative Research Methods (EDPM 660)

Historiography of American Education (EDPM 664)

Program Evaluation for Educational Managers (EDPM 674)

Electives and Specializations (18–24 credits)

Students select courses most suitable for their specialization. Where appropriate, courses on the core or methods areas listed above may also be included as part of the specialization. Practicum credits may be appropriate for individual students but may not count as part of the university's 45-credit master's degree requirement.

Terminal Paper or Examination (6 credits)

Students are required to complete a terminal project, which may include one of the following: (1) master's examination, (2) field study (e.g., program evaluation, survey, policy study) in a school building, district, or other organization or jurisdiction; or (3) synthesis paper that brings concepts from several perspectives in educational policy and management to bear on a specific problem or issue in the field.

Students taking the master's examination work with their advisers to determine an appropriate format; for most students this is a take-home examination, typically completed during a student's final term in the program. Students completing a field study or synthesis paper must register for 6 credits of Research (EDPM 601) or Reading and Conference (EDPM 605) arranged with their adviser. They may register for more credits but only 6 credits count toward the 45-credit master's degree requirement.

Application and Admission

Deliver or mail the following application materials to: Educational Policy and Management Program, College of Education:

1. Completed Graduate Admission Application (or reregistration form if previously admitted to the University of Oregon Graduate School)
2. Completed divisional application form
3. Official transcripts of all undergraduate study. A second set of official transcripts must be submitted to the Office of Admissions along with the top sheet from the Graduate Application for Admission and the $50 admission fee
4. A score of 49 or better on the Miller Analogies Test (MAT), or a satisfactory score on the Graduate Record Examinations (GRE) dated within the last five years. An equivalent test, such as the GMAT, may be approved in advance by the program's coordinator
5. A 600-word statement of the applicant's academic and vocational goals
6. Three letters of recommendation from former teachers or others capable of assessing the applicant's ability to pursue graduate study
7. An up-to-date résumé

International students must also submit:

1. A score of at least 500 on the Test of English as a Foreign Language (TOEFL). The TOEFL may be taken at any major university
2. Proof of financial responsibility
3. Certification of graduation from a four-year postsecondary institution

Visa applications and information are sent to international students after admission has been granted.

Students pursuing the master's degree through one of the outreach programs may not enroll in a University of Oregon course that they plan to apply to the program before being officially admitted to the master's degree program.

Transfer Credit. University of Oregon course work taken prior to admission to the master's program, as well as all course work from other institutions, is considered transfer work. This includes courses taken through community education and continuing education. A maximum of 15 credits may be transferred into a master's degree program. Transfer work must be approved by the student's adviser and recorded on the planned program of study for review by the Graduate School. At the time the master's degree is awarded, course work more than seven years old is not accepted or counted toward the degree requirements.

Term of Admission Enrollment. All students must enroll for a minimum of 3 graduate credits at the University of Oregon during the term of their admission. Failure to do so results in termination of their admission.

Doctoral Degree Programs

The doctoral degree program is internationally recognized and leads to a Ph.D. or D.Ed. degree. Doctoral study fosters the development of essential perspectives, understanding, knowledge, and skill for assuming careers in institutions of higher education, elementary and secondary schools, and other public and private agencies. Special attention is given to achieving competence in the rhetoric of discourse. The program emphasizes three substantive study areas: (1) foundations and research, (2) organization and governance, and (3) management and leadership. It encourages careful and individualized study of educational policy development and management. Opportunities for specialization include but are not limited to:

- community colleges
- computers in educational management
- finance and economics in education
- higher education
- history of education
- international education
- law and education
- organization development
- personnel administration
- policy research and analysis
- school administration
- student services

Graduate credits earned in the study areas and in the specializations comprise a substantial portion of the student's course of study.

A two-hour seminar held once a week gives doctoral students an opportunity to integrate the diverse instructional resources offered by the program. The intellectual skills of rational analysis, behavioral description, logical thinking, cognitive integration, and creative synthesis are fostered through discussion, writing and revision, and criticism. Students are required to enroll in the seminar for at least three terms.

A doctoral student's course of study typically includes the equivalent of three years of full-time study (135 credits) beyond the bachelor's degree.

The program places no limit on the number of credits students may transfer into their programs from other departments or institutions. Students are encouraged to take appropriate courses throughout the university to broaden and deepen their understanding of the three study areas and to complement their specializations. Initial enrollment for meeting the residency requirement is possible at the

beginning of any term, but required sequence courses begin fall term and end spring term.

Candidates for the Ph.D. are required to complete a minimum of 18 credits in research methods courses; D.Ed. candidates are required to enroll for a minimum of 12 credits. In meeting the requirement, Ph.D. candidates must receive letter grades in 12 of the 18 credits and must have a grade point average (GPA) of 3.00 or better in the graded courses. D.Ed. candidates must receive letter grades in 9 of the 12 credits and must have a GPA of 3.00 or better in the graded courses.

Although the particular course of study in research methods varies with the specializations offered by the division, all doctoral students must develop general literacy in several contemporary research methods as well as demonstrate, in the dissertation, proficiency in one method.

In consultation with the adviser and the program review committee, candidates should choose research courses most appropriate to their intended dissertation research. It is the candidate's responsibility to acquire in-depth knowledge of the research methods applicable to the dissertation topic.

Students are urged to complete research requirements early in their programs of study and must have satisfied them before submitting a dissertation proposal.

Students pursuing the Ph.D. must fulfill the residency requirement of three consecutive terms of full-time study on campus. Students pursuing the D.Ed. may fulfill the residency requirement with either (1) two consecutive terms of full-time study on campus followed by one term of full-time directed internship, or (2) three consecutive terms of full-time study on campus. Full-time study is defined as a minimum of 9 graduate credits a term.

Students must enroll continuously in the university until they have completed all degree requirements. A minimum of 3 credits a term constitutes continuous enrollment. The maximum full-time course load is 16 credits unless the associate dean approves the student's extra credits and additional fees are paid.

Students may apply for a leave of absence in advance of any term in the fall-through-spring academic year in which they do not plan to register, consult with a faculty member, use the library, or otherwise take advantage of university resources. Arrangements may be made with the program office. A leave can last up to three terms if requested on the application. Students can be on leave only during the summer session and resume their studies fall term without jeopardizing the continuous enrollment or residency requirements.

Application and Admission

Deliver or mail the following application materials to the Educational Policy and Management Program, College of Education:

1. Completed application forms for the division and for the Graduate School. Applicants interested in a graduate teaching fellowship should check the appropriate box on the Graduate Admission Application
2. Transcripts of all undergraduate and graduate study. A second set of official transcripts along with the top sheet from the graduate application for admission and the $50 admission fee must be submitted to the University of Oregon Office of Admissions
3. A score from the Miller Analogies Test (MAT), the Graduate Record Examinations (GRE), or a similar test approved in advance by the program coordinator, dated within the past five years
4. Four letters of reference, at least two of which are from people familiar with the applicant's academic work; one or two letters may be from people familiar with the applicant's professional experience
5. A personal statement, approximately 750 words in length, describing current goals and interests and showing their connection to prior experiences
6. A typed, double-spaced essay of approximately 1,500 words addressing an area of educational policy, foundations, or management. The essay should be carefully reviewed for organization, content, and clarity
7. One sample of scholarly work (e.g., master's thesis, term paper, publication)
8. International students must submit additional application materials, including a score on the Test of English as a Foreign Language (TOEFL) of at least 500, proof of financial responsibility, and certification of graduation from a four-year university
9. Up-to-date résumé

Licensure and Endorsement Programs

The state of Oregon requires administrators (vice principals, principals, assistant superintendents, and superintendents) in Oregon public schools to hold administrative licenses. Planned programs of study lead to the basic and standard administrative licenses for administrators and superintendents.

Admission to the administrative licensure program is granted to applicants who (1) verify completion of a master's degree from an institution with an approved teacher-education program; (2) submit a satisfactory raw score of 49 or higher from the Miller Analogies Test (MAT), or a converted score of 55 or higher on the Test of Standard Written English (TSWE), or scores on the Graduate Record Examinations (GRE) within the last five years; (3) provide three letters of recommendation from previous employers or college instructors; (4) provide transcripts of all undergraduate and graduate study from each institution attended; (5) provide a completed application for certification studies in educational policy and management; (6) provide a 300-word essay describing goals and interests in educational administration; (7) provide evidence of satisfactory completion, while serving as a teacher, of administrative experiences that included coordination of a program or management of school personnel; (8) three years of public school teaching while holding a valid teaching license from Oregon or another state; and (9) satisfactory completion of an introductory course about school administration. Introduction to School Organization (EDPM 613) fulfills this requirement.

A check for $10 to the University of Oregon must accompany application material. The program's admissions committee reviews the applicant's completed files. Files received one month before the end of a term are reviewed in time for admission the next term.

FOREIGN-LANGUAGE TEACHING LICENSE

The Division of Learning and Instructional Leadership offers a graduate program leading to an Oregon basic teaching license in French, German, Japanese, Latin, Russian, or Spanish. The teaching license authorizes program graduates to teach the foreign-language specialty in Oregon public schools, from kindergarten through grade twelve.

The foreign-language teaching license program is based on the philosophy that acquisition of a second language and understanding of other cultures are basic to the education of school-age children. Students' knowledge and acquisition of another language promotes effective participation as citizens of the global community and America's multicultural society. To achieve this goal, children must acquire not only reading and writing skills in the foreign language but also communicative competence and cultural sensitivity. The foreign-language teaching license program is designed to prepare teachers who can provide classroom instruction based on this philosophy of second-language acquisition.

Program of Study

For most students, the academic course work and field experiences leading to the basic teaching license can be completed in four terms of continuous, full-time study. The program begins summer session and is completed the following spring term. Part-time study and fall-entry options may be possible.

The foreign-language teaching license program is offered in collaboration with the linguistics and foreign-language departments in the College of Arts and Sciences. The courses included in the program are taught by faculty members in each of these areas. The courses emphasize methods for teaching language skills and culture to diverse learners including at-risk students and students from varied social and cultural backgrounds. The program emphasizes the use of technology in instruction, and students are encouraged to participate in the activities of the Yamada Language Center, a state-of-the-art foreign-language laboratory.

A critical component of the program is the three-term field experience in local public schools that is supervised by experienced foreign-language teachers. These practica and student-teaching activities provide opportunities to work with elementary, middle school, and high school students. Depending on the language specialization, some practica include working with students in a language-immersion program.

Offering the program in a particular language specialization each year depends on having a sufficient number of qualified students and other factors that affect the curriculum, scheduling, and sequencing. Applicants should review the program's availability and requirements with the foreign-language program coordinator in 170 Education Building.

At present the four-term foreign-language teaching license program includes the following.

Summer Session	*12–14 credits*
Psychology of the Exceptional Individual (SPED 511)	3
Behavior Management (SPED 526)	4
Classroom Assessment Procedures (SPED 527)	3
Foreign-language stylistics or literature course	2–4
Fall Term	***16 credits***
Seminar: Teaching Strategies (EDUC 507)	2
Seminar: Developmental Psychology (EDUC 507)	3
Second-Language Acquisition (LING 544)	4
Seminar: Practicum (EDUC 607)	1
Foreign-language teaching methods course	4
Practicum (EDUC 609)	2
Winter Term	***15 credits***
Seminar: Second-Language Reading and Writing (EDUC 607)	3
Seminar: Bilingual-Multicultural Education (EDUC 607)	3
Seminar: Technology in Instruction—Computers (EDUC 607)	2
Seminar: Technology in Instruction—Presentation Media (EDUC 607)	2
Seminar: Practicum (EDUC 607)	1
Practicum (EDUC 609)	4
Spring Term	***16 credits***
Seminar: Practicum (EDUC 607)	1
Field experience (EDUC 609)	15

Students who successfully complete this program of study satisfy the academic requirements for the Oregon basic teaching license with a standard endorsement. Students also must earn passing scores on the National Teachers Examination (NTE) Specialty Examination in the foreign language, and on the NTE Professional Knowledge Test of the Core Battery to obtain the university's recommendation for the basic teaching license. Candidates require an additional three years of successful foreign-language teaching experience to obtain an Oregon standard teaching license.

With approximately two terms of additional study beyond completion of the basic teaching licensure program, students can earn a master's degree in interdisciplinary studies: teaching with an option in foreign language. Information about the master's degree requirements in each language specialization is available from the foreign-language departments in the College of Arts and Sciences.

Application and Admission

Admission to the foreign-language teaching license program is based on several criteria: (1) academic qualifications and proficiency in the foreign language and culture; (2) statement of purpose; (3) passing score on the California Basic Educational Skills Test; and (4) recommendations from people knowledgeable about the applicant's academic performance and work with children.

Application materials can be obtained from the foreign-language program coordinator, 170 Education Building. Individuals planning to pursue the interdisciplinary master's degree must satisfy requirements for graduate admission.

SPECIAL-EDUCATION EXCEPTIONAL LEARNER

Programs in special education for the exceptional learner specialize in working with individuals who have mild disabilities (traditionally called mentally retarded, learning disabled, and behaviorally disordered) and talented and gifted students. Programs lead to an undergraduate minor in special education, a teaching endorsement, a master's degree, or a doctoral degree. Application forms are available from the area coordinator, 275 Education Building.

Minor in Special Education

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.

Program of Study. The minor requires completion of 24 credits in special education or approved electives. It consists of a core of required courses and electives related to either a general option or a teaching option. Core courses include Seminar: ESCAPE (SPED 407), Practicum: ESCAPE (SPED 409), Psychology of the Exceptional Individual (SPED 411), and Introduction to Exceptionalities (SPED 430). Fourteen credits in approved electives supplement the 10-credit core curriculum.

Application and Admission. Before applying to the minor program, students must complete Psychology of the Exceptional Individual (SPED 411) and Introduction to Exceptionalities (SPED 430) with grades of mid-B or better. Applications are available in 275 Education Building. Students who have a 2.00 grade point average (GPA) may apply.

Students interested in the teaching option are required to maintain a 3.00 GPA in all special-education course work taken before application to the minor program. They must also submit additional application materials and interview for available openings. Credits earned in the teaching option may be applied to requirements for an Oregon basic handicapped learner endorsement.

Enrollment is limited. Students are notified in writing whether they have been accepted into the minor program. Students pursuing the special-education minor are only enrolled if space is available in the program's courses after students in the graduate-level special-education program have registered.

Handicapped Learner Endorsement

People who have a bachelor's degree may earn a license to teach special education in Oregon. Students may add the handicapped learner endorsement to an existing teaching license after completing a program of 42 credits, or they may complete a 47-credit program to earn a teaching license in special education alone.

Two options are available for completing the licensure. Option I emphasizes academic interventions for children and youths who have learning problems. Option II emphasizes secondary and postsecondary issues such as teaching independent living, personal-social, and vocational skills. Both options prepare and license teachers to deliver direct services to special-education students (K–12) and collaborate with school personnel to make instructional and curricular adaptations that support individual needs. The program can be completed by full- or part-time students.

Each option for the handicapped learner endorsement has its own admission requirements. Students must also meet general university requirements for graduate admission.

Option I. The endorsement curriculum consists of three terms of practica and three methods courses taken concurrently or prior to the practica. These courses are introductions to systematic instruction in mathematics, reading, and language arts. They cover assessment, program planning, instructional delivery, practice procedures, program implementation, data collection, and program evaluation. In addition to the methods courses and practica, students complete six courses related to providing special-education services for students with disabilities.

Option II. This option prepares teachers to work in secondary and postsecondary settings serving individuals with mild disabilities. Through a combination of courses and extensive practica in public schools, students develop knowledge and skills in the following areas: assessment of students with mild disabilities, methods of instruction, behavior and classroom management, program planning and evaluation, transition to community and work life, and education and legal foundations.

Master's Degree Program

Master's degree candidates in special education for the exceptional learner must complete a required set of courses covering the psychology of the exceptional individual, behavior management, instructional design, law and special education, and research and professional writing. In addition, each candidate must complete a master's degree project or thesis.

Students are encouraged to identify and develop specific areas of interest in special education. Each student develops a program option in consultation with an adviser. Possible options include the handicapped learner endorsement, behavior disorders, classroom consultation, assessment and evaluation, talented and gifted, and secondary and postsecondary.

Assessment and Evaluation Option. This option provides structured course work and practica in using a variety of performance assessments to evaluate instruction and learning outcomes. The option is aimed at K–12 educators who want to develop effective classroom strategies using the principles of learn-

ing, assessment, and evaluation. Individual courses are structured through master's and doctoral degree programs in the special-education exceptional-learner graduate program. Students take one academic year's worth of course work and participate in field-based activities.

Behavior Disorders Option. This option prepares teachers to work with children and youths who have emotional or behavioral disorders. Teachers receive advanced training in assessment, intervention, and social-skill training procedures based on a strong applied and behavioral approach. Both theoretical and practical course work is required.

Classroom Consultation Option. This option blends the content of various methods courses in assessment, instruction, and classroom management into an indirect-service delivery system. Experienced educators learn to work with general classroom teachers to solve students' academic and behavioral problems. A conceptual model of consultation for behavioral problem solving is presented through a series of courses, seminars, and practica. Training focuses on data collection and assessment systems, explicit instructional strategies, consistent behavior and classroom management, staff development, systems change, and program evaluation.

Secondary Special Education Option. The secondary option includes five broad areas of study: (1) course work to provide a foundation of knowledge in secondary and postsecondary education, (2) courses designed to develop specific skills in providing instruction to adolescents and adults with mild disabilities, (3) courses on program management in educational and vocational settings, (4) supervised field experiences, and (5) a master's degree project.

Talented and Gifted Option. This option focuses on learner characteristics, needs, measurement and evaluation techniques, and implementation of curricula and programs for talented and gifted students. The program has three components: (1) courses in educating the talented and gifted, practicum, and research; (2) requirements specified by the special-education exceptional-learner area; and (3) elective courses in related areas of study.

Doctoral Degree Program

The doctoral program prepares graduates to assume positions as leaders in special education. Emphasis is placed on developing general and specialized expertise in five areas: (1) foundations, (2) research and statistics, (3) pedagogy, (4) college or university teaching, (5) specialty areas. Graduates develop and demonstrate their competence in these areas through course work, practica, independent study, comprehensive examinations, competency activities, and a dissertation.

After completing one year of course work, doctoral students plan an individualized program of study with their program planning and advisory committee.

CENTERS AND FACILITIES

ERIC. ERIC Clearinghouse on Educational Management and Oregon School Study Council are described in the **Education** section of this bulletin.

Organization Development. The UCEA-sponsored Center of Organization Development in Schools is conducting a state-of-the-art study of organization development cadres in K–12 districts across the nation. At the University of Oregon, it is developing a cadre of organization-development consultants as a pilot study for applying organization development to higher education. The center's goals are (1) to provide training skills and techniques related to organization development, (2) to develop research on organization-development consultations, (3) to further the development of a repository of data about organization development, and (4) to disseminate information on organization development through improved networks of researchers and practitioners.

Executive Leadership. The Executive Leadership Program provides unique and innovative professional development for district superintendents and central office personnel, principals and vice principals, department leaders, and all other educators in leadership positions or those who aspire to them. The program consists of four sessions held fall, winter, and spring at various locations in Oregon. Participants who attend all four sessions may register to receive 3 credits in Research (EDPM 601) through the University of Oregon. This credit may be applied to Seminar: Educational Leadership (EDPM 607), a required course for certification, or may be used as elective credit.

ESCAPE. The College of Education offers undergraduates an opportunity for hands-on learning and practicum credit through the ESCAPE Field Studies Program. ESCAPE links the campus to the community by offering placements in three divisions: human services, public schools (K–12), and outdoor school—environmental—education. The leadership training division is designed for on-campus student leaders. Students who participate in outdoor school attend orientations and a debriefing; first-time participants in the other two divisions attend weekly seminars and small-group meetings in conjunction with their field experience. Seminars and meetings enhance the student's volunteer experience. The student-run ESCAPE program offers leadership opportunities for members of its staff and those participating as coordinators of other volunteers. Training retreats emphasize the experiential learning; build communication skills; and teach conflict resolution, consensus decision-making, and facilitation skills. Information about placements and staff or coordinator positions is available in the ESCAPE office, M111 Erb Memorial Union; telephone (503) 346-4351.

Talented and Gifted. In October 1984 the Oregon State Board of Higher Education approved the Talented and Gifted Institute for the Development of Educational Achievement (TAG-IDEA) at the University of Oregon College of Education. Objectives of the institute include coordinating and promoting summer and academic-year programs for public school students in grades one through twelve; increasing the college's and university's leadership role and capacity to respond to the needs of talented and gifted students in Oregon and the Northwest; and furnishing service and assistance to public school teachers and administrators. To achieve these objectives, the institute focuses on enrichment programs for talented and gifted students; counseling, diagnostic, consultation, and family services; teacher training; information dissemination; and research. Graduate students participate with faculty members in various institute activities as an integral part of their professional preparation.

EDUCATIONAL POLICY AND MANAGEMENT COURSES (EDPM)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

400 Innovative Education: [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.

472/572 Educational History of American Women (3) Exploration of how women have been educated and how they have educated themselves in 19th- and 20th-century America. Examination of historical sources and interpretations.

503 Thesis (1–16R) P/N only

601 Research: [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 Budgeting and Finance in Higher Education; Contract Management; Doctoral Research; Educational Leadership; Higher Education in Developing Countries; Introductory Statistics for Administrators; Law and Higher Education; Management and Organizational Development; Personnel Evaluation; Policy and Qualitative Research Methods.

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 including educational governance, organizational perspectives, and theories of administrative function.

614 Politics of Education (3) Analysis of the roles of federal, state, and local agencies in governing elementary and secondary schools; establishment of school policy.

615 Organizational Theory in Education (3) Structures, processes, and procedures that characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimation, regulation, integration, adaptation.

616 Sociology in Education (3) The social organization of educational institutions; emphasis on the impact of organizational needs and personnel characteristics on the social organization. Prereq: EDPM 615 or instructor's consent.

617 Dissertation Proposal Preparation (3) Helps doctoral students develop dissertation proposals.

618 Contract Management (3) Helps administrators implement collective bargaining agreements between school districts and their employees. Examines grievance procedures, grievance hearings, and the role of arbitration.

619 Adult Learning (3) Survey of adult education: purposes, programs, philosophy, methods, materials, agencies, organization.

620 Educational Leadership (3) Teaches leadership concepts through simulations and exercises. Covers group expectations, basic communication skills, participative decision-making, ethics, goal setting, power, and 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 Policy Research and Analysis I,II (3,3) Nonstatistical treatment of the basic concepts and methods of research on educational policy. Must be taken in sequence.

624 Policy Research and Analysis III (3) Investigates the use of the mainframe computer and SPSSx for policy research. Focuses on appropriate use of statistical analysis in policy research.

625 Law and Schools (3) The role of law in education, the function of various levels and branches of government in the creation of education law, and types of law that regulate public education.

626 Student Rights (3) Analysis of the legal rights of elementary and secondary students under state and federal constitutions, statutes, and administrative rules. Prereq: EDPM 625.

628 Teacher Rights (3) Introduction to the legal rights and liabilities of school personnel under state and federal constitutions, statutes, and administrative rules. Prereq: EDPM 625.

630 Comparative Education (3) Brief survey of higher education in selected developing countries; comparison with American higher education; relation to economic development, major problems.

640 Management and Organizational Development (3) Displays methods by which members of an educational organization can maintain or alter the functioning of a college or school. Topics are communication, goals, conflict, hierarchy, and roles.

650 Administration of College Student Services (3) The role of student affairs in higher education; the relationship of student programs and services (e.g., financial aid, housing, health services) to the academic mission.

652 Administration of the Community College (3) Examination of the origin and functions of the community college movement; emphasis on problems and issues in organization and administration.

654 Programs in the Community College (3) Survey of the variety of programs offered in the community college and their relationship to other educational, professional, and vocational areas.

660 Qualitative Research Methods (3) Provides an overview of qualitative and descriptive approaches in educational research. Emphasizes identifying prototypical research strategies for the major types of descriptive study. Prereq: instructor's consent.

664 Historiography of American Education (3) Examines philosophies of history, historical methods, and historical interpretations in American educational history. Analysis of recent interpretations and methods for undertaking historical research in education.

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) Examines information systems 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, examination of Oregon's school financing system, political and legal considerations, taxation, state distribution formulas, school finance reform, the federal role in education.

676 School Facilities (2) Critical analysis and discussion of current trends in school facilities including planning, construction, finance, legal aspects, alternatives to deficit or surplus space problems or both.

677 Collective Bargaining in Education (3) Collective bargaining in the public school. History and theory of collective bargaining, Oregon's collective bargaining statutes, specific collective bargaining issues. Simulated bargaining sessions.

678 School-Community Relations (2) Long- and short-term social, economic, political, and technological forces affecting the relationship of schools to the community; community interest groups, their purposes, leaders, and school-related interests.

683 State and Local Policy Development in Education (2) Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policies and assessing their consequences.

689 Economics of Education (3) Role of education in the economy, economic growth, alternative hypotheses of economic impact of education, economic concepts applied to education, benefit-cost analysis in education.

692 Higher Education I: Governance and Organization (3) Institutional organization—case studies; institutional objectives; academic organization for instruction, research, and participation in governance; changing student roles; public services; general administrative functions and activities.

693 Higher Education II: Leadership and Management (3) Survey of present status and trends. Impact of national goals, types of institutions, governance, state and federal financing, management information systems, innovation and change, higher education and the public.

695 History of Higher Education (3) The evolution of higher education in 19th- and 20th-century America. Examination of social contexts, conceptions of higher learning, institutional structures, professionalism, women's roles, academic freedom.

697 Methods of College Teaching (3) Review of some prevailing concepts and suppositions about teaching and learning; examination of a number of different methods and techniques of college teaching.

708 Workshop: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

710 Experimental Course: [Topic] (1–5R)

SPECIAL-EDUCATION: EXCEPTIONAL-LEARNER COURSES (SPED)

200 Innovative Education: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

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, Learning Disabilities, Mental Retardation.

408/508 Workshop: [Topic] (1–21R)

409 Practicum: [Topic] (1–21R) Recent topics include ESCAPE Special Education, Handicapped Learner I, Talented and Gifted.

410 Experimental Course: [Topic] (1–5R)

411/511 Psychology of the Exceptional Individual (3) A categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, Public Law 94-142, alternate program delivery systems.

421/521 Special-Education Reading Instruction (3) Systematic instruction of decoding and reading comprehension skills for students with disabilities: phonic analysis, language skills, content-area reading, and assessment of reading.

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 Special-Education Language Arts Instruction (3) Systematic instruction of written expression, oral language, handwriting, and spelling for students with disabilities: analyzing error patterns in student performance, designing lessons, modifying curriculum, assessing performance.

426/526 Behavior Management (4) Examination of applied behavior analysis strategies. Focus on behavioral assessment and evaluation procedures, behavior-change strategies, maintenance and generalization techniques, social-skills training.

427/527 Classroom Assessment Procedures (3) Focuses on analyzing and evaluating assessment and testing practices in the classroom, documenting student skills and knowledge, and interpreting program outcomes.

429/529 Secondary Programs and Transition Issues (3) Review of historical development, curricula, teaching strategies, program delivery models, and transition issues in secondary and postsecondary special education.

430/530 Introduction to Exceptionalities (3) Examines issues related to disability and services available in schools and in the community for individuals and families. For students who do not plan to concentrate on special education.

440/540 Academic Instruction for Adolescents (3) Programming concerns, teaching methodology, and curricula for assessing and teaching academic skills in a secondary school environment to adolescents with mild disabilities. Not offered 1994–95.

442/542 Vocational Skills for Adolescents (3) Introduces instructional procedures for teaching vocational skills to exceptional adolescents and young adults in classroom settings. Examines vocational services available in the community. Not offered 1994–95.

444/544 Independent Living Skills for Adolescents (3) Emphasizes assessing and teaching independent living (living in the community with minimal assistance) and personal-social skills to exceptional adolescents. Not offered 1994–95.

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.

503 Thesis (1–9R) P/N only

601 Research: [Topic] (1–6R) P/N only

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 Analysis and Synthesis of Research; Behavior Disorders; Doctoral Pedagogical Foundations, Doctoral Professional Writing; 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; Handicapped Learner I,II,III; Research; Secondary I,II,III; Supervision; Talented and Gifted.

610 Experimental Course: [Topic] (1–5R)

625 Individualizing Special Education (3) Examination of history and current practices in special education: social perspectives on past and present, research on characteristics of individuals with disabilities, development of appropriate individual education plans.

628 Law and Special Education (3) Knowledge of current case law and legislation, sensitivity to legal issues, application to legal principles related to special-education services in school settings.

646 Program Management (3) Focuses on the individual education plan (IEP) process as a decision-making tool, on basic principles of classroom organization, and on the management of program support-staff members. Not offered 1994–95.

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 (3) Design, development, and evaluation of instructional material for children with disabilities. Emphasis on analysis and construction of instructional sequences for various learning tasks.

661 Research and Writing in Special Education (3) Introduction to special-education research and application of American Psychological Association standards: critical reading of published literature, writing professional critiques, designing and writing basic research proposals.

680 Classroom Consultation (3) Integrates best practices from learning assessment, behavior management, and effective teaching to deliver programs through consultation delivery model.

707 Seminar: [Topic] (1–5R)

708 Workshop: [Topic] (1–6R)

709 Practicum: [Topic] (1–6R)

777 Supervised Field Experience (1–15R) P/N only

SPECIAL EDUCATION AND REHABILITATION

350L Clinical Services Building
Telephone (503) 346-3591
Hill M. Walker, Associate Dean

COMMUNICATION DISORDERS AND SCIENCES FACULTY

Ned J. Christensen, professor (educational audiology and auditory processing). B.A., 1954, M.A., 1955, Brigham Young; Ph.D., 1959, Pennsylvania State. (1962)

Lori Hornfelt, assistant professor (augmentative communication). B.S., 1976, M.S., 1978, Utah. (1991)

Lisa Letcher-Glembo, assistant professor. M.S., 1985, South Florida; Ph.D., 1988, Minnesota. (1990)

Angela Giumento Losardo, associate professor (early intervention, communication development and intervention). B.S., 1973, State University of New York College at Geneseo; M.S., 1977, State University of New York College at Buffalo; Ph.D., 1990, Oregon. (1990)

Marilyn A. Nippold, associate professor (language development and disorders in school-age children and adolescents). B.A., 1972, California, Los Angeles; M.A., 1976, California State, Long Beach; Ph.D., 1982, Purdue. (1982)

Ilsa E. Schwarz, research associate (phonological development, preschool language assessment); coordinator, communication disorders and sciences. B.S., 1978, M.S., 1979, Ph.D., 1982, Oregon. (1984)

COUNSELING PSYCHOLOGY FACULTY

Brent S. Mallinckrodt, associate professor (development of client-counselor working relationships); director, DeBusk center. B.A., 1978, Missouri; M.A., 1982, Ph.D., 1986, Maryland at College Park. (1988)

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)

Janet Moursund, associate professor (learning, research design, counseling computer applications); acting coordinator, counseling psychology. B.A., 1958, Knox; M.S., 1961, Ph.D., 1963, Wisconsin, Madison. (1967)

Anita Runyan, associate professor (counseling methods, human service delivery, field instruction); director, University Community Action. B.S., 1956, Pacific Union; M.S., 1968, Ph.D., 1972, Oregon. (1972)

Lisa Suzuki, assistant professor (multicultural assessment, multicultural counselor training, school counseling) B.A., 1983, Whitman; M.Ed., Hawaii; Ph.D., 1992, Nebraska. (1993)

Elaine A. Wohlgemuth, assistant professor (counseling and clinical supervision, social support research). B.A., 1985, California, Santa Cruz; M.A., 1989, Ph.D., 1992, Ohio State, Columbus. (1992)

Courtesy

Richard D. Freund, courtesy assistant professor (research methods, community college counseling, cognitive therapy). B.A., 1966, Brown; Ph.D., 1971, Stanford. (1975)

Carolin Keutzer, courtesy professor. See **Psychology**

Carol Lynn Morse, courtesy assistant professor (family education and counseling). B.S., 1970, M.S., 1974, Ph.D., 1980, Oregon. (1978)

Lawrence H. Smith, courtesy professor; director, Career Planning and Placement Service. B.S., 1964, M.Ed., 1965, Oregon State; Ed.D., 1976, California, Los Angeles. (1980)

Emeriti

Martin H. Acker, professor emeritus (human sexuality, male issues, supervision). B.A., 1943, Brooklyn; M.A., 1953, Ph.D., 1963, New York. (1961)

Gordon A. Dudley, associate professor emeritus (psychodynamic theory and procedures). B.A., 1956, Kalamazoo; M.A., 1959, Colorado; Ed.D., 1971, Harvard. (1967)

Sally Fullerton, professor emerita (human service delivery, mental health, prevention). B.S., 1956, Oregon State; M.A., 1960, Cornell; Ph.D., 1970, Oregon. (1970)

John W. Loughary, professor emeritus (career development, learning systems development). B.S., 1952, Oregon; M.A., 1956, Ph.D., 1958, Iowa. (1962)

Raymond N. Lowe, professor emeritus (family and school counseling). B.S.Ed., 1940, Massachusetts State, Fitchburg; M.A., 1948, Ed.D., 1951, Northwestern. (1955)

Esther E. Matthews, professor emerita (human potentiality, career development). B.S., 1940, Massachusetts State; M.Ed., 1943, Ed.D., 1960, Harvard. (1966)

Ronald J. Rousseve, professor emeritus (developmental counseling, social-philosophic foundations, minorities). B.S., 1953, M.A., 1954, Xavier; Ph.D., 1958, Notre Dame. (1968)

Saul Toobert, professor emeritus (group and individual counseling). B.A., 1947, California, Berkeley; Ph.D., 1965, Oregon. (1963)

SCHOOL PSYCHOLOGY FACULTY

Wesley C. Becker, professor (instructional psychology, behavioral analysis research, measurement). B.A., 1951, M.A., 1953, Ph.D., 1955, Stanford. (1970)

Roland H. Good III, associate professor (psychoeducational assessment, multivariate statistics). B.S., 1977, M.S., 1981, Ph.D., 1985, Pennsylvania State. (1988)

Ruth Kaminski, research associate (school psychology and early childhood education). B.S., 1975, Pennsylvania State; M.S., 1984, Ph.D., 1992, Oregon. (1989)

Elizabeth Schaughency, associate professor (clinical child psychology, child psychopathology, parent training). B.S., 1981, Pittsburgh; M.A., 1984, Ph.D., 1986, Georgia. (1986)

Richard A. Schmuck, professor. See **Learning and Instructional Leadership**

Mark R. Shinn, associate professor (assessment, instructional practice and evaluation); coordinator, school psychology. B.A., 1974, Gustavus Adolphus; Ph.D., 1981, Minnesota. (1984)

Gary Stoner, associate professor (behavior disorders, applied behavior analysis). B.A., 1979, Kent State; Ph.D., 1986, Rhode Island. (1987)

Courtesy

Anthony Biglan, courtesy assistant professor (behavioral medicine, community interventions, depression). B.A., 1966, Rochester; M.A., 1968, Ph.D., 1971, Illinois. (1994)

Alexander C. Granzin, courtesy assistant professor (instructional and behavioral consultation). B.A., 1971, Louisiana State; M.A., 1971, Ph.D., 1974, Oregon. (1981)

John B. Reid, courtesy assistant professor, (development of aggression, prevention, research in conduct disorders). B.A., 1962, San Francisco State; M.S., 1964, Ph.D., 1967, Oregon. (1972)

Herbert H. Severson, courtesy associate professor (behavior modification, biofeedback, personality assessment). B.S., 1966, Wisconsin State; M.S., 1969, Ph.D., 1973, Wisconsin, Madison. (1975)

Randall S. Sprick, courtesy assistant professor (behavior management, behavioral consultation, classroom supervision). B.S., 1973, Portland State; M.S., 1974, Ph.D., 1979, Oregon. (1973)

SPECIAL-EDUCATION DEVELOPMENTAL-DISABILITIES FACULTY

Richard W. Albin, research associate (research design, programming and instruction, instructional technology). B.A., 1969, Rochester; M.A., 1973, Illinois; Ph.D., 1986, Oregon. (1986)

Diane D. Bricker, professor (early intervention, communication development and intervention); director, early intervention. B.A., 1959, Ohio State; M.S., 1965, Oregon; Ph.D., 1970, George Peabody. (1978)

James T. "Jay" Buckley, research associate (employment services, technical assistance and training, quality assurance). B.A., 1971, Saint Peter's; M.A., 1978, Oregon; Ed.D., 1987, Johns Hopkins. (1985)

Daniel W. Close, senior research associate (psychology of exceptionality, independent living, curriculum development); coordinator, interdisciplinary special-education doctoral training. B.A., 1971, California Lutheran; M.A., 1973, Idaho State; Ph.D., 1977, Oregon. (1977)

Debra C. Eisert, research associate (pediatric psychology, applied developmental psychology). B.A., 1975, Pacific Lutheran; Ph.D., 1978, Nebraska, Lincoln. (1984)

Dianne L. Ferguson, senior research associate (qualitative research, social meaning of disability, curriculum and instruction for teacher training); coordinator, developmental disabilities. B.A., 1972, Indiana; M.S., 1979, Southern Connecticut State; Ph.D., 1984, Syracuse. (1985)

Philip M. Ferguson, research associate (social policy and history, family studies). B.A., 1972, Indiana; M.A., 1975, Yale; M.S., 1979, Southern Connecticut State; Ph.D., 1988, Syracuse. (1985)

K. Brigid Flannery, research associate (teacher training, transition issues). B.A., 1975, Marian; M.Ed., 1978, Illinois, Champaign-Urbana; Ph.D., 1992, Oregon. (1989)

Russell M. Gersten, professor (instructional research, staff development, program evaluation). B.A., 1967, Brandeis; Ph.D., 1978, Oregon. (1977)

Elizabeth G. Glover, assistant professor (aquatics, adapted physical education). B.S., 1959, Tufts; M.S., 1963, Ed.D., 1974, North Carolina, Greensboro. (1964)

Robert H. Horner, associate professor (behavior management, research design, applied behavior analysis); director, Specialized Training Program. B.A., 1971, Stanford; M.S., 1975, Washington State; Ph.D., 1978, Oregon. (1976)

Dean P. Inman, research associate (neuromuscular education and research, behavioral medicine). B.A., 1970, California State, Sacramento; M.S., 1973, Utah State; Ph.D., 1976, Oregon. (1976)

Robert T. Jiménez, assistant professor (reading, bilingual education). B.A., 1978, University of the Americas, Mexico; M.Ed., 1986, Ph.D., 1991, Illinois. (1990)

David M. Mank, senior research associate (employment services, research design, quality assurance). B.A., 1975, Rockhurst; M.S., 1977, Portland State; Ph.D., 1985, Oregon. (1985)

James Stephen Newton, research associate (residential services). B.A., 1970 North Carolina, Chapel Hill; M.S., 1986, Ph.D., 1992, Oregon. (1987)

Larry E. Rhodes, senior research associate (managing service organizations, vocational services). B.A., 1971, M.A., 1973, California State, Sacramento; Ph.D., 1982, Oregon. (1980)

Jane Kaplan Squires, research associate (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 (early intervention, at-risk infants and families). B.A., 1976, M.A., 1981, San Francisco State; Ph.D., 1990, Oregon. (1990)

Hill M. Walker, professor (behavior disorders, behavior management, social skills); director, Center on Human Development. B.A., 1962, Eastern Oregon; M.A., 1964, Ph.D., 1967, Oregon. (1966)

Richard W. Zeller, assistant professor (special education organization and policy); director, Western Regional Resource Center. B.A., 1967, Willamette; M.A., 1968, California, Los Angeles; Ph.D., 1990, Oregon. (1972)

Adjunct

Larry K. Irvin, adjunct professor (program evaluation, measurement, mental retardation). B.A., 1966, California, Davis; M.A., 1970, California State, Los Angeles; Ph.D., 1975, Oregon. (1975)

Robert E. Nickel, adjunct associate professor. B.A., 1967, Stanford; M.D., 1971, California, San Francisco School of Medicine. (1980)

Emeriti

Henry F. Dizney, professor emeritus (measurement and research, education evaluation). B.S., 1954, Southeast Missouri State; M.Ed., 1955, Wayne State; Ph.D., 1959, Iowa. (1967)

Arthur Mittman, professor emeritus (measurement and research, psychometrics). B.A., 1947, M.S., 1950, Ph.D., 1958, Iowa. (1963)

Richard J. Rankin, professor emeritus (psychometrics, learning and motivation, human development). B.A., 1953, M.A., 1954, Ph.D., 1957, California, Berkeley. (1966)

Robert H. Schwarz, professor emeritus. B.S., 1948, Wisconsin, Madison; M.A., 1949, Columbia; Ph.D., 1966, American. (1971)

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

OPPORTUNITIES IN SPECIAL EDUCATION AND REHABILITATION

Instructional Programs. The Division of Special Education and Rehabilitation houses the Center on Human Development and six program areas: communication disorders and sciences, counseling psychology, special-education developmental disabilities, early intervention, school psychology, and interdisciplinary special education and rehabilitation for students with clinical professional interests that span a number of related areas. The school-to-community doctoral degree program is inactive.

Although united by university and Graduate School requirements and by several broad ideological tenets, each area functions independently within the division and has its own admission, program of study, and student-evaluation procedures.

The division prepares students to work directly and indirectly with (1) individuals who have disabilities and (2) people without disabilities who benefit from intervention from infancy through adulthood. It is committed to deemphasizing traditional categorical designations for exceptional individuals and clients. Students develop instructional and management skills for working with individuals who have a variety of handicapping conditions. All programs in the division include extensive practicum experiences where academic knowledge is applied in actual service settings. Students learn how to develop effective intervention strategies, coordinate programs, and provide services to exceptional individuals and evaluate the effectiveness of these services. At all levels and in all programs, instruction carefully integrates results of current research and demonstration of competence.

Careers. A serious shortage of school psychologists, early interventionists, special-education professionals, and speech-language-hearing specialists exists throughout the nation. Graduates of the university's academic programs 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; habilitating people with disabilities; 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.

Licensure and Endorsement Programs

Communication Disorders and Sciences. Basic and standard levels of speech-impaired endorsement.

Counseling Psychology. Oregon licensure examinations for counselors and psychologists.

School Psychology. Basic and standard endorsement of school psychologist.

Special Education Developmental Disabilities. Severely handicapped learner endorsement.

Students wanting to apply to these programs should contact the appropriate endorsement adviser in the Center on Human Development, Graduate Admissions, 350L Clinical Services Building.

Degree Programs

Undergraduate Studies

Only the communication disorders and sciences area offers a formal major at the undergraduate level.

Graduate Studies

Although each program in the division is responsible for selecting candidates for its own master's or doctoral course of study, criteria and procedures used in the admission process are similar for all programs. With little variation, applications are evaluated according to the following criteria:

1. Evidence of completion of, or matriculation in, a bachelor's or master's degree program (e.g., transcripts)
2. A statement of purpose and career goals
3. Evidence of experience with people who have disabilities or who are at risk
4. Evidence of writing and communication skills
5. Evidence of probable success as a student (e.g., scores on either the Graduate Record Examinations (GRE) or Miller Analogies Test (MAT) or a cumulative GPA of at least 3.00 for graduate applicants and transcripts for undergraduate applicants)
6. Letters of reference and recommendation
7. Applicants for whom English is a second language must submit the results of the Test of English as a Foreign Language (TOEFL) with their applications

Applicants apply to and are accepted into a specific program in the division rather than into the division itself. The number of students admitted yearly varies by area according to available resources. Students interested in more than one program should indicate that on their applications, and their files will be reviewed by the relevant admission committees.

Applications for admission to programs in communication disorders and sciences, special-education developmental disabilities, and school psychology are available from the Center on Human Development, Graduate Admissions, 350L Clinical Services Building. Application material for counseling psychology is available from the Counseling Psychology Program, College of Education. Each program has its own application deadline. Consult specific application material for admission deadline. See the **Graduate School** section of this bulletin for general regulations on graduate degree programs.

Financial Assistance

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. The number of stipends and fellowships available each year depends on the current level of funding. Most students who receive stipend awards enroll in a practicum each term as part of their professional training. Employment as a graduate teaching fellow (GTF) may occur in a variety of division or Center on Human Development project settings.

Information about financial assistance is listed in specific program application materials. Program application deadlines should be followed to receive maximum consideration for aid. Information about university scholarships and loan programs is available from the Office of Student Financial Aid, 260 Oregon Hall.

The division also awards a limited amount of scholarship assistance annually to students in need.

COMMUNICATION DISORDERS AND SCIENCES

Undergraduate Studies

The undergraduate communication disorders and sciences (CDS) program is preprofessional. It offers bachelor of science (B.S.) and bachelor of arts (B.A.) degrees.

Program Objectives. The goals of the undergraduate CDS program are to provide students the opportunities to:

1. Study the humanities and sciences with specific reference to normal aural-oral communication systems

2. Consider the cultural implications of human communication disorders
3. Study the general needs of exceptional individuals
4. Learn about speech-language acquisition, the anatomic-physiological bases of speech and language, and the physical nature of the speech signal
5. Study speech-language-hearing pathologies over the life span
6. Receive training in assessment procedures specific to evaluation of speech-language-hearing disorders
7. Acquire and apply knowledge and skills necessary for successful intervention with speech- and language-impaired individuals
8. Participate in a range of practicum experiences in preschools, public schools, medical facilities, and other community settings
9. Acquire and apply knowledge, skills, and competencies to work with speech- and language-impaired individuals of varying social, cultural, linguistic, and socioeconomic backgrounds
10. Learn and apply interpersonal and professional skills

The following minimum requirements are specified for students majoring in communication disorders and sciences.

Area Requirements	*44 credits*
Clinical Phonetics (CDS 240)	3
Acoustics of Speech (CDS 241)	3
Practica: Observation; Assistance I,II (CDS 409)	9
Anatomy and Physiology of Speech and Language (CDS 442)	3
Normal Speech and Language Development (CDS 450)	3
Articulation and Phonological Disorders (CDS 451)	3
Language Disorders (CDS 452)	3
Stuttering and Voice Disorders (CDS 453)	3
Language Methods in the Schools (CDS 455)	3
Fundamentals of Audiology (CDS 457)	3
Audiological Assessment (CDS 458)	3
Audiological Rehabilitation (CDS 459)	5

Undergraduate work in communication disorders and sciences is not intended as a terminal training program even though the student receives the B.S. or B.A. degree. To minimize errors, the student must be certain that the initial adviser is assigned from the communication disorders and sciences faculty.

Admission. Students must complete, with grades of B– or better, CDS 240, 241, 442, and 450. Students who receive a grade of C+ or lower in one of these courses may repeat the course to raise the grade. A grade of C+ or lower in two or more of these courses precludes further study in the program. Students must pass a departmental speech-language-hearing screening test before they are accepted as majors. After students complete all the undergraduate prerequisites and the screening test, they contact the program secretary to apply for major status.

Students not accepted as majors may take basic courses as electives but may not enroll in any practicum or in courses for which a practicum is a prerequisite. Students without adequate speech ability may not major in communication disorders and sciences unless there is good reason to expect that they can achieve acceptable speech before attempting to engage in the required practica.

In the event that enrollment in practica must be limited, students with the best course preparation are given priority. Those with less preparation may have to delay their beginning practicum work. In general, the student must have the same capacity for self-adjustment and emotional stability for admission to the practica that are required in professional employment. A supervised practicum involves both student training and client service. Before being admitted to the practicum, the student must demonstrate responsibility, maturity, and organizational skills.

Master's Degree Program

The master's degree program is designed to provide students with the opportunity to acquire and apply knowledge, skills, and competencies necessary for work with speech-language impaired individuals of all ages and varying social, cultural, linguistic, and socioeconomic backgrounds.

The communication disorders and sciences program offers the master of arts (M.A.) and master of science (M.S.) degrees. The M.A. requires the equivalent of two years of a foreign language. The master of education (M.Ed.) program is inactive. A planned program for the master's degree must be filed in the College of Education's Student Records Office, 112 Education Building, and in the communication disorders and sciences office, 350L Clinical Services Building.

Accreditation. The master's degree program in speech-language pathology is accredited by the American Speech-Language-Hearing Association.

Minimum Requirements. The master's degree program in communication disorders and sciences allows a student to select one of three professional tracks, each targeting a different population or setting: (1) early intervention, (2) public school, (3) clinic populations. Master's degree students must complete undergraduate prerequisites and track-specific course work.

A minimum cumulative GPA of 3.00 is required for graduation.

Students who have fulfilled undergraduate prerequisites typically spend two fall-through-spring academic years and one summer session completing their degrees. All work applicable to a program of study must be concluded within seven years.

Students for whom English is not the native language must also pass the TOEFL with a score of 600 or above.

ASHA-CCC Requirements. The communication disorders and sciences program offers all the necessary courses required for the American Speech and Hearing Association (ASHA) certificate of clinical competence (CCC) in speech-language pathology.

The program admissions brochure contains more detailed application requirements. All application materials must be received by February 1 for entry the following June or September.

Oregon Teaching License: Speech Impaired

Students seeking a basic Oregon teaching license in speech impaired, must complete:

1. Undergraduate degree in communication disorders and sciences
2. Passing scores on
   a. California Basic Educational Skills Test (CBEST)
   b. National Teachers Examination (NTE) Professional Knowledge test
   c. NTE speech impaired specialty area test
3. Certificate of Clinical Competence awarded by the American Speech and Hearing Association
4. Approved program in speech impaired. The approved program may consist of either (a) a minimum of 63 credits in educating speech-impaired learners, culminating in a master's degree, or (b) 45 credits of graduate work beyond the bachelor's degree that includes a minimum of 15 credits in language and Foundations of Disability (SPED 662)

The Oregon Teacher Standards and Practices Commission (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 Licensure Office, 112 Education Building; telephone (503) 346-3528.

Doctoral Degree Program

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 a variety of backgrounds.

Applicants should be speech-language pathologists who are certified by the American Speech and Hearing Association. International students who plan to return to their country after graduation are exempt from this requirement.

The doctoral degree program emphasizes advanced levels of scholarship in four core areas of study.

Specialized Studies in Communication Disorders and Sciences (21 credits). This core area consists of study in the basic communication processes, professional management of speech and language disorders, and related disciplines.

Research Design, Statistics, and Measurement (36 credits). Required course work in this area includes a three-term sequence of doctoral-level statistics and at least three additional courses in research design, measurement, or grant development. At least 3 credits must be completed as part of a predissertation research project. Doctoral students are required to conduct a research project under the direction of a CDS faculty member prior to initiating approved disserta-

tion research. Every doctoral student must complete and submit a dissertation, embodying the results of 18 credits of Research (CDS 601), that demonstrates the ability to conduct independent and original research.

Supervised College Teaching, Practicum: Supervision, and Classroom Instruction (9 credits). Doctoral students must complete 3 credits of Practicum: Supervision (CDS 609) and 6 credits of classroom instruction.

Professional Service (3 credits). Every doctoral student is expected to complete 3 credits in professional service course work, which is tailored to the student and may be designed to develop competency in areas such as administration of service programs, clinic administration, cross-disciplinary activities, and professional presentations.

A program adviser is appointed for each student following conditional admission to the program. This adviser helps the student develop an appropriate course of study compatible with the student's interests, background, and professional objectives. Programs lead to the doctor of philosophy (Ph.D.) degree. The doctor of education (D.Ed.) degree program is inactive.

The doctoral program in communication disorders and sciences requires at least three years of full-time study beyond the master's degree.

The program admissions brochure contains more detailed application requirements. All application materials must be received by February 1 for entry the following June or September.

Clinical Practicum Facilities

Communication disorders and sciences undergraduate and graduate students have the opportunity for supervised clinical experience in several facilities:

1. The university's Speech-Language-Hearing Center in the Clinical Services Building prepares and trains speech-language pathologists in clinical therapy. The center provides consultations, evaluations, and therapy for individuals of all ages with all types of communication disorders. Undergraduate and graduate students participate in diagnostic and therapeutic activities under the supervision of certified speech-language pathologists and audiologists
2. The university's Early Intervention Program prepares speech-language pathologists to work in early childhood programs that serve infants and children who have disabilities or who are at risk and their families. Infants and children, from birth through six years of age, whose disabilities range from mild to severe are served in mainstream settings
3. The Child Development and Rehabilitation Center is the Eugene campus agency of the Oregon Health Sciences University in Portland. The Developmental Delay Clinic is an interdisciplinary diagnostic clinic that evaluates and treats children monthly, as does the Cranio-Facial Clinic
4. The Child Development and Rehabilitation Center, at the Oregon Health Sciences University in Portland, offers practicum experience and clinical fellowship-year supervision in selected cases
5. A cooperative arrangement with local school districts enables both undergraduate and graduate students to do practicum work in public schools. The school population is approximately 35,000 students. This type of practicum is limited by availability of openings in the schools
6. The Veterans Administration Medical Center in Portland provides practicum and clinical fellowship year-long opportunities to selected students
7. Other off-campus facilities, such as child-care centers, kindergarten programs, and adult rehabilitation centers, are occasional placement sites

COUNSELING PSYCHOLOGY

The Counseling Psychology Program offers master's and doctoral degrees. The program includes the DeBusk Memorial Center, which provides training experiences in counseling and in school psychology.

In addition to its degree programs, the program provides a variety of service courses to other College of Education and university programs.

The Counseling Psychology Program offers integrated programs of classroom, practicum, and field experience leading to master's and doctoral degrees.

Information on university policies and procedures is available from the Student Records Office, 112 Education Building, and in the **Graduate School** section of this bulletin.

Careers. At the master's degree level, the program offers a generic program of studies in counseling designed to prepare professional practitioners for work in a wide variety of community settings: mental health centers, employment service offices, community college counseling centers, juvenile corrections agencies, human resources development programs, career counseling agencies, pastoral counseling settings, family counseling centers, and business and industry.

Recent graduates with doctoral degrees in counseling psychology are employed as counselors in university and college counseling centers, directors of guidance in public school districts, counseling psychologists in state and veterans' hospitals, university administrators and teachers, researchers, government and industrial research psychologists, consulting psychologists, program administrators, and counseling psychologists in private practice.

Application and Admission

Prospective master's and doctoral applicants may request detailed admission policies and procedures from the Counseling Psychology Program, College of Education. Students are admitted for fall term only. The closing date for receipt of completed applications is February 1 for doctoral program entry and February 15 for master's program entry the following fall term. Notices about the disposition of applications are mailed March 15.

Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) previous related work and life experiences, (4) Graduate Record Examinations (GRE) general test scores, and (5) a statement of purpose in seeking admittance.

Graduate training includes practicum placements in which the student works with clients who have psychological problems. A graduate degree in counseling or counseling psychology can provide entry into professional practice. This type of practice includes counseling individuals whose vulnerability and trust can only be served by people who are themselves stable and psychologically healthy. Thus, admission into and retention in these graduate programs depend, among other things, on consideration of the applicant's past and present behavior and emotional stability.

Only completed applications are reviewed. Applicants must gather all requested supporting papers, except letters of recommendation, and submit them along with the application forms as one package. Letters of recommendation should be sent by their authors to the program.

Master's Degree Program

The counseling psychology area offers master of arts (M.A.), master of science (M.S.), and master of education (M.Ed.) degrees in counseling. For the M.A. degree, the candidate must demonstrate proficiency in one foreign language. For the M.Ed., the candidate must have a valid teaching certificate and have completed at least one year of successful classroom teaching.

The program of studies leading to the master's degree in counseling requires 72 credits. Its current emphasis is on counseling in community and other agency settings, and it has been approved by the Council for Accreditation of Counseling and Related Educational Programs, (CACREP). Affiliated with the American Counseling Association, CACREP is a specialized national accrediting body recognized by the Council on Postsecondary Accreditation. An ancillary function of this program is to help students prepare for counselor certification and licensing. Some graduate courses taken earlier at another accredited institution may meet part of the requirements.

Psychological Foundations. Courses providing a broad understanding of human behavior (normal and abnormal) at all developmental levels, particularly courses in abnormal psychology, personality theory, learning theory, sociology, anthropology, and physiology.

Social and Cultural Foundations. Studies of ethnic groups, other cultures, and cultural values. The behavioral sciences, political science, sociology, and anthropology may offer courses supporting this area.

The Helping Relationship. Courses on the philosophic basis of the helping relationship, counseling theories, and procedures.

Groups. Courses on theory of groups, group work methods, and supervised practice.

Lifestyle and Career Development. Courses on vocational-choice theory, courses on career choice and development, relationship between careers and lifestyle.

Appraisal of the Individual. Courses on data gathering and interpretation, individual and group testing, case-study approaches, the

study of individual differences, the development of a framework for understanding the individual considering ethnic, cultural, and gender factors.

Research and Evaluation. Courses in statistics, research design, development of research and demonstration proposals.

Professional Studies. Courses in ethical, legal, and moral issues, supervised professional readings, and workshops.

Supervised Practice. The counseling psychology faculty is committed to the practicum as the core experience in a master's degree program in counseling. Generic as well as specialized counseling experiences, both within the university community and in the community at large, are required.

Relevant Electives. Courses chosen in consultation with a faculty adviser.

The following core requirements are for students in the counseling master's degree program:

Core Requirements	*74 credits*
Abnormal Psychology (PSY 527)	4
Social Development (PSY 578)	4
Seminars: Counseling and Contemporary Social Problems, Introduction to Counseling Research (CPSY 607)	6
Basic Counseling Procedures (CPSY 611)	6
Ethical and Legal Issues (CPSY 612)	3
Conceptual Foundations of Counseling (CPSY 613)	3
Counseling Diverse Populations (CPSY 615)	3
Introduction to Career Development (CPSY 617)	3
Group Counseling (CPSY 619)	3
Introduction to Appraisal in Counseling (CPSY 621)	3
Practicum: DeBusk I,II (CPSY 609)	6
Internship I,II,III (CPSY 704)	18
Relevant electives	9
Other (inquire at area office)	3

Doctoral Degree Program

The Ph.D. program in counseling psychology, based on a scientist-practitioner model of training, is accredited by the American Psychological Association. The program is designed to ensure that its graduates are psychologists who:

1. Possess a general knowledge of human behavior together with the observational and information-processing skills that facilitate description, explanation, and prediction of the behavior of people in transaction with the world
2. Have mastered procedures for facilitating the growth of individuals, groups, and systems
3. Have developed the necessary attitudes and sufficient competence to formulate useful, researchable questions; design and conduct systematic analyses; interpret and apply the results to their own and others' efforts to increase the general knowledge of human behavior and how it can be influenced
4. Respect the dignity and worth of the individual, strive for the preservation and protection of human rights, and do so with concern for the best interests of clients, colleagues, students, research participants, and society

Because the program is committed to using the scientist-practitioner model of training, the most competitive applicants are those who have acquired substantial experience in practice and research activities.

Students who have not earned a master's degree in counseling or a closely related field should apply for Track I master's-doctoral admission. Track I students begin working toward a master's degree and are considered conditionally admitted to the doctoral program. Typically, after two years, these students earn a master's degree. Assuming progress has been satisfactory, these students are then unconditionally admitted to the doctoral program without the need to reapply. Most Track I master's-doctoral students require five or six years to complete their training—earning master's and Ph.D. degrees. Applicants for Track II doctoral admission typically have a master's degree in counseling, clinical psychology, social work, or a related discipline and have professional experience related to the counseling field.

The training program in counseling psychology demands of each student considerable responsibility and autonomy for designing the particular pattern of educational experiences that constitute his or her doctoral program. General areas of expected competence have been defined and general requirements established. However, the specific manner in which an individual meets those requirements is determined by the student in consultation with an adviser and program faculty members.

The following minimum requirements are specified for Ph.D. students in counseling psychology:

Area Requirements	*credits*
Foundations of human behavior	24
Practitioners competencies	64
Research competencies	39
Professional issues	9

Practitioner training is accomplished by completing practica in the program training clinic, seeing clients from the Eugene community under direct faculty supervision in the clinic, and providing clinical supervision to master's degree students who see clients at the clinic.

The program of study leading to a Ph.D. degree in counseling psychology typically entails a minimum of four years of full-time effort beyond the master's degree. A full year of internship training must be completed ***after*** the first year of course work taken in residence. In addition to other requirements, students must write a Ph.D. dissertation that demonstrates a high standard of scholarship. It is intended that the program's students will make a significant contribution to the field through teaching, scholarly research, or professional practice. Students who receive a Ph.D. from the program are eligible to take the Oregon licensing examination for psychologists.

The D.Ed. program in counseling is inactive.

EARLY INTERVENTION

The Early Intervention Program offers master's and doctoral degrees. The goal of the program is to prepare personnel who can provide a range of services, develop programs, conduct research, and create policies for infants and young children who are at risk and disabled and for their families.

The program brochure describes specific program requirements and procedures for admission. Application materials must be received by June 15 for entry fall term.

Master's Degree Program

This master's degree program prepares professionals to work in early intervention programs that serve infants and children who are at risk and disabled and their families. The field encompasses a target population of children from birth to six years of age. It covers disabling and at-risk conditions ranging from mild to severe. Master's degree students in early intervention are prepared for two primary roles: (1) direct interventionists for infants or young children or both, and (2) program coordinators or supervisors. Full-time students can complete the program in four to six consecutive terms.

Courses	
Foundations of Disability (SPER 662)	3
Seminars: Research Methods I,II (SPSY 507)	6
Tests and Measures in Education (SPSY 617)	3
Linked System Approach to Early Intervention (SPER 690)	3
Assessment and Curriculum in Early Intervention (SPER 691)	3
Family Involvement in Early Intervention (SPER 692)	3
Early Language Assessment and Intervention (CDS 650)	3
Seminar: Issues in Interdisciplinary Approach to Early Intervention (SPER 607)	3
Practica: Seminar, Class, Parent, Supervisor (SPER 609)	20

Severely Handicapped Learner (SHL) License

Students can combine the SHL license, described later in this section of the bulletin, with the early intervention master's degree program.

Doctoral Degree Program

The primary goal of the early intervention doctoral program is to prepare students to provide leadership at state and national levels in the area of at-risk and disabled birth-to-five populations. Graduates earn a doctor of philosophy degree in special education: early intervention. They are prepared to influence the evolution of services for infants and preschool children who are at risk and disabled and their families. Specific program objectives include preparing students to:

1. Become experts in program development, implementation, and evaluation
2. Become experts in policy development
3. Conduct applied research that is directed toward the enhancement of educational and therapeutic services
4. Become effective instructors at institutions of higher education

Both didactic and practicum learning activities comprise the program. The didactic activities include core, tool, specialization, and foundation courses; electives from outside the College of Education; and the dissertation.

Practicum activities help the student develop program competencies.

Core Courses	*18 credits*
Seminar: Research (SPER 607) (must be taken each term)	3
Practica: Children Who Are At Risk or Disabled (SPER 609) (must be taken each term)	3
Early Language Assessment and Intervention (CDS 650)	3
Linked System Approach to Early Intervention (SPER 690)	3
Assessment and Curriculum in Early Intervention (SPER 691)	3
Family Involvement in Early Intervention (SPER 692)	3
Tool Courses	*21 credits*
Seminar: Program Evaluation (SPER 607)	3
Advanced statistics and design courses	18
Foundation Courses	*9 credits*
Courses selected from psychological theory, social, philosophical, or historical foundations	9
Elective Courses	*38 credits*
Relevant or related courses offered outside the College of Education	20
Dissertation (SPER 603)	18

INTERDISCIPLINARY SPECIAL EDUCATION AND REHABILITATION

Doctoral Degree Program

The special-education doctoral degree program, culminating in a doctor of philosophy or doctor of education degree in special education, provides maximum flexibility to accommodate students who have professional interests in related fields. It has a strong clinical focus and requires demonstration of acceptable knowledge and performance in such skill areas as teaching, supervision, research design, proposal development, and professional writing. An interdisciplinary program committee helps students select content specialization areas and advises them on area and general program requirements.

The interdisciplinary special-education degree program requires less specialization within areas but greater breadth across related areas or disciplines than do other programs in the division. This program is best suited to students whose career interests require knowledge and skills from several disciplines.

Two broad interdisciplinary doctoral focus areas are available: developmental disabilities and conduct disorders.

Students have minimal course requirements and work closely with the committee to develop programs suited to their specific needs. The program requires a core area of work within special education and rehabilitation and two related focus or content areas.

Students in the program choose from a broad array of seminar courses offered by faculty members in the interdisciplinary program. The interdisciplinary doctoral seminar is offered each term. Recent topics include educational reform and children's issues, health care in the 1990s, the intergenerational cycle of abuse and neglect, leadership in the 1990s, and the role of poverty in disability. In addition, students are expected to participate in a variety of clinical practica. Practicum placements occur in carefully selected agencies, which combine state-of-the-art clinical practice and innovative administrative arrangements. Many practicum students in the program work with nationally recognized clinicians and researchers.

SCHOOL PSYCHOLOGY

The school psychology program offers both master's and doctoral degrees. In addition, it provides a variety of service courses to other College of Education and university programs.

The main objective of the school psychology program is to prepare problem-solving psychologists who can work effectively with others to identify, assess, and remedy social and educational problems of children and adults. Students are trained to be scientists 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 six general areas.

1. **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
2. **Psychometrics, Assessment, and Research.** Courses in theory and application of measurement, assessment, statistics, and research design
3. **Methods of School-based Intervention.** Courses in methods of intervention and consultation with behavior and instructional problems
4. **Professional School Psychology.** Courses in professional practice of school psychology including law and ethics
5. **Application of Research Skills.** Experiences leading to completion of the master's thesis or doctoral dissertation
6. **Practicum Experiences.** Courses and applied experiences in school and clinical settings, which include public and private schools, the Center on Human Development, the Child Center, Oregon Research Institute, and the Oregon Social Learning Center. Every student must complete a one-year, full-time internship. Doctoral students also complete a supervised college teaching experience

Application and Admission

Prospective master's and doctoral applicants may request detailed admission policies and procedures from the School Psychology Program by contacting Rebecca Scarola, Preadmissions Coordinator, Center on Human Development, 5208 University of Oregon, Eugene OR 97403-5208.

Students are admitted for fall term only. Applicants are evaluated on (1) academic record, (2) letters of recommendation, (3) Graduate Record Examinations (GRE) general test scores, (4) résumé, and (5) a statement of purpose in seeking admittance. Application packets must include application forms, résumé, letters of recommendation, personal statement, and copies of transcripts. Completed applications for both the master's and doctoral programs must be received by February 15. Notices about the disposition of applications typically are mailed by March 15.

Master's Degree Program

The 99-credit master's degree program culminates in a master of arts, master of science, or master of education degree in school psychology. It 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 program.

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 the 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 program's core requirements, doctoral students are expected to select and develop an area of specialization and complete a dissertation.

For more information about the school psychology doctoral program, students should write or call Mark R. Shinn, School Psychology Program, College of Education, 5208 University of Oregon, Eugene OR 97403-5208; telephone (503) 346-2143.

SPECIAL-EDUCATION DEVELOPMENTAL DISABILITIES

Programs in developmental disabilities focus on services to individuals with severe disabilities. They lead to both master's—master of education, master of arts, or master of science—and doctoral degrees—doctor of philosophy or doctor of education—degrees as well as a severely handicapped learner (SHL) endorsement.

Severely Handicapped Learner (SHL) Licensure Program

The SHL licensure program is task oriented and field based. It prepares professionals to work with individuals traditionally labeled moderately, severely, or profoundly retarded; physically and multiply handicapped; and autistic or autistic-like. It combines university study with extensive practicum experiences in integrated public-school and other community-service programs. The SHL program permits students to focus on preprimary, elementary, or secondary programming. Full-time students can complete the licensure

program in four consecutive terms. The program is also open to part-time students who work in schools and who want to achieve greater success with learners with severe disabilities and diverse learning needs.

A bachelor's degree is required for admission to the SHL licensure program, but a teaching license is not. Students must meet general university requirements for graduate admission, and all applicants should request the proper application forms from the Center on Human Development, Graduate Admissions, 350L Clinical Services Building.

The following courses are typically included in the SHL licensure program.

SHL Licensure Courses	*48 credits*
Seminars: Practicum Seminar, Research Methods I,II (SPER 607)	7
Practicum (SPER 609)	20
Foundations of Disability (SPER 662)	3
Law, Policy, and Bureaucracy in Special Education and Rehabilitation Services (SPER 675)	3
Programming and Instruction for Students with Severe Disabilities I,II (SPER 685, 686)	6
Curriculum Planning for Students with Severe Disabilities I,II (SPER 697, 698)	6
Classroom Management and Program Improvement (SPER 699)	3

Master's Degree Programs

Supportive School and Community Education. Supportive school and community education, an option within the special-education developmental-disabilities master's degree program, is designed to be compatible with SHL licensure. Graduate students in the SHL licensure program can meet master's degree requirements by completing a master's project or a thesis in addition to endorsement requirements. This option is most appropriate for those interested in working with students with severe disabilities in elementary or secondary schools.

Transition Specialist. Community programs for youth and adults with developmental disabilities continue to expand rapidly. This option in the special-education developmental-disabilities master's degree program prepares management and service-delivery professionals for the expanding array of key positions in community work and residential programs.

The training program is task oriented and field based, requiring students to demonstrate skills in both academic and applied settings. It emphasizes services to individuals with a range of severely disabling conditions, and it prepares students to become leaders in transitional adult services.

The program requires a minimum of four academic terms (one calendar year) to earn approximately 55 credits in courses and field-experience assignments. Although the specific courses required depend on the student's entering skills and professional goals, all students must complete the following:

1. Core courses for the adult services and transition specialist
2. Courses to provide a foundation of knowledge in special education and related fields
3. Courses to develop specific skills in the habilitation of adults with severe disabilities
4. Supervised field experiences
5. Courses in agency or business management
6. A master's degree project

The program is limited to a small number of qualified applicants whose undergraduate records or work experiences or both are relevant to adult services.

Master's Degree. Students entering this program are encouraged to identify and develop specific areas of interest related to individuals who have developmental disabilities. The interest area is defined and the program of study developed in consultation with an adviser. Possible areas of emphasis include (1) social interaction and integration, (2) family support, (3) curriculum and program development, and (4) other topics pertinent to individuals with severely disabling conditions.

The general master's degree program requires at least 45 credits, completion of five required courses, 6 credits of research, a master's degree project, and a comprehensive examination.

Planned Professional-Development Opportunities

An innovative 12- to 15-credit planned program provides some financial support for in-service professional development of general and special-education teachers, educational assistants, specialists, and family members who want to increase their capacity to improve inclusionary educational services for students with developmental disabilities. No degree is required to enroll in this program. More information is available from Dianne Ferguson, Specialized Training Program.

Doctoral Degree Program

The developmental disabilities area offers a competency-based doctoral program that emphasizes the development of specific skills in teaching, research, service, program development, supervision, consultation, and professional writing. Although doctoral students are encouraged to pursue their particular interests, all doctoral students must complete a standard core of skills and competencies expected of highly trained professionals working in the field of developmental disabilities. The developmental disabilities doctoral program description, which lists these competencies along with criteria for meeting them, is available from the Center on Human Development, Graduate Admissions, 350L Clinical Services Building.

The goal of the doctoral program is to prepare individuals to assume roles as scholars, leaders, and program developers in special-education developmental disabilities. The area focuses on children and adults with severe or low-incidence disabilities.

Required course work consists of a one-term seminar on issues and a minimum of five seminars or advanced graduate electives to develop the student's interest areas. Doctoral students select additional courses in order to acquire the knowledge and background necessary to meet the core competency requirements. Some competency requirements may be satisfied by such course projects as research proposals, research critiques, and grant proposals.

Three years of full-time study are required for completion of the doctoral degree program in special education: developmental disabilities. A program advisory committee, consisting of the student and at least two faculty members, is appointed by the end of the first term to help the student develop a doctoral plan, to monitor and coordinate the student's progress toward the degree, and to participate in an annual review of the student by area faculty members. Doctoral candidates must complete a dissertation.

CENTERS AND FACILITIES

Center on Human Development

Clinical Services Building, Floor 3
Telephone (503) 346-3591
Hill M. Walker, Director

The Center on Human Development (CHD) is a research and service unit within the division. It consists of a number of federally funded research, demonstration, training, and service activities that are organized within several CHD project units: the Early Intervention Program; University Affiliated Program; Western Regional Resource Center; Specialized Training Program; Speech-Language-Hearing Center; and Parent and Child Education Program. CHD project activities provide diverse practicum sites for student training. CHD resources are made available to faculty members and students in each academic area, and principal investigators participate fully in instructional activities.

DeBusk Memorial Center

135 Education Building
Telephone (503) 346-3418
Brent S. Mallinckrodt, Director

DeBusk Memorial Center is a service, training, and research facility functioning as part of the Counseling Psychology Area. 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.

COMMUNICATION DISORDERS AND SCIENCES COURSES (CDS)

168 Sign Language (3) Expressive and receptive skills; American Sign Language system.

240 Clinical Phonetics (3) Acquaints students with the sounds and symbols of American English. Students gain proficiency in phonetic transcription.

241 Acoustics of Speech (3) Acoustic measurement and analysis of sound production and reception in human communication.

405 Reading and Conference: [Topic] (1–3R) Topics to be arranged. **R** when topic changes.

407/507 Seminar: [Topic] (1–3R) R when topic changes.

409 Practicum: [Topic] (1–7R) Recent topics are Assistance, Intervention, and Observation. Prereq: staff approval. **R** when topic changes.

425/525 Final Supervised Field Experience (1–15R) P/N only. Diagnostic and treatment experience in the school setting. Prereq: CDS 409, 455/555, 609, plus 12 credits of 600-level course work. Limited to students in speech-handicapped program for standard endorsement.

442/542 Anatomy and Physiology of Speech and Language (3) Study of anatomy, physiology, and neurology of speech and language processes.

450/550 Normal Speech and Language Development (3) Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and discourse. Discussion of areas related to language development.

451/551 Articulation and Phonological Disorders (3) Introduction to articulatory-phonological development and disorders. Topics include acquisition of a phonology, diagnosis, assessment. Prereq: CDS 240, 241, 450/550.

452/552 Language Disorders (3) Topics include disorders of phonology, syntax, morphology, semantics, pragmatics, discourse, and metalinguistics. Discussion of physical, cognitive, social, and environmental factors related to language disorders. Prereq: CDS 240, 241, 442/542, 450/550.

453/553 Stuttering and Voice Disorders (3) Introduction to stuttering, voice science, and voice disorders. Prereq: CDS 451/551, 452/552.

455/555 Language Methods in the Schools (3) Topics include legal issues, service-delivery models, program evaluation, positive work relationships. School visitation required. Prereq: CDS 451/551, 452/552; pre- or coreq: CDS 453/553.

457/557 Fundamentals of Audiology (3S) Basic anatomy of the ear; psychophysics of hearing; causes, types, and symptomatologies of hearing impairments. Prereq: CDS 240, 241, 442/542. **S** with CDS 458/558, 459/559.

458/558 Audiological Assessment (3S) Basic pure tone, air and bone-conduction audiometry; interpretation of audiograms; introduction to speech audiometry and immittance measures. **S** with CDS 457/557, 459/559.

459/559 Audiological Rehabilitation (5S) Rehabilitation of hearing impairments; use of amplification, auditory training, and assisted listening devices; psychosocial aspects of hearing impairments. **S** with CDS 457/557, 458/558.

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.

650 Early Language Assessment and Intervention (3) Assessment-evaluation strategies and tools; intervention skills and materials.

651 Educational Audiology (3) Audiological practices in the public school setting. Audiological assessment, follow-up, and intervention. Prereq: CDS 241, 442/542, 457/557, 458/558, 459/559.

652 Theory and Remediation of Articulation and Phonology (3) Advanced study of articulation and phonological development 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 individuals aged nine through nineteen years.

654 Theory and Remediation of Language Disorders in Adults (3) Diagnosis and treatment of speech and language disorders resulting from intracranial pathology or the aging process.

655 Stuttering (3) Focuses on contemporary issues in stuttering and other fluency disorders. Discusses and critically evaluates current theories and research findings.

656 Voice Science and Disorders (3) 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.

660 Motor Speech Disorders (3) Advanced study of speech disorders associated with lesions of central and peripheral nervous systems.

661 Auditory Language Processing (3) Management of auditory information primarily in the central auditory nervous system. Considers relationships between auditory processing deficits and learning disabilities.

706 Special Problems: [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 lifestyle.

200 Innovative Education: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

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 (4) 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 stress management.

458/558 Prevention Strategies (3) Developing programs to prevent family violence, delinquency, suicide, rape, substance abuse, and other problems. Focus on primary prevention before problem symptoms develop.

463/563 Dreikursian Principles of Child Guidance (3) Treatment of emotionally and socially maladjusted children in the home, school, and community.

464/564 Adlerian Education and Counseling for Couples (3) Review of and instruction in Adlerian theory and techniques for counseling couples and for conducting education groups for couples. Not offered 1994–95.

475/575 Supervision in Human Service Agencies (3) Examines a generic model for supervision in the helping professions and facilitates supervisory skill development. Includes case examples, role playing, and videotape recording.

493/593 Values and Human Behavior (3) Values and beliefs as sources of motivation in behavior; applications to the counseling process. Exploration of psychological and philosophical underpinnings of personal integration in the contemporary world. Not offered 1994–95.

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)

611 Basic Counseling Procedures (6) P/N only. Supervised laboratory experience in developing essential interpersonal skills for counseling effectiveness; self-exploration and videotape analysis; introduction to client intake and initial diagnostic-assessment procedures. Counseling majors only.

612 Ethical and Legal Issues (3) Current ethical and legal concerns in the professional practice of counseling. Ethical theory and decision-making processes; legal aspects of client-counselor relationships.

613 Conceptual Foundations of Counseling (3) Systematic overview of major approaches to understanding the structural dynamics of counseling. Integrated with a functional review of human development and relevant aspects of personality theory.

615 Counseling Diverse Populations (3) The influence of gender, racial or ethnic, and other factors related to diverse populations on the identity-formation process in contemporary society and their applications to counseling.

617 Introduction to Career Development (3) Addresses life-span career development including issues, concepts, and definitions; theories of career development and choice; work and leisure; appraisal; and special groups (e.g., women, people of color).

619 Group Counseling (3) Helps to develop group-leadership skills. Topics include group process and group objectives, factors that facilitate and hinder constructive interaction, and assessment of the continuing group process. Not offered 1994–95.

621 Introduction to Appraisal in Counseling (3) Introduces measurement concepts such as item analysis, reliability, validity; survey of intelligence, personality, aptitude tests; focus on issues related to using tests in counseling.

622 Applications of Personality Assessment (3) Instruments and procedures for generating personality assessments; emphasis on objective approaches and their application to the assessment-intervention planning process. Prereq: CPSY 621.

623 Psychological Evaluation (3) Development of psychological profiles based on information obtained through personality assessments, measures of intelligence, and interest inventories as well as diagnostic interviews; psychological report writing. Prereq: CPSY 621, 622.

634, 635, 636 Supervision I,II,III (3,3,3S) P/N only. Principles of clinical teaching and supervision, theory and models of supervision, ethical standards in supervision, review of research, and application to supervised practice with beginning counseling students. Prereq for nonmajors: instructor's consent.

638 Research in Counseling (3) Critical evaluation of major research themes in counseling psychology (e.g., social influence model, effectiveness of psychotherapy); discussion of advanced research methods used in counseling research.

675 Existential Themes in Counseling (3) Focal dimensions of the emerging existential approach to counseling. Philosophic and psychological exploration of death; freedom, responsibility, and the act of willing; isolation; and the problem of meaning. Prereq: instructor's consent. Not offered 1994–95.

678 Transactional Analysis and Gestalt Approaches to Counseling (3) Introduction to the theoretical bases of transactional analysis and gestalt counseling and their applications to counseling; emphasis on student participation and classroom exercises.

704 Internship: [Topic] (1–15R)

706 Special Problems: [Topic] (1–16R)

708 Special Topics: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

SCHOOL PSYCHOLOGY COURSES (SPSY)

198 Workshop: [Topic] (1–2R)

200 Innovative Education: [Topic] (1–5R)

400 Innovative Education: [Topic] (1–5R)

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.

620 Research Design in Education (3) Examines the validity of experimental and quasi-experimental designs with a focus on the control and partitioning of variability. Prereq: SPER 607 Seminar: Statistics in Education II.

626 Final Supervised Field Experience (1–15R) P/N only. Prereq: instructor's consent. Limited to students in school psychology program for basic certification endorsement.

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.

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 involved in behavioral assessment; applied aspects include data gathering and interpretation as well as report writing.

672 Intellectual Assessment: Theory and Practice (5S) 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 (4S) 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 671, 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.

680 Consultation in Organizational Development (3) Theory and techniques of organizational development. Training, data feedback, confrontation, consultation. Designed to improve the capacity to solve problems in school settings.

681 Instructional Consultation (4) Theory and practice in consultation in school settings with emphasis on instructional issues in 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.

704 Internship: [Topic] (1–15R)

706 Special Problems: [Topic] (1–16R)

708 Special Topics: [Topic] (1–16R)

709 Practicum: [Topic] (1–16R)

SPECIAL-EDUCATION DEVELOPMENTAL-DISABILITIES COURSES (SPER)

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 Field Studies: [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.

662 Foundations of Disability (3) Overview of special-education and disability-studies issues; social construction of disability, personal and family experiences and perspectives; service systems that support individuals with disabilities.

666 Qualitative Research in Disability Studies (3) Focuses on applying qualitative research methods to special-education and disability studies.

667 Research Design in Special Education (3) Basic strategies used in applied special-education research. Emphasis on critically analyzing research reports as consumers and on designing, conducting, and reporting research.

668 Advanced Methods in Single-Subject Research (3) Covers general methodological concerns regarding the use of single-subject designs. Provides information on the implementation and evaluation of specific design strategies. Prereq: SPER 667.

675 Law, Policy, and Bureaucracy in Special Education and Rehabilitation Services (3) Provides information and develops strategies to advocate for improved school and adult services through a better understanding of laws, policies, and bureaucratic processes.

685 Programming and Instruction for Students with Severe Disabilities I (3) Theory and implementation of behavioral technology for educating students with severe disabilities. Presents fundamental principles of behavior and specific strategies for applying the principles to instruction.

686 Programming and Instruction for Students with Severe Disabilities II (3) Focuses on providing the skills to use instructional and assessment procedures to manage complex problem behaviors. Prereq: SPER 685 or instructor's consent.

687 Programming and Instruction for Students with Severe Disabilities III (3) Focuses on providing the most advanced information available on instructional and behavioral support procedures for students who present difficult challenges. Prereq: SPER 685, 686 or instructor's consent.

690 Linked System Approach to Early Intervention (3) Conceptual underpinnings and practical application of an approach to early intervention that links assessment, intervention, and evaluation within which activity-based intervention is discussed.

691 Assessment and Curriculum in Early Intervention (3) Presents a range of assessment and curricular materials used in early intervention programs and provides methods for evaluating these materials.

692 Family Involvement in Early Intervention (3) Presents a family-guided approach to early intervention; covers procedures for family assessment, intervention, and evaluation. Addresses adult communication and management strategies.

693 Planning and Quality Assurance Systems in Rehabilitation Services (3) Presents the development of accomplishment-based organizational structures, management and information systems, and quality-assurance systems for agencies involved in transition from school to adult services.

694 Employment Services (3) Vocational habilitation of adolescents and adults with severe 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) Emphasis on the organization and management of community organizations; includes discussions of theory and issues related to managing nonprofit organizations.

697 Curriculum Planning for Students with Severe Disabilities I (3) Programming and curricula, family- and community-referenced assessment, collaborative individual-education-plan development; design, development, and modification of curriculum in communication, social behavior, motor-mobility, and sexuality.

698 Curriculum Planning for Students with Severe Disabilities II (3) Focuses on the design of curriculum and programs for very complicated learners and the adaptation of standard curriculum content for learners with severe disabilities.

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) R when topic changes.

708 Workshop: [Topic] (1–6R) R when topic changes.

709 Practicum: [Topic] (1–16R) R when topic changes.

School of Journalism and Communication

201 Allen Hall
Telephone (503) 346-3738
Duncan L. G. McDonald, Dean

FACULTY

Thomas H. Bivins, associate professor (public relations); associate dean. B.A., 1974, M.F.A., 1976, Alaska, Anchorage; Ph.D., 1982, Oregon. (1985)

Carl R. Bybee, associate professor (communication theory, research methods). B.A., 1973, M.A., 1976, Ph.D., 1978, Wisconsin, Madison. (1982)

Karen Champagnie Alman, assistant professor (advertising). B.A., 1986, University of the West Indies, Jamaica; M.A., 1989, Southern California; Ph.D., 1993, Michigan. (1993)

Cynthia-Lou Coleman, assistant professor (public relations). B.A., 1975, California State, Sonoma; M.A., 1990, Cornell. (1993)

Jon D. Franklin, professor (news-editorial, magazine). B.A., 1970, Maryland. (1991)

Charles F. Frazer, Carolyn Silva Chambers Distinguished Professor of Advertising. A.B., 1968, Rutgers; M.A., 1972, Fairfield; Ph.D., 1976, Illinois. (1990)

Timothy W. Gleason, associate professor (news-editorial). B.A., 1980, State University of New York, Empire State College; M.A., 1983, Ph.D., 1986, Washington (Seattle). (1987)

Arnold Ismach, professor (communication research, news-editorial). B.A., 1951, Oklahoma; M.A., 1970, California, Los Angeles; Ph.D., 1975, Washington (Seattle). (1985)

Lauren J. Kessler, professor (magazine). B.S.J., 1971, Northwestern; M.S., 1975, Oregon; Ph.D., 1980, Washington (Seattle). (1980)

Roger M. Lavery, associate professor (advertising). B.A., 1971, Notre Dame; M.S., 1972, Illinois, Urbana. (1991)

James B. Lemert, professor (communication research). A.B., 1957, M.J., 1959, California, Berkeley; Ph.D., 1964, Michigan State. (1967)

Ann C. Maxwell, senior instructor (advertising). B.A., 1973, M.A., 1975, California State, Fullerton. (1986)

Duncan L. G. McDonald, professor (news-editorial). B.S., 1966, Ohio; M.S., 1972, Oregon. (1975)

Debra L. Merskin, assistant professor (advertising). B.A., 1983, South Florida, Tampa; M.L.A., 1989, South Florida, St. Petersburg; Ph.D., 1993, Syracuse. (1993)

Kenneth T. Metzler, professor (magazine). B.S., 1956, Oregon; M.S.J., 1967, Northwestern. (1960)

Karl J. Nestvold, professor (broadcast news). B.S., 1954, Wyoming; M.S., 1960, Oregon; Ph.D., 1972, Texas at Austin. (1961)

Stephen E. Ponder, associate professor (news-editorial). B.A., 1964, Washington (Seattle); M.A., 1975, George Washington; Ph.D., 1985, Washington (Seattle). (1985)

Deanna M. Robinson, professor (telecommunication, regulation, international communication). B.A., 1964, M.A., 1972, Ph.D., 1974, Oregon. (1976)

John T. Russial, assistant professor (news-editorial). B.A., 1973, Lehigh; M.A., 1975, Syracuse; Ph.D., 1989, Temple. (1992)

William E. Ryan II, associate professor (graphic design). B.A., 1964, Loras; M.A., 1975, Ed.D., 1991, South Dakota. (1987)

Ronald E. Sherriffs, professor (telecommunication, production criticism). B.A., 1955, M.A., 1957, San Jose State; Ph.D., 1964, Southern California. (1965)

Alan G. Stavitsky, assistant professor (broadcast news). B.A., 1978, Wisconsin, Madison; M.A., 1983, Ph.D., 1990, Ohio State. (1990)

H. Leslie Steeves, associate professor (public relations). B.S., 1971, Vermont; M.S., 1974, Ph.D., 1980, Wisconsin, Madison. (1987)

James R. Upshaw, KEZI Distinguished Professor of Broadcast Journalism. B.A., 1962, San Diego State. (1992)

Wayne M. Wanta, assistant professor (news-editorial). B.A., 1982, Wisconsin, Madison; M.A., 1986, Ph.D., 1989, Texas at Austin. (1992)

Janet Wasko, associate professor (telecommunication history and economics). B.A., 1973, California State; M.A., 1974, Ph.D., 1980, Illinois. (1986)

William B. Willingham, associate professor (telecommunication, production, criticism); media operations manager. A.B., 1957, M.A., 1963, Indiana. (1965)

Thomas H. Wheeler, associate professor (magazine). B.A., 1969, California, Los Angeles; J.D., 1975, Loyola, Los Angeles. (1991)

Willis L. Winter, Jr., professor (advertising). B.S., 1950, California, Berkeley; M.S., 1957, Oregon; Ph.D., 1968, Illinois. (1968)

Emeriti

Charles T. Duncan, professor emeritus (news-editorial). A.B., 1936, M.A., 1946, Minnesota. (1965)

Jack D. Ewan, associate professor emeritus (advertising, public relations). B.S.J., 1948, M.S.J., 1964, Northwestern. (1964)

John L. Hulteng, professor emeritus (news-editorial). Ph.B., 1943, North Dakota; M.S., 1947, Columbia. (1955)

Roy Paul Nelson, professor emeritus (magazine, advertising). B.S., 1947, M.S., 1955, Oregon. (1955)

Galen R. Rarick, professor emeritus (communication research, news-editorial). B.A., 1948, Denver, M.A., 1951, Ph.D., 1963, Stanford. (1962)

R. Max Wales, professor emeritus (advertising, public relations). B.A., 1933, Washburn; M.A., 1956, Iowa. (1957)

Carl C. Webb, associate professor emeritus (news-editorial). B.S., 1932, M.A., 1950, Oregon. (1943)

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

The School of Journalism and Communication offers programs leading to bachelor's and master's degrees. Students major in one of six specialized areas: advertising, communication studies, electronic media production, magazine, news-editorial, or public relations.

The school, which started as a department in 1912 and became a professional school in 1916, remains one of the oldest journalism schools in the United States and also one of the most broadly conceived. All programs of the school are accredited by the national Accrediting Council on Education in Journalism and Mass Communications. 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 professional journalism courses. Students take professional courses to learn not only the techniques of mass communication but also its effects. They study the role of the mass media in society, the history of journalism, the visual aspects of communication, the ethics of media practices, the economics of the media, and the legal and social responsibilities of the media in modern society.

Majors are encouraged to consider a second major or minor in a field related to their career goals. Preparation in a second field is a valuable addition to a student's education and enhances employability.

Faculty members at the school are former professionals who combine academic background with experience in their teaching fields. Among them are former advertising-agency executives, newspaper reporters and editors, broadcast journalists, public-relations executives, communication researchers, and magazine writers. The faculty continues to be active and influential beyond the confines of the university campus through numerous textbooks and trade books in such areas as advertising, language skills, reporting, interviewing, information gathering, media criticism, political communication, graphic arts, public-relations writing, and magazine writing.

Many students are active in campus affairs, working for such agencies as the campus daily newspaper, the university's radio station, the student advertising agency, or alternative publications. The school also encourages them to participate in journalistic organizations such as the Advertising Club, Journalism Peer Advisers, Public Relations Student Society of America, Women in Communications, and Society of Professional Journalists. Internships are often available at newspapers, magazines, broadcast stations, advertising agencies, and public-relations offices.

Preparation. The best high school preparation for journalism majors is a broad college-preparatory program with emphasis on language skills, English literature, speech, history, and the social sciences. Depending on their career interests, prospective students can also benefit from the study of mathematics, statistics, computers, and foreign language. Students with specific interests in science and technology are encouraged to consider journalism because of the many career opportunities in communicating about those subjects. Students also should learn keyboarding or word processing.

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 can 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 its first dean. Fully equipped laboratories are provided for news writing, editing, advertising, graphic design, radio-television news, and photography. Current files of newspapers and trade publications are maintained in the George S. Turnbull Memorial Reading Room. The school receives the newspaper services of the Associated Press. The Eric W. Allen Seminar Room, furnished by contributions from friends and alumni, is a center for group meetings and receptions. The University of Oregon's Knight Library has an extensive collection of the literature of journalism and communication.

The Oregon Newspaper Publishers Association, the Portland Advertising Federation, and the Oregon Association of Broadcasters cooperate with the school and the university's Career Planning and Placement Service in providing placement services for journalism graduates. The Oregon Scholastic Press has its headquarters in 201 Allen Hall.

Scholarships. Scholarships ranging from $1,000 to $3,000 are available through the School of Journalism and Communication with the support of endowments and contributions. A brochure describing these scholarships is available in the school's office.

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 school's office.

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

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 all new undergraduate students during New Student Orientation. At other times students may go to the School of Journalism and Communication student services office, 211B Allen Hall, to request assignment to an adviser. Students may request specific faculty members as advisers or change advisers by applying at the student services office.

Peer advisers and school staff members are available to help plan programs, answer questions, and track progress toward admission as a major and toward graduation. Students should check with an adviser at least once a year to ensure that requirements are being met. The director of undergraduate advising for the school is the assistant dean for student services in 208 Allen Hall.

Current information about admission and degree requirements is available in the School of Journalism and Communication student services offices, 211B Allen Hall. A bulletin board in the south stairwell on the second floor of Allen Hall has announcements about policy, activities, scholarships, and other information of interest to journalism majors and premajors. Students should check this board once a week.

A university student in another major may switch to a journalism premajor by submitting a Change of Major form, available in the School of Journalism and Communication student services office. 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 taken the freshman and sophomore years: 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 grade of C– or better in each course 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) required for application to the program. The LSDT is a comprehensive examination of spelling, grammar, and word usage. *Students may attempt the LSDT only twice.* The journalism faculty suggests that students take the course first.

Premajor students may take no 400-level journalism courses

Laboratory courses with controlled enrollment are open only to majors or to students with instructor's consent.

Advising materials and sample programs are available on request in the school's student services office, 211B Allen Hall.

Admission as a Major

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 a letter grade of C– or better in each course

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 concerning 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 four 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 55 credits in journalism)
6. The school accepts equivalent courses taught at other colleges to meet the J 201 requirement for application to be a major

Transfer students wanting to discuss the transfer policy may consult the assistant dean for student services in 208 Allen Hall.

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 with at least 94 of those credits from the College of Arts and Sciences. A student who graduates with 180 credits must take no more than 49 credits in journalism, including transfer credits
3. Satisfactory completion of at least two writing courses at the School of Journalism and Communication or transferred from an ACEJMC-accredited journalism program. Writing for the Media (J 203) qualifies as one such course. Grammar for Journalists (J 101) does not fulfill this requirement
4. Satisfactory completion of at least three of the following courses: Communication Law (J 385), Communication Economics (J 386), Communication History (J 387), Communication Theory and Criticism (J 388), Communication Ethics (J 495)
5. A cumulative UO GPA of 2.50 or better
6. A cumulative GPA of 2.50 or better in courses taken in the School of Journalism and Communication
7. Satisfactory completion of at least one of the following academic-program specialized areas including course prerequisites:

Advertising. Two of the following: Advertising Copy Writing (J 341), Advertising Layout (J 442), Advertising Media Planning (J 443), Agency Account Management (J 444). Students must take Advertising Campaigns (J 448)

Students who opt not to take J 341 must take an additional writing course in the School of Journalism and Communication.

Communication Studies. Introduction to Communication Theory (J 311), Introduction to Media Systems (J 312), 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 if topic changes.

Electronic Media Production. ***Video-Production Option:*** Introduction to Electronic Media Production (J 330), Television Field Production (J 331), Television Studio Production (J 332). ***Broadcast-News Option:*** Introduction to Electronic Media Production (J 330), 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 one of the following: Specialized Reporting (J 463/563), Magazine Article Writing II (J 472/572), Magazine Feature Editing (J 473/573), The Magazine Editor (J 474/574), Magazine Design and Production (J 476/576)

News-Editorial. Reporting I (J 361), Reporting II (J 462), Newspaper Editing (J 364)

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 courses:

1. 16 credits in literature (excluding courses dealing primarily with film)
2. 8 credits in history
3. 8 credits in economics

Courses numbered 196, 198, 199, 200, 399–406, or 408–410 may not be used to fulfill these requirements.

Definitions, Limitations, and Policies

Literature courses include those taught by the Department of English and the Comparative Literature Program as well as literature courses taught in English translation by foreign language departments.

Internship. A 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 offered only pass/no pass (P/N). Grammar for Journalists (J 101) may be taken P/N.

All courses for the minor must be passed with grades of P or C– or better.

Minor in Mass Media Studies

The School of Journalism and Communication offers a minor in mass media studies, which gives students an overview of the field of mass communications. The minor requires 24 credits, of which 15 must be upper division, chosen from the following courses: The Mass Media and Society (J 201); Women, Minorities, and Media (J 320); Principles of Advertising (J 340); Principles of Public Relations (J 350); Communication Law (J 385); Communication History (J 387); Journalism and Public Opinion (J 394); Media Research and Theory (J 395); Advertising and Society (J 446); International Journalism (J 492); Communication Ethics (J 495); Media Management and Economics (J 497). Students may submit petitions to apply other courses toward the minor.

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 general-studies requirements and the university requirements for the B.A. or B.S. Credits, including transfer credits, earned for the first bachelor's degree may count toward meeting the requirements as long as they conform to the transfer-credit policy outlined 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 goal is to educate students to be mass media leaders and decision-makers who actively contribute to improving the quality of media.

The Ph.D. degree is intended to develop scholars who can critically examine institutions of mass or mediated communication. Current faculty expertise lies in three overlapping areas of emphasis: (1) global media and information issues, (2) the reasons communication institutions are organized the way they are and behave the way they do, and (3) the social and cultural role of communication in society. The Ph.D. is a research degree, and the program is intended to develop students with capability in—and tolerance for—both quantitative and qualitative research techniques. Ph.D. graduates can pursue careers in teaching, research, or policy analysis.

Requests for information and graduate applications, as well as all completed application materials, should be sent to Director of Graduate Study, School of Journalism and Communication, 1275 University of Oregon, Eugene OR 97403-1275.

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 for students' visa requirements. The best time to enroll in the institute's courses is the summer session preceding the first term in the master's degree program.

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. Both United States citizens and international students may apply. 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. The essay should focus on the relationship between the applicant's past academic and professional experience and his or her future plans
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, and (b) a score for a Test of Spoken English (TSE). A minimum score is not required for the TSE

Application deadlines are February 1 for doctoral applicants and March 1 for master's degree applicants.

Students may be conditionally admitted for graduate study if they can offer evidence that they can be successful in the program.

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.

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

Candidates for the master's degree must earn at least 46 graduate credits with a cumulative GPA of 3.00 or higher. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

The program concludes with either a thesis or a professional project. Students typically take five or six terms to complete the program. Specific requirements follow:

1. Three graduate-level core courses taken in the first year of graduate studies: Mass Communication and Society (J 611), Approaches to Mass Communication Research (J 612), Mass Communication Theories (J 613)
2. Three additional 600-level courses in the School of Journalism and Communication. Except for graduate seminars (J 607), J 601–610 do not count toward this requirement
3. 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
4. A graduate thesis (9 credits in J 503) or professional project (6 credits in J 609) approved and supervised by a faculty committee. Each student chooses a faculty member to supervise the research and writing of the thesis or project. The topic must be approved by the adviser before work is begun. A student should register for Thesis (J 503) or Terminal Project (J 609) during the terms in which the research and writing are under way

Creative Nonfiction Option

Candidates for a master's degree with a major in journalism may specialize in creative nonfiction. Students electing this option must earn 58 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 — *33 credits*

Writing. Creative Nonfiction I,II,III (J 635, 636, 637), taken during first year of study 18

Journalism. Seminar: Literary Journalism (J 507) 3

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 3

Capstone. Seminar: Writing the Nonfiction Book (J 507), typically taken during second year of study 3

Electives — *18 credits*

Journalism courses, approved by adviser 9

Nonjournalism courses, approved by adviser 9

Terminal Project

Terminal Project (J 609), taken during terms in which research and writing for the project occur. Culmination of creative nonfiction program. Requires writing that is noteworthy for its substance and its artistic quality. Student chooses a faculty member to supervise the research and writing of the terminal project. Topic must be approved by 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 foreign 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.

Evaluation of Progress. All graduate students' programs are examined by the school's graduate affairs committee during progress toward the master's degree:

1. Graduate students in the journalism and communication school are automatically considered for advancement to candidacy during their third term of graduate study. To be advanced to candidacy, a student must have completed at least 12 credits of graduate study at the UO with a GPA higher than 3.00. The three core courses (J 611, 612, 613) are typically part of the first 12 credits
2. Students not advanced to candidacy after completing 12 credits of graduate study are given written notice but may be allowed to continue course work until they complete 24 credits of graduate study. At that time a final decision about advancement to candidacy is made. To be advanced to candidacy after completing 24 credits, a student must have a 3.00 GPA or higher in graduate course work and have completed all three core courses

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, but the exact number of credits depends on the student's graduate-study experience. The program concludes with a dissertation. Specific requirements follow.

1. **Core Sequence**. Within the first four terms of study, the student must complete the core sequence of courses: Proseminar I (J 640), Qualitative Research Methods (J 641), Quantitative Research Methods (J 642), Proseminar II (J 643)
2. **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 interconnectedness of communication with other disciplines, the 18-credit outside field may involve more than one outside department
3. **Methodological Tool Requirement**. The student's committee evaluates the student's specific research aims and typically requires specific additional methods courses within and/or outside the school
4. **Seminar in Teaching**. A seminar in teaching is required of students who hold graduate teaching fellowships and is strongly recommended for other doctoral students in the school who are interested in a higher-education teaching career
5. **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 cadidacy and beginning work on the dissertation
6. **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)

200 Innovative Education: [Topic] (1–5R)

201 The Mass Media and Society (4) The various media of mass communication and their effects on society. Bybee, Merskin, Stavitsky.

202 Information Gathering (3) Survey of methods and strategies for acquiring information of use to the various mass media. Examination of records, databases and sources, and interview methods. Bybee, Kessler, McDonald, Ponder.

203 Writing for the Media (3) Introduction to the process and practice of writing for the several mass media channels. Discussion of rights and responsibilities of the public communicator. Prereq: Language Skills Diagnostic Test, sophomore standing. Franklin, Kessler, McDonald, Wheeler.

204 Visual Communication for Mass Media (3) Theory and application of visual communication in newspapers, magazines, television news, advertising, and public relations. McDonald, Ryan.

311 Introduction to Communication Theory (3) Introduction to communication as a social process of meaning production mediated through sign systems. Emphasis on interrelationships among communication, technology, and society. Bybee, Lemert, Robinson, Wanta, Wasko.

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. Bybee, Gleason, Robinson, Stavitsky, Wasko.

320 Women, Minorities, and Media (3) Inequities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change. Champagnie Alman, Kessler, Merskin, Steeves .

330 Introduction to Electronic Media Production (5) Introduction to writing for electronic media and to aesthetic and technical elements of audio and video production. Sherriffs, Stavitsky, Upshaw, Willingham. Majors only.

331 Television Field Production (3) Intensive examination of relationships between techniques of single-camera field video and message coherence. Exercises in image control and sequencing. Prereq: J 330. Sherriffs, Willingham.

332 Television Studio Production (3) Intensive examination of relationships between techniques of multiple-camera, studio-based video production and coherence of broadcast messages. Exercises in image control and sequencing. Prereq: J 331. Sherriffs, Willingham.

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, Merskin.

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, Lavery, 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, Coleman.

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, Coleman, 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, Kessler, Lemert, McDonald, Ponder. 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. Majors only.

365 Photojournalism (3) Introduction to black-and-white photographic techniques with emphasis on the structure, law, and ethics of photojournalism. Gleason, McDonald, Ryan. Laboratory intensive and portfolio oriented. 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. Kessler, Metzler, 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. McDonald, Metzler, Ryan.

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. Wanta, Wasko.

387 Communication History (4) The changing structure and character of the mass media in the United States since 1690. Theories of the media and their relationship to the society. Prereq: J 201. Kessler, Ponder, Stavitsky.

388 Communication Theory and Criticism (4) Survey of contemporary social scientific and humanistic theories focusing on the role of technology-mediated communication in modern society. Examines administrative and critical perspectives. Prereq: J 201. Bybee, Lemert, Steeves, Wanta, Wasko.

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. Coleman, Lemert.

395 Media Research and Theory (3) Theoretical models of mass communication based on systematic research. Application to a vari-

ety of journalism operations. The most-used communication research methods. Lemert, Steeves.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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 Advertising Portfolio, Advertising Strategy Development, Alternative Media, Conversational Broadcast Writing, Free Press Issues, In-depth Broadcast News, Literary Journalism, Media of Presidential Campaigns, Writing the Nonfiction Book.

408/508 Workshop: [Topic] (1–3R) P/N only

409 Practicum: [Topic] (1–3R)

410/510 Experimental Course: [Topic] (1–4R) Current topics are Advanced Editing, Business News Writing, Communications and Culture, Feature Writing, Infotainment, Literary Structures in Journalism, Magazine Publication, Publication Design, United States Film Industry.

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 311, 312. Bybee, Gleason, Robinson, Sherriffs, 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 systematically. Encompasses both social and aesthetic criticism. Prereq: J 311, 312. Bybee, Lemert, Sherriffs, Steeves, Wanta, Willingham. **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, Willingham.

417/517 Public Broadcasting and Culture (3) Comparative analysis of the structure and focus of cultural programming on public and commercial television. Focus on treatment of social and aesthetic values. Prereq: junior standing. Sherriffs, Stavitsky.

418/518 Communication and Democracy (3) Survey of 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, Willingham. Majors only.

421/521 Documentary Television Production (3) Workshop in preparation, shooting, and postproduction of the short television documentary. Prereq: J 331, 416/516. Sherriffs, Willingham. Majors only.

432/532 Reporting for Electronic Media (3) Training in gathering, production, and presentation of news for the electronic media. Prereq: J 330. Stavitsky, Upshaw.

433/533 Advanced Radio News (3) Special problems and opportunities for gathering, writing, editing, producing, and presenting news for radio broadcasting. Prereq: J 330. Nestvold, Stavitsky. Majors only.

434/534 Advanced Television News (3) Special problems and opportunities for gathering, writing, editing, taping, producing, and presenting the news for television broadcasting. Prereq: J 432/532. Nestvold, Stavitsky. Majors only.

435/535 Television Direction (3) Theory and techniques of television direction explored through group exercises and individual projects. Prereq: J 332. Sherriffs, Willingham.

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.

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.

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. 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, Winter.

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, 341 and either J 442/542 or 443/543. Frazer, Maxwell. Majors only.

449/549 Advanced Advertising Campaigns (5) Provides first-hand team experience of creating a professional-level advertising plan. Prereq: two from J 340–341, 442/542–445/545, 448/548. Frazer, Lavery, Ryan.

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, Coleman, Steeves.

455/555 Third World Development Communication (3) The role of communication in Third World development projects. Diffusion, social marketing, and alternative approaches. Prereq: junior standing. Champagnie Alman, 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. McDonald, Ponder. Majors only.

463/563 Specialized Reporting: [Topic] (1–4R) Newspaper reporting of special topics. Topics include business and economics, politics, health and medicine, science, the arts, and precision journalism.

466/566 Editorial Writing (3) Writing of analysis and opinion for the media of mass communication; examination of methods of formulating editorial policy; operation of editorial pages and editorial sections. Majors only.

467/567 Reporting III (4R) Reporting involving contexts and patterns that go beyond individual news events. Prereq: J 462/562. Franklin, Ponder, Russial. **R** once with instructor's consent. Majors only.

472/572 Magazine Article Writing II (3) Writing and marketing magazine articles. Individual conferences. Kessler, Metzler, Wheeler. 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. Kessler, Wheeler.

474/574 The Magazine Editor (4) Comprehensive examination of nonediting aspects of the magazine editor's role: issue planning, ethics, marketing, production, circulation, and graphics. Prereq: J 371, 473/573. Kessler, Wheeler.

476/576 Magazine Design and Production (3) Role of the magazine editor in working with art directors. Problems in designing covers, pages, and spreads for magazines; selecting type faces; and visualizing art. Kessler, Ryan. Majors only.

481/581 Newsletter Publication (3) Examines principles and practices of all aspects of newsletter publication including planning, information gathering, writing, editing, layout, and printing. Bivins, Coleman, Ryan, Wheeler.

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, Metzler. Majors only.

492/592 International Journalism (3) Mass communication media throughout the world: historical background; conflicting theories of control; international news services and for-

eign correspondence; problems in developing nations. Champagnie Alman, 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, Gleason.

497/597 Media Management and Economics (4) Media economic strategy in consumer and producer markets including capital, labor, and other input markets. Management functions and leadership principles. Emphasis on social responsibility. Russial.

498/598 International Communication (3) Examines 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.

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 (1–6R) 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) Current topics are Gender and Media, Issues in Radio and Society.

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 Political Language and Communication.

611 Mass Communication and Society (3) Review of the literature of mass communication. Introduction to graduate study in journalism and mass communication. Kessler, Lemert, Ponder.

612 Approaches to Mass Communication Research (4) Overview of empirical social-scientific, historical, and legal methods of mass communication research. Particular emphasis on construction and use of theory. Gleason, Lemert, Steeves.

613 Mass Communication Theories (3) The communication process; audiences of the mass media; media competition; attitudes of communicators; functions and dysfunctions of media activities. Lemert, Steeves.

614 Communication Research Methods (3) Introduction to graduate research. Selection and planning of research studies; class research project with instruction in appropriate methodology and basic statistical analysis. Coleman, Lemert, Wanta.

615 Legal and Historical Communication Research (3) The use of legal and historical methods in mass communication research. Selection and planning of legal or historical research studies. Class and individual research projects. Gleason, Kessler, Ponder.

616 Public Opinion and Propaganda (3) Research findings on choices made by mass media decision-makers. Research in attitude-change processes; source, message, channel, and receiver variables. Coleman, Lemert.

617 Bias in the News Room (3) Objectivity norms and other craft traditions; their consequences for audiences and for the adequacy of media performance. Lemert.

618 Criticizing the Media (3) Traditional, humanistic, social-responsibility approach compared with empirical approach to analysis and criticism of media performance and professional norms. Lemert.

620 Public Relations Planning Theory (3) Public relations management including systems theory and various formulas for program planning and evaluation. Prereq: J 453/553. Bivins.

631 Literature of Literary Journalism (3) Explores philosophical, historical, literary, and moral issues related to the genre of literary journalism, or creative nonfiction. Prereq: instructor's consent.

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.

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, Lemert, 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. Bybee, Coleman, Ismach, Lemert, 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, Ismach, Lemert, Wanta.

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, Wasko.

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.

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. Prereq: J 640. 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.

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.

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.

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. **R** twice when topic changes for maximum of 9 credits.

TELECOMMUNICATION AND FILM

210 Villard Hall
Telephone (503) 346-4174
Janet Wasko, Graduate Director

The telecommunication and film area was transferred from the Department of Speech in the College of Arts and Sciences to the School of Journalism and Communication in 1992. Undergraduate major programs in telecommunication and film are inactive. Graduate programs and courses in this area are available only to students who were enrolled in these programs before fall 1992. Existing programs and courses in this area are not open to new students during 1994–95 For more information, prospective graduate students should telephone the Graduate School at (503) 346-5129.

GRADUATE PROGRAMS IN TELECOMMUNICATION AND FILM

Graduate academic programs are designed around a student's particular interests, ordinarily expressed in study and research leading to the writing of a master's research paper or thesis or a doctoral dissertation. Although studio skills are expected of all telecommunication and film students, graduate work most often focuses on functions and effects of the media as related to a significant aesthetic, social, political, economic, or regulatory problem. This theoretical emphasis is reflected in the interests of students selected for admission to graduate study in the area, some of whom have earned undergraduate degrees in other fields.

Degree Programs

Students may receive M.A. or M.S. and Ph.D. degrees in telecommunication and film. A master's degree program typically takes two years beyond the bachelor's degree. A doctoral program is expected to take four or five years beyond the bachelor's degree.

General Requirements

Final determination of course requirements is the responsibility of the student's thesis committee or degree program committee. To maintain degree-candidate status, students must make satisfactory progress (as defined by the telecommunication and film faculty) through the curricular requirements identified by their program committee.

Master's Degree

For the M.A. or M.S. degree the student may choose either the thesis or the nonthesis option. In either case, students should meet with an adviser before the end of their first term of study to determine appropriate course requirements.

Thesis Program. A minimum of 45 graduate credits, of which not more than 9 may be in Thesis (TCF 503), are required. All students preparing for doctoral study are advised to choose the thesis option.

Nonthesis Program. A minimum of 51 graduate credits are required. Additional requirements are a comprehensive examination and a research paper of acceptable quality.

The nature of the course work is subject to the approval of the student's degree program committee (at least three members, two of whom must be in the telecommunication and film area). The committee also prepares and administers the comprehensive examination and assesses the quality of the research paper.

Doctor of Philosophy

The university requires no minimum number of credits for the Ph.D. However, students in telecommunication and film typically complete approximately 135 credits including those earned as a master's degree candidate. A preliminary examination is administered at or near the completion of all formal course work in the student's doctoral program.

1. Students in the Ph.D. program are required to take six telecommunication and film graduate seminars. The rest of the doctoral student's program is devised by the candidate, his or her adviser, and his or her degree program committee
2. Prior to successful completion of the preliminary examination, a total of no more than 9 credits may be taken in Research (601), Reading and Conference (605), and Practicum (609)

Program Committee

1. By the end of the first year of doctoral study, a Ph.D. student must have chosen an adviser and two additional committee members from the telecommunication and film faculty to serve as the student's program committee. This committee meets with the student during the first year of study and approves the student's proposed course work or areas of academic specialization. Failure to comply with this requirement constitutes unsatisfactory progress and may result in termination of a student's degree program
2. Changes in a student's adviser, committee membership, and approved course work must be documented and included in the student's academic file

Foreign Language Requirement

Prior to the preliminary examination, Ph.D. students must demonstrate reading comprehension of a foreign language at the second-year level in a test designated by the student's program committee.

Preliminary Examination

1. Advancement to candidacy for a Ph.D. degree is granted upon successful completion of the preliminary examination
2. The preliminary examination committee consists of the student's adviser, two additional members of the telecommunication and film faculty, and a faculty member from another department representing the student's outside area of specialization
3. The preliminary examination committee meets with the student at least one term prior to the examination to determine the format of and bibliography for each examination question
4. The preliminary examination committee may require that all or part of the examination be retaken with or without additional course work
5. Students who fail the preliminary examination a second time may not remain in the telecommunication and film Ph.D. program

TELECOMMUNICATION AND FILM COURSES (TCF)

503 Thesis (1–16R) P/N only
603 Dissertation (1–16R) P/N only

School of Law

275 Law Center
Telephone (503) 346-3852
Dave Frohnmayer, Dean

FACULTY

Keith Aoki, assistant professor (property, arts and the law, corporations). B.A., 1978, Wayne State; M.A., 1986, Hunter; J.D., 1990, Harvard; LL.M., 1993, Wisconsin. (1993)

Michael D. Axline, associate 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, assistant professor (consumer law, commercial law, corporations). B.S., 1982, J.D., 1985, Oregon (Coif); Arizona bar, 1985. (1990)

John E. Bonine, professor (environment and pollution, legislative and administrative law, natural resources and issues). A.B., 1966, Stanford; LL.B., 1969, Yale; California bar, 1970; Oregon bar, 1977. (1978)

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, intellectual property, art law). B.A., 1976, Colorado College; J.D., 1980 Arizona State (Coif); Arizona bar, 1980. (1993)

Garrett Epps, assistant professor (civil procedure, immigration law, constitutional law). B.A., 1972, Harvard; M.A., 1975, Hollins; J.D., 1991, Duke. (1992)

Caroline Forell, associate 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). B.A., 1962, Harvard; B.A., 1964, M.A., 1971, Oxford; J.D., 1967, California, Berkeley (Coif); California bar, 1967; Oregon bar, 1971. (1970)

Susan N. Gary, assistant professor (trusts and estates). B.A., 1977, Yale; J.D., 1981, Columbia; Illinois bar, 1981; Oregon bar, 1989. (1992)

Ibrahim J. Gassama, assistant professor (international business transactions, international law, torts). B.A., 1980, Virginia Polytechnic; J.D., 1984, Harvard; New York bar, 1985. (1991)

Leslie J. Harris, professor (children, family law, trusts and estates). B.A., 1973, New Mexico State; J.D., 1976, New Mexico (Coif); New Mexico bar, 1976; District of Columbia bar, 1977. (1982)

Richard G. Hildreth, professor (ocean and coastal law, property, urban land use law). B.S.E., 1965, J.D., 1968, Michigan (Coif); diploma in law, 1969, Oxford; diploma in law, 1973, Stockholm; California bar, 1969. (1978)

Maurice J. Holland, professor (administrative law, conflict of laws, federal jurisdiction). A.B., 1958, Yale; M.A., 1961, J.D., 1966, LL.M., 1970, Ph.D., 1980, Harvard; Massachusetts bar, 1963; Oregon bar, 1987. (1986)

Jon L. Jacobson, professor (contracts, international law, law of the sea). B.A., 1961, J.D., 1963, Iowa (Coif); California bar, 1964. (1968)

Laird C. Kirkpatrick, Hershner Professor of Jurisprudence (criminal law, evidence, nonjudicial dispute resolution). A.B., 1965, Harvard; J.D., 1968, Oregon (Coif); Oregon bar, 1968. (1974)

Lisa A. Kloppenberg, assistant professor (civil procedure, legal profession, federal courts). B.A., 1984, J.D., 1987 (Coif), Southern California; California bar, 1987; District of Columbia bar, 1990. (1992)

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 of Law (constitutional law, jurisprudence). B.A., 1966, Kansas; M.A., J.D., 1972, Stanford (Coif); California bar, 1973. (1981)

Charles R. O'Kelley, Jr., Loran L. Stewart Professor of Business Law (partnerships and corporations, tax policy); associate dean. A.B., 1970, University of the South; J.D., 1972, Texas; LL.M., 1977, Harvard; Georgia bar, 1973; Oregon bar, 1989. (1982)

Richard W. Painter, assistant professor (business law, corporations). B.A., 1984, Harvard; J.D., 1987, Yale; New York bar, 1988; Connecticut bar, 1991. (1993)

Margaret L. Paris, assistant professor (criminal procedure, administration of criminal justice). B.A., 1981, J.D., 1985 (Coif), Northwestern; Illinois bar, 1985. (1992)

George M. Platt, professor (local government law, secured land transactions, urban development problems). B.S., 1948, LL.B., 1956, Illinois; Illinois bar, 1956. (1966)

David Schuman, associate professor (constitutional law, criminal procedure, legislative and administrative processes). B.A., 1966, Stanford; Ph.D., 1974, Chicago; J.D., 1984, Oregon (Coif); Oregon bar, 1984. (1987)

Nancy E. Shurtz, professor (estate and gift tax, estate planning, federal income tax). B.A., 1970, Cincinnati; J.D., 1972, Ohio State; LL.M., 1977, Georgetown; Ohio bar, 1973; Tennessee bar, 1973; District of Columbia bar, 1977. (1982)

Peter N. Swan, professor (admiralty, antitrust law, conflict of laws). B.S., 1958, LL.B., 1961, Stanford; California bar, 1962; United States Supreme Court bar, 1967; Oregon bar, 1979. (1970)

Dominick R. Vetri, professor (copyrights, federal courts, torts). B.S., M.E., 1960, New Jersey Institute of Technology; J.D., 1964, Pennsylvania (Coif); New Jersey bar, 1965; Oregon bar, 1977. (1967)

Wayne T. Westling, professor (administration of criminal justice, criminal procedure, trial practice). A.B., 1965, Occidental; J.D., 1968, New York; California bar, 1969; United States Supreme Court bar, 1972; Oregon bar, 1981. (1979)

Mary C. Wood, assistant professor (Indian law, public lands). 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 (legal profession, property, water resources law). A.B., 1952, LL.B., 1954, Kansas; LL.M., 1959, Columbia; Kansas bar, 1954; Oregon bar, 1965. (1962)

Orlando John Hollis, distinguished professor emeritus (civil procedure, legal profession, trial practice). B.S., 1926, J.D., 1928, Oregon (Coif); Oregon bar, 1928. (1931)

Frank R. Lacy, professor emeritus (civil procedure, creditors' rights, Oregon practice and procedure). A.B., 1946, Harvard; J.D., 1948, Iowa (Coif); LL.M., 1958, J.S.D., 1971, New York; Iowa bar, 1948; Oregon bar, 1949. (1949)

William D. Randolph, professor emeritus (business planning, corporate reorganization, partnerships and corporations). B.S., 1948, J.D., 1950, Illinois (Coif); Illinois bar, 1950; California bar, 1962. (1976)

Milton L. Ray, professor emeritus (business planning and advanced taxation, estate planning, accounting). B.A., 1947, Rochester; J.D., 1950, Chicago (Coif); Illinois bar, 1950; California bar, 1964. (1971)

Eugene F. Scoles, distinguished professor emeritus. A.B., 1943, J.D., 1945, Iowa (Coif); LL.M., 1949, Harvard; J.S.D., 1955, Columbia; Iowa bar, 1945; Illinois bar, 1946. (1968)

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

The School of Law offers a professional curriculum leading to the doctor of jurisprudence (J.D.) degree.

The curriculum provides a thorough preparation for the practice of law. The School of Law wants the student to acquire knowledge not only of legal doctrine but also of the judicial process and of the social, economic, and political problems facing lawyers. The method of instruction requires an intensive exercise of analytical skills.

Because the curriculum presents fundamental subjects of law during the first year, the first-year program is prescribed.

Substantial participation in classroom discussion is an essential factor in legal education. Credit for any course may be denied for irregular attendance.

To stimulate involvement in classroom discussion, every effort is made to assure first-year students of at least one class with an enrollment limit of twenty-five students. All second- and third-year courses are elective except Constitutional Law I (LAW 643), Federal Jurisdiction and Procedure (LAW 646), and Legal Profession (LAW 649), which are required. Counseling and information are available to assist students in selecting courses most closely related to their professional goals. The scope of the curriculum is enriched by the addition of courses, seminars, clinics, and the research and writing program that explore the role of law in new areas of social and economic importance.

The Kenneth Lucas Fenton Memorial Law Library has more than 300,000 volumes including 121,000 volumes on microfiche. 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 relating 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 Law Center allows the law school to maintain its own identity within 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 Law Center'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 Bulletin*. For a free copy write to the Office of Admissions, School of Law, 1221 University of Oregon, Eugene OR 97403-1221.

DEGREE REQUIREMENTS

Students who have been admitted to the School of Law, who have satisfactorily completed 85 semester credits in law courses, and who have otherwise satisfied the requirements of the university and the School of Law are granted the J.D. degree provided that they:

1. Obtain, at least two years before completing work for the J.D. degree, a B.A. or B.S. or equivalent degree from an accredited college or university
2. Have been full-time law students at the School of Law for at least ninety weeks or the equivalent
3. Fulfill other requirements as may be imposed
4. Successfully complete Legal Profession (LAW 649). Constitutional Law I (LAW 643) and Federal Jurisdiction and Procedure (LAW 646) also are required for students who entered fall 1992 or later

The School of Law reserves the right to modify its curriculum and graduation requirements at any time. Students in the School of Law may accrue up to 5 of the required 85 semester credits by successfully completing graduate-level courses or seminars at the University of Oregon. These courses must be relevant to their program of legal studies and approved in advance by the dean or an assistant dean.

A total of three years of full-time resident professional study in the University of Oregon School of Law or another law school of recognized standing is required for the J.D. degree. Except in unusual circumstances, the last two years must be in residence at the University of Oregon School of Law.

During the second and third years in the school, each student must complete both a basic writing requirement and a comprehensive writing requirement. The basic requirement is designed to improve legal writing skills and the ability to analyze legal problems. The comprehensive requirement is a more intensive writing experience involving thorough research, creative thinking, and interaction with a faculty member in developing and editing a paper. One requirement must be satisfied each of the last two years in the law school, and both must be completed before a student can be granted a professional law degree.

CLINICAL-EXPERIENCE AND PRACTICE-SKILLS PROGRAM

The School of Law offers four clinical-experience and practice-skills programs as part of its curriculum. In addition, a legislative workshop is offered during the regular sessions of the Oregon Legislative Assembly.

Through clinical-experience programs, cases are handled under the direct supervision of a clinical instructor. Qualified third-year students in the clinical programs usually are certified under the Third-Year Student Practice Rule, which has been adopted by the Oregon Supreme Court.

Civil Practice Clinic. This program provides field experience at the Legal Aid Service of Lane County, Inc. It enables law students, under the supervision of an attorney, to represent 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.

Prosecution Clinic. Students are exposed to the criminal justice system as prosecuting attorneys in the trial of criminal cases, under the supervision of an attorney, through the Lane County district attorney's office. Students develop advocacy skills in the context of criminal prosecutions.

Enrollment is limited to third-year students.

Environmental Law Clinic. Students learn about agency proceedings, submission of petitions requesting government action, techniques of legal access to government files, interviewing of experts and clients, interpretation and presentation of environmental data in legal proceedings, and litigation on behalf of clients. Substantial carefully written work under close supervision is required.

Legislative Issues Workshop. Students are placed as interns with a legislator or legislative committee during most regular sessions of the Oregon Legislative Assembly. They are involved in legal research and in the preparation of reports pertaining to issues before the legislature.

Trial Practice Laboratory. Students examine and develop courtroom skills in civil and criminal cases. Primary emphases are on the opening statement, direct examination, cross-examination, objections, closing argument, and voir dire of juries. Each student participates in weekly classroom exercises and in a full trial at the end of the semester.

Ocean and Coastal Law

Second- and third-year students at the School of Law are eligible to begin developing a specialty in the field of ocean and coastal law. Students who satisfactorily complete one of two programs receive a statement of completion signed by the dean and by the directors of the Ocean and Coastal Law Center.

Environmental and Natural Resources Law

Second- and third-year students at the School of Law can also emphasize course work in environmental and natural resources law. Students must satisfactorily complete a number of specified courses and an academic paper of high quality. Students who complete the two requirements receive a statement of completion signed by the dean of the School of Law.

SUMMER SESSION

The School of Law offers a summer session that is open to law students who have completed at least one year of law work and who are in good standing at a law school accredited by the American Bar Association. Summer session students may earn up to 8 semester credits in the law school. *Summer session is not open to beginning law students.*

For complete summer session information, write to the Administration Office, School of Law, 1221 University of Oregon, Eugene OR 97403-1221.

CONCURRENT DEGREE PROGRAMS

J.D./M.B.A.

The School of Law and the Graduate School of Management offer a doctor of jurisprudence and master of business administration (J.D./M.B.A.) concurrent degree program. The program prepares students to use their legal skills in fields that require understanding of business principles, finance, accounting, and corporate management.

Students study both fields concurrently and receive two degrees in four years rather than in the normal five. Applicants must apply to and be accepted by both schools. Each school maintains its own academic standards and requirements.

J.D./M.S.

The School of Law and the Graduate School's Interdisciplinary Studies: Individualized Program offer a concurrent degree program leading to a doctor of jurisprudence and a master of science with a specialty in environmental studies. This program introduces students to scientific, social, and legal aspects of environmental regulation and resource development. Students study both fields concurrently and receive two degrees in four years rather than in the normal five.

Applicants must apply to and be accepted by the School of Law and the Graduate School. Each school maintains its own academic standards and requirements. Students accepted in this program are allowed to count credits earned in environmental law courses at the law school toward their master of science degree. In addition to law courses, students must emphasize three areas of concentration in the environmental studies program, take at least one course from each of five core areas, complete a thesis, and participate in an internship.

More information about the J.D./M.S. concurrent degrees may be obtained by writing to the Director of Admissions, School of Law, 1221 University of Oregon, Eugene OR 97403-1221.

ACADEMIC SUPPORT

The Academic Support Program (ASP) is a voluntary program designed to meet the needs of nontraditional law students.

ASP includes a summer orientation program and an academic tutorial program designed to teach the principles that underlie first-year course work, to develop research and writing skills, and to clarify the law school examination process. Students also receive assistance in obtaining summer clerkships and permanent employment.

STUDENT PROGRAMS AND ORGANIZATIONS

There is a wide variety of student programs and organizations. Among these are the Business Law Student Forum; Christian Legal Society; *Journal of Environmental Law and Litigation;* Land, Air and Water Student Research Group; Lesbian and Gay Law Students Association; Minority Law Students Association; National Lawyers Guild; National Moot Court Competitions; *Oregon Law Review;* Oregon Law Students Public Interest Fund; Oregon Women Lawyers; Partners in Law, Lovers, and Relatives Support; Peer Advising; Sports Club; People's Law School; 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 specified subject matter.

Details about prelegal study and law school admission criteria appear under Law, Preparatory, in the **Preparatory Programs** section of this bulletin.

Admission Correspondence

Specific inquiries, applications, fees, Law School Admission Test (LSAT) and Law School Data Assembly Service (LSDAS) reports, transcripts, and all supporting documents should be forwarded to the Director of Admissions, School of Law, 1221 University of Oregon, Eugene OR 97403-1221. Unless the applicant specifies the School of Law, documents may be delivered to the central university Office of Admissions, possibly delaying action on the application.

Basic Admission Requirements

An applicant must have a bachelor's degree from an accredited college or university prior to enrolling in the School of Law. Enrollment restrictions and the large volume of applications for admission to the law school make it necessary to admit only those applicants who, in terms of their overall records, are the most qualified for legal studies.

In addition to the undergraduate grade point average (GPA) and the 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 1993, the median undergraduate GPA was 3.51; the median LSAT score was 160.

Application. Applications and supporting documents should be submitted after October 1 of the academic year preceding the fall semester for which applicants are applying. The 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. All applications must be accompanied by a check for $50 payable to the University of Oregon. An applicant who has been 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. Applicants who take the LSAT in February of the academic year for which they are applying are considered for admission only if space is available in the entering class. LSAT scores are considered current for a period of five years.

Law School Data Assembly Service—Transcripts. The School of Law participates in the LSDAS. The LSDAS Transcript Matching Form must accompany a request to have a transcript from each undergraduate college or university sent to the LSDAS. These matching forms are included in each LSAT/LSDAS registration packet. Applicants should not mail their transcripts directly to the law school. The admissions committee cannot act on an application until a copy of the LSDAS report has been received. Information concerning the LSDAS is available in the School of Law Office of Admissions or can be obtained from Law School Admission Services, PO Box 2000, Newtown PA 18940-0998.

Acceptance Fee. Applicants who are offered admission to the law school must pay nonrefundable fees of $400—$100 to reserve a space in the entering class and $300 as a deposit to be credited toward tuition. The deadline for the $100 reservation fee is two weeks after acceptance into the school. 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 Director of Admissions, School of Law, 1221 University of Oregon, Eugene OR 97403-1221.

Due to enrollment limits, few transfer and visiting students are admitted.

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	D– 0.2
	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–, C–, and D–, not sufficiently below to merit a grade of the next lower category.

Academic Standards

1. A student must complete 85 credits with grades of D– or better to graduate. Students who take a full-semester externship must complete 65 credits of graded course work
2. At the end of any semester in which a student's cumulative GPA falls below 2.00, the student shall be placed on probation and shall remain on probation until (a) achieving a cumulative GPA of 2.00 or better or (b) being disqualified
3. A student is disqualified if while on probation that student records a GPA below 2.00 for any semester, including summer session
4. a. A student who has completed four semesters of residence under American Bar Association standards and who has not achieved a cumulative GPA of 2.00 or better is disqualified
   b. A student must achieve a cumulative GPA of 2.00 or better in order to qualify for graduation. A student who has not achieved a cumulative GPA of 2.00 or better after accruing 85 or more credits is disqualified
5. a. A student who is disqualified a first time may submit a petition to the Academic Standing Committee for readmission unless the case is governed by Rule 6.a.
   (1) If the committee believes that a student disqualified after two or three semesters of residence is likely to achieve a cumulative GPA of 2.00 or better by the time the student has completed four semesters of residence, it may readmit the student
   If the committee believes that a student disqualified after four or more semesters of residence (but not accruing 85 or more credits) is likely to achieve a cumulative GPA of 2.00 or better by the time the student is eligible to graduate, it may readmit the student
   (2) A student denied readmission by the committee may appeal that decision to the faculty, provided the student's cumulative GPA is 1.70 or higher at the end of the second semester, or 1.90 or higher thereafter
   (3) An appeal from an adverse committee decision must be filed within thirty days from the mailing of the committee's decision to the student
   (4) A student who is denied readmission by the committee and whose cumulative GPA falls below the averages set in Rule 5.a.(2) shall have no further recourse either before the committee or the faculty
   (5) Faculty review of a petition pursuant to Rule 5.a.(2) shall be under the standard set in Rule 5.a.(1)
   b. A student who is disqualified a second time may file a petition for readmission only if the student's cumulative GPA is 1.90 or higher unless the case is governed by 6.a.
   (1) The petition must first be evaluated by the committee. If the committee denies the petition, the student has no further recourse. If the committee recommends that the faculty readmit the student, the decision to readmit or to deny the petition is made by the faculty
   (2) The evaluation of the petition by the committee and, where appropriate, the faculty, shall be under the standard set in Rule 5.a.(1)
   c. A student who is once denied readmission by the faculty or who is disqualified a third time has no further recourse either before the committee or the faculty
6. a. A student disqualified pursuant to Rule 4.b. may submit a petition to the faculty for readmission regardless of any limitation whatsoever contained elsewhere in these rules. The committee shall first review the petition and submit its recommendations to the faculty, which may impose such conditions to readmission as it deems appropriate
   b. The committee or the faculty may impose such conditions on a readmitted student as it deems appropriate. Conditions may include but are not limited to academic counseling, retaking of first-year courses in which D or F grades were received, limitation of employment or other extracurricular activities, course limitations, course requirements, and remaining out of school for a period of time. Failure to abide by conditions of readmission may be cause for revocation of readmission or other appropriate remedy
   c. Appearances are permitted only before the committee
7. a. The existing legislation on "Grading Policies and Academic Standards" (effective fall 1983 and last revised in April 1988) applies to students enrolled and earning credit prior to fall semester 1991. The legislation as amended on January 30, 1991, applies to students first enrolled fall semester 1991 and thereafter
   b. The grade of D+ is available for use in all first-year courses, including Legal Research and Writing I,II (LAW 622, 623), commencing with the 1991–92 school year. The grade of D+ is available for use in all law school graded academic work commencing with the 1992–93 school year. For purposes of academic disqualification only, students enrolled and earning credit prior to fall semester 1991 who receive any D+ grades are deemed for such credits to have received grades of C
8. No student may graduate without obtaining grades of D– or better in all courses of the first-year required curriculum. Any student receiving an F in such a course must, at the first scheduled opportunity, retake the course for credit and obtain a D– or better. Only one attempt to satisfy the requirement is permitted. The requirement cannot be satisfied by taking the course or courses at another law school. Any student who receives an F in a required first-year course and then retakes the course for credit has his or her GPA computed based on the grade received in retaking the course, and the original F grade is ignored even though the F grade remains on the transcript
9. Grades of N (no pass) in pass/no pass (P/N) courses are counted in the student's GPA as 0.00 points for the number of credits attempted in such courses where N grades were received

COSTS AND STUDENT FINANCIAL AID

Law students are classified as graduate students. Regular fees are payable in full at the time of registration. Payment of the stipulated fees entitles all students enrolled for academic credit to all services maintained by the university for the benefit of students.

Tuition and Fees

For the 1993–94 academic year, tuition was $6,964 for resident students and $12,680 for nonresidents. See the law school bulletin for more information. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education (OSBHE).

Residence classification regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules, which are quoted in the **Admissions** section of this bulletin. Details governing administration of nonresident and resident policies are complex. 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 1993–94 costs for a single resident student at the School of Law averaged approximately $13,659 ($6,964 tuition; $4,545 room and board; $620 books; and $1,530 miscellaneous and personal). For a nonresident, costs averaged $19,375 ($12,680 tuition; $4,545 room and board; $620 books; $1,530 miscellaneous and personal). For a married resident student, costs averaged around $21,000; they were higher for students with children. The dependent child-care 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. The cost by semester or for full twelve-month coverage may be obtained from the office of the Associated Students of the University of Oregon (ASUO). Coverage for dependents of students is also available. Personal expenses are governed by individual preference but may include such items as car insurance, maintenance, and operation; an optional university parking permit; vacation and weekend travel; theater, movie, and athletic-event tickets and other entertainment; such incidentals as laundry, toilet articles, gifts, and dining out.

Financial Assistance

See the **Student Financial Aid** section of this bulletin 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 or in memory of alumni, students, friends, and loved ones.

Lois I. Baker Scholarship. An endowed fund to assist a second-year student, it was 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, it was 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 is 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. Recipients may reapply in subsequent years.

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 Scholarship. 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 Henry Ebarb and Lisa Raikkonen, 1992 graduates of the school, to honor Caroline Forell, a member of the faculty of the School of Law.

Lorienne Conlee Fowler Scholarship. A trust fund established by the late Dr. Frank E. Fowler in memory of his wife, Lorienne Conlee Fowler, for scholarships awarded on the bases of need and scholastic record.

Otto J. Frohnmayer Scholarship. Established in 1993 by friends of Otto J. Frohnmayer, this scholarship is awarded every year to a member of each law school class who is an Oregonian. Mr. Frohnmayer is a member of the Class of 1933, a Medford practitioner, and a leader and innovator in his profession.

William F. Frye Scholarship. A scholarship established in 1990 by the late William F. Frye, a 1956 graduate of the school, former Lane County district attorney, and Oregon state senator. The fund 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. Recipients of this scholarship are selected 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.

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 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. The scholarships are based solely on exigent financial need and are administered by Phi Alpha Delta legal fraternity.

Michael A. Johnston Award. An endowed fund in memory of law student Michael A. Johnston, established by family and friends, and given to a graduating student who has a disabling disease or disability and who 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 in memory of the late James T. Landye, a 1934 graduate of the school. Established by his family and friends for scholarships to scholastically superior and financially needy students.

Lane Powell Spears Lubersky Scholarship. Established in 1990 by the Portland firm of that name, this scholarship is awarded annually to a third-year student for excellent academic achievement in the first and second years.

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 school, and whose father Earl C. Latourette was chief justice of the Oregon Supreme Court from 1953 to 1955.

Ann Louise Litin Memorial Award. An 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.

Wayne Morse Endowed Memorial Scholarship. An endowed fund established in 1991 by the estate of Nancy T. Fisher to honor 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 Foundation. For the past several years, the Oregon Law Foundation has provided funds for scholarships to deserving minority students at the law school.

Oregon Law School Alumni Association Scholarships. 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 Minority Scholarships. A variety of minority scholarships are available through the Oregon State Bar Office and through grants and loans designed to increase the number of minority attorneys in Oregon. Members of minorities are encouraged to apply through the Oregon State Bar Office. For applications, telephone the Oregon State Bar at 1-800-452-8260, 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, and awarded on the bases of financial need and scholastic ability and with a preference for women. Recipients may be first-year students and apply for renewal in ensuing years.

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.

Schwabe, Williamson & Wyatt Scholarship. A fund augmented annually with contributions from individual attorneys in the Portland firm of Schwabe, Williamson & Wyatt, many of whom practiced with the late Robert T. Mautz, a 1927 graduate of the school. Recipients are selected by the dean on the bases of financial need and demonstrated promise of becoming good attorneys.

D. Benson Tesdahl Legal Writing Award. Given annually to a first-year student demonstrating sustained excellence in legal research and writing, this award is presented by the Legal Research and Writing Program. Funded by Ben Tesdahl, a Washington, D.C., attorney and 1984 graduate of the school.

Donald Walker-Norman Wiener Endowment. Two members of the law school Class of 1947, Donald Walker and Norman Wiener, both prominent Portland practitioners, established this endowment in 1993. Part of the annual income from the endowment provides research assistantships for law students who are graduates of Roosevelt or Jefferson high schools in Portland.

Academic Calendar for Law Students

The School of Law operates on an early semester calendar. On this schedule, registration for fall semester takes place in late August, fall semester examinations are given before the winter vacation, and the spring semester ends in mid-May. For additional information concerning calendar dates, please inquire at the School of Law.

LAW COURSES (LAW)

A complete list of courses with descriptions is in the UO School of Law Bulletin. *For a free copy, write to the School of Law, 1221 University of Oregon, Eugene OR 97403-1221.*

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

Required First-Year Courses

611, 612 Contracts (3,3)
613, 614 Torts (3,3)
615 Civil Procedure (4)
616 Legislative and Administrative Processes (3)
617 Property (4)
618 Criminal Law (3)
622, 623 Legal Research and Writing I,II (2,2)

Second- and Third-Year Courses

All second- and third-year courses are elective except LAW 643, 646, 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 (3)
631 Real Estate Planning (3)
635 Secured Land Transactions (3)
636 Commercial Law (4)
637, 638 Trusts and Estates I,II (3,3)
639 Employment Discrimination (3)
640 Children and the Law (3)
641 Partnerships and Corporations (3)
643, 644 Constitutional Law I,II (4,3)
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)
651 Evidence (4)
652 Survey of Evidence (3)
654 Insurance (3)
655 Family Law (3)
658 Local Government Law (2)
659 Labor Law (3)
660 Employment Law (3)
661 Remedies (3)
662 Jurisprudence (3)
663 Antitrust Law (3)
664 Administrative Law (3)
665 Securities Regulation (2–3)
666 Admiralty (3)
667 Copyrights (3)
668 Land Use Law (2–3)
669 Water Resources Law (3)
670 Public Land Law (3)
671 International Law (2–3)
675 Legal Writing (1–3R)
676 Environment and Energy (3)
677 Law of the Sea (3)
678 Indian Law (3)
679 Ocean and Coastal Law (3)
680, 681 Federal Income Tax I,II (3,3)
682 Estate and Gift Taxes (2)
683 Estate Planning (3)
684, 685 Criminal Procedure I,II (3,3)
686 Environment and Pollution (3)

Professional Writing, Research, and Seminars

601 Research: [Topic] (1–16R)

605 Reading and Conference: [Topic] (1–16R)

607 Seminar: [Topic] (1–5R) Recent topics include Advanced Contract Law, Complex Litigation, Corporate Mergers and Acquisitions, Cultural Property Law, Elder Law, Environmental Legislation, European Community Law, Hazardous Waste, Perspectives on Tort Law, Women and the Law.

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.

Clinical Experience and Practice Skills Programs

704 Internship: [Topic] (1–12R)

707 Seminar: [Topic] (1–5R) Recent topics include Advanced Appellate Advocacy, Counseling and Negotiation, Environmental Law Moot Court, Intellectual Property Moot Court, International Law Moot Court Team Workshop, Interviewing, *Journal of Environmental Law and Litigation*, Legislative Issues Workshop, Moot Court Board, Moot Court National Team Workshop, *Oregon Law Review*.

School of Music

150 Music Building
Telephone (503) 346-3761
Anne Dhu McLucas, Dean

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 houses 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. Its mission is five-fold:

- to help students balance the knowledge and understanding of their art with the intuition and skills necessary to present it
- to involve students and members of the university and the community in the intellectual life and performing activities of the school through the curriculum, lectures, workshops, and concerts
- to help students learn to communicate and teach their art effectively, whether as professional teachers of public or private school, at the college level, or as performers
- to reflect the diversity of the fields of music and dance in its offerings. Since the scope of these fields is ever changing, the faculty educates students to be prepared for encounters with other cultural communities and their art forms. At the same time, it teaches students the respect and knowledge necessary to reexamine and pass on the great traditions inherited within its own cultures
- to contribute new ideas to the fields of music and dance in the form of original compositions and choreographies, studies of new repertoires and interpretations of existing ones, as well as scholarship in the history, theory, pedagogy, and cultural context of music and dance. Faculty members seek to teach and inspire their students to do the same

DANCE

161 Gerlinger Annex
Telephone (503) 346-3386
Jenifer P. Craig, Department Head

FACULTY

Lisa Codman Arkin, assistant professor (dance ethnology, character ballet and folk technique, history of dance). B.A., 1976, California, Los Angeles; M.A., 1978, San Francisco State. (1987)

Sherrie Barr, assistant professor (modern and jazz technique, composition, movement analysis). B.A., 1971, Adelphi; M.F.A., 1973, Wisconsin, Madison; C.M.A., 1987, Washington (Seattle). (1989)

Steven Chatfield, assistant professor (modern dance, dance sciences, research); 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. On leave 1994–95. (1971)

Jim Rusby, audio-visual. See **Music**

Jeffrey Stolet, assistant professor (music for dancers, basic rhythms, electronic and computer-generated music). B.Mus., 1977, M.Mus., 1979, New Mexico; Ph.D., 1984, Texas at Austin. (1988)

Susan Zadoff, senior instructor (classical ballet technique and staging, dance in musical theater). Ballet Russe de Monte Carlo. (1976)

Emeriti

M. Frances Dougherty, professor emerita (philosophy, aesthetics, history). B.A., 1935, M.A., 1940, Northern Colorado; Ph.D., 1959, New York. (1959)

Linda S. Hearn, associate professor emerita (folk, production, curriculum). B.S., 1962, M.A., 1965, Texas Woman's. (1965)

Bruno V. Madrid, senior instructor emeritus (accompaniment, basic rhythms, music for dance). B.Mus., 1955, Santo Tomas Conservatory of Music, Philippines; M.Mus., 1963, Oregon. (1966)

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

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 within 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 (DAN) classes. The department emphasizes modern dance with a strong supporting area in ballet. Students may also choose to study such idioms as jazz, tap, folk, character ballet, improvisation, and ballroom.

Regardless of a student's career goals, education in dance at the University of Oregon provides the opportunity to develop self-discipline and motivation, intellectual curiosity, and creative imagination. These attributes are essential not only for a successful career but also for experiencing a fulfilling life as a citizen in the twenty-first century.

Placement of Majors and Minors

Students who want to enroll in professional dance (DAN) technique courses must audition to determine their correct placement level. Faculty adjudicators observe and place students according to the students' knowledge and skill levels. Placement classes are held the week before fall-term classes begin and during spring term. Entering freshmen planning to attend IntroDUCKtion in July should attend the spring-term audition. Incoming students registering in the fall should attend the auditions during New Student Orientation. Students who want to enter professional-level (DAN) technique courses winter or spring terms should request a placement decision. More information is available from faculty members. Write or call the department office for dates of auditions.

Dance Program for Nonmajors

A variety of dance experiences is provided for enjoyment and enrichment through the dance service (DANC) program. Auditions are not necessary to enroll in these courses. Lower-division courses generally offer beginning or elementary instruction; upper-division courses provide intermediate and advanced instruction. These courses may each be repeated once for credit. Each level should

be taken twice before advancing to the next level. A maximum of 12 credits in DANC courses may be applied to the total number of credits required for a bachelor's degree.

These courses are also available without credit 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. Information about class availability and fees may be obtained in the department office, 161 Gerlinger Annex.

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 who is 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 producing student choreographed concerts; film and video showings 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. Selections are made through auditions. Supervised performances and performance-related activities carry academic credit. Repertory groups tour throughout Oregon and the Northwest to present concert performances as well as master classes and lecture-demonstrations for public schools, colleges, universities, civic organizations, and community concert series.

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 and workshop credit for performance and production work.

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 also 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. The application deadline for these awards is April 1.

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 the bachelor of arts (B.A.) or bachelor of science (B.S.) degree. The goal of the department is to provide comprehensive dance training within the liberal-arts framework of the university. The serious study of dance involves intellectual, artistic, and physical development. The Department of Dance emphasizes all three areas of growth, a commitment made possible by the breadth of its curricular offerings and the depth of faculty expertise.

Facility with oral and written communication is 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. Additional studies in personal health and biology are strongly recommended.

Students transferring as dance majors following two years of college work elsewhere should have completed 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 music as well as experience in ballet, folk, or modern dance techniques. 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 and pass/no pass (P/N) courses for which a student received an N. Any deficiencies in lower-division dance courses must be met either by proficiency examination or by completion of these core courses at the first opportunity. During their first four terms, freshmen and transfer students must pass Looking at Dance (DAN 251) and Fundamentals of Rhythm (DAN 252) to be eligible to continue in professional technique courses.

The faculty reviews each student for continuation as a dance major upon completion of the following requirements:

1. Passing DAN 251 and 252 with grades of C– or better
2. Passing with grades of mid-B or better the ballet and modern technique courses (DAN or DANC) in which the student was placed upon entry into the program

If, upon auditioning for placement in modern and ballet technique, a student is placed above the DAN 292 level in any of these idioms, course requirements at a lower level of technique are waived.

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.

Satisfactory progress toward the degree must be maintained. Progress is monitored every term by faculty advisers. Students who receive grades of D or F or marks of W (withdraw) or I (incomplete) in courses required for the major are placed on probation for up to a year. During this time, the course or courses must be

repeated for passing grades. If the student fails to make satisfactory progress, that student is dropped from the major program.

Advising. Students admitted as majors or minors must meet with a dance faculty adviser prior to registration each term. Appointment schedules for advising are posted by each adviser. Students must have a signed advising contract before they may register each term using DUCK CALL.

Major Program

Candidates for the bachelor's degree with a major in dance must satisfy all general university requirements, elect appropriate courses in related areas, and complete the professional course requirements of the Department of Dance.

Department Requirements

Lower Division	*34 credits*
Tap *or* Jazz (DANC 175 or higher), two terms	2
Ethnic Dance (DANC 178–181 or 185 or higher)	1
Ballroom (DANC 184 or higher)	1
Looking at Dance (DAN 251)	3
Fundamentals of Rhythm (DAN 252)	3
Dance Production (DAN 255)	3
Body Fundamentals (DAN 256)	3
Dance Improvisation (DANC 271)	1
Character Ballet *or* Historical Dance (DANC 273 or 274 or higher)	1
Modern Dance Laboratory (DAN 294), three terms	6
Ballet Laboratory (DAN 296), two terms	4
DAN 294 or 296 or higher in one idiom, three additional terms	6

Upper Division	*43 credits*
Dance and Folk Culture (DAN 301) *or* Dance in Asia (DAN 302)	4
Human Anatomy I: Bones, Muscles, Nerves (BI 311)	3
Movement Notation (DAN 341)	3
Intermediate Movement Notation (DAN 342)	3
Dance Composition I, II (DAN 351, 352)	6
Music for Dancers (DAN 358)	3
Dance Kinesiology (DAN 360)	3
Internship (DAN 404)	2
Workshop: Production (DAN 408)	1
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
Dance Accompaniment (DAN 490)	1
Teaching Dance (DAN 491)	3

Electives	*24 credits*
University requirements and electives to complete 186 credits	*85 credits*

The breadth requirement in dance technique is fulfilled by completing ethnic, ballroom, tap or jazz, and character ballet or historical dance. The 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 class every term that they are in the program, (2) the minimum competency for graduation is ballet (DAN 296) for two terms and three terms of modern (DAN 294), and (3) during the last three terms before graduation, each major must complete an additional 6 credits of DAN 294 or 296 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 bulletin.

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. 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 bulletin for specific honors college requirements. Departmental requirements for dance majors enrolled in the Clark Honors College include (1) 6 credits of independent study in choreography, ethnology, notation, or technical production leading to the senior honors thesis; and (2) either a choreography (minimum of ten minutes) with written description and discussion or an honors essay on an approved research topic.

Minor Program

The dance minor is available to undergraduate students who want to combine an interest in dance with a degree in another area of study. Dance studies can complement degrees 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.

Students must take a placement class before enrolling in a technique course at the DAN level. See Placement of Majors and Minors earlier in this section of the bulletin.

The dance minor requires at least 31 credits including the 13-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 31 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, 161 Gerlinger Annex.

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.

Minor Requirements — 31 credits

Core	*13 credits*
Looking at Dance (DAN 251)	3
Fundamentals of Rhythm (DAN 252)	3
Dance Production (DAN 255)	3
Body Fundamentals (DAN 256)	3
Workshop: Dance Production (DAN 408)	1
Dance technique	*9 credits*
Dance courses in the humanities-sciences and studio-theory areas	*9 credits*

GRADUATE STUDIES

Both master of science (M.S.) and master of arts (M.A.) degrees in dance are available. Full-time students with adequate undergraduate preparation can complete a master's degree program in two years if their area of specialization is designated during the first year. Graduate students who enter with background deficiencies or who do not have 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 prior to their first term of enrollment. Placement classes are held each spring term and during New Student Orientation 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 also 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 Awards. A limited number of graduate teaching fellowships (GTFs) are available. Applications are available from the department office. Applicants must submit a half-inch VHS videotape demonstrating their skills in at least two dance idioms (i.e., African, ballet, ballroom, contact improvisation, ethnic-folk, jazz, and tap). Applications are reviewed beginning February 1 for the following fall term. Positions are filled as quickly as possible.

Master's Degrees

Three master's degree programs are available: (1) the general master's degree with thesis or choreographic thesis, (2) the general master's degree without thesis, and (3) the master's degree with emphasis in dance science.

A minimum of 54 graduate credits must be completed for the master's degree in dance; at least 30 of these credits must be earned in residence after admission to the graduate program. A student seeking the master of arts (M.A.) degree must demonstrate proficiency in one foreign language by submitting evidence of two years of college-level study within the previous seven or by passing an examination at the university's Testing Office, 238 Student Health Center.

All work for the master's degree must be completed within a period of seven years. This includes transfer credit from another institution and the thesis or final 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. Only these 6 credits may be applied toward the degree.

Graduate students are required to take a minimum of 2 credits of 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:

	32 credits
Improvisation	1
Dance composition	6
Music for dancers	3
Dance history	6
Movement notation	3
Dance pedagogy	4
Human anatomy	3
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.

Core Courses

Scientific Aspects of Dance (DAN 560)

Seminar: Dance Research (DAN 607)

Aesthetic Bases for Dance in Art and Education (DAN 693)

Students in this program must take a minimum of 9 credits in Thesis (DAN 503). At least 9 credits must be earned in graduate courses outside the department. These courses, approved by the major adviser, are selected from fields related to the student's research. At least 6 of the 9 credits must be earned before starting the thesis.

Upon consultation with the director of graduate studies, students may use graduate-level work that counts toward the master's degree to correct deficiencies.

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.

Of the 19 elective credits, 6 credits may be taken in Research (601) in another department if it relates to the student's thesis. DAN electives may be selected from the following:

Specific Courses and Seminars

Experimental Course: Notation Reconstruction (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)

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 toward 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)

Practica: Choreography, Production Management, Design (DAN 609)

General Master's Degree without Thesis (54 credits). This option includes the general requirements, examinations, and limitations on credits stated earlier as well as core courses listed above and any undergraduate-level deficiences.

The nonthesis option requires 19 credits selected from the list of courses set forth in the thesis option above, a minimum of 9 credits in an area related to dance, and another 9 credits appropriate to the program elected from within or outside the Department of Dance. All course selections and field choices must have the approval of the student's adviser.

For the student electing the nonthesis option, a project is required in the area of concentration. The project might take the form of a reconstruction from a notated score or a reconstruction from a historical dance treatise (i.e., from original language or notation to article or performance). The proposal must be approved by a project 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 undergraduate-level course work.

	32 credits
Improvisation	1
Dance composition	6
Music for dancers	3
Dance history	6
Movement notation	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 described earlier with two exceptions:

1. Core courses for this option are Seminar: Dance Research (DAN 607), Aesthetic Bases for Dance in Art and Education (DAN 693), and 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. At least 9 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 6 of the 9 credits must be earned before starting 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. Grades of mid-B or better in 12 graduate dance credits
   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 teaching fellows (GTFs) must satisfactorily complete 9 graduate credits each term as specified in the signed Course Advising Contract
3. 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
4. DAN graduate courses must be passed with grades of B– or P or better. Courses may be retaken at the next scheduled offering if satisfactory grades are not received. The student is advised to leave the program if a grade of B– or P or better is not earned on the second try
5. Of the 54 graduate credits required for the 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/N). A 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

DANCE SERVICE COURSES (DANC)

Not all courses can be offered every year. A list of courses offered each term is in the current UO Schedule of Classes. *Each course requires payment of a laboratory fee.*

101–198 Dance Service Courses for Men and Women I (1R) 170: Modern I, **171:** Contact Improvisation, **172:** Ballet I, **174:** Enerjazz, **175:** Jazz I, **176:** Tap I, **178:** International, **179:** Balkans and Eastern European, **180:** Near and Middle East, **181:** North American Folk Heritage, **184:** Ballroom I, **185:** African. **R** once for maximum of 2 credits each.

199 Special Studies: [Topic] (1–5R)

201–299 Dance Service Courses for Men and Women II (1R) 270: Modern II, **271:** Dance Improvisation, **272:** Ballet II, **273:** Character Ballet, **274:** Historical Dance, **275:** Jazz II, **276:** Tap II, **278:** International Folk II, **284:** Ballroom II. **R** once for maximum of 2 credits each.

301–398 Dance Service Courses for Men and Women III (1R) 370: Modern III, **372:** Ballet III, **373:** Character Ballet, **375:** Jazz III, **376:** Tap III, **384:** Ballroom III. **R** once for maximum of 2 credits each.

399 Special Studies: [Topic] (1–5R)

DANCE PROFESSIONAL COURSES (DAN)

DAN courses are open to all students who fulfill the prerequisites and meet placement criteria. Generic courses are limited by faculty work load and availability. A list of courses offered each term is in the current UO Schedule of Classes.

192 Dance Laboratory (2R) R for maximum of 6 credits in any one idiom.

198 Workshop: [Topic] (1–2R) Recent topics include Performance, Production Experience, Repertory.

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

251 Looking at Dance (3) 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 (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 the functional anatomy of patterning in movement. Various body therapies—Bartenieff's Fundamentals, Sweigard's Ideokinesis, and developmental patterning—provide a framework for experiential investigations. Barr.

292 Dance Laboratory: [Topic] (2R) Dance technique in jazz, tap, character ballet, and others 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. Arkin.

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 (3S) Introduction to Labanotation, the process of recording movement. Concepts of spatial and temporal analysis, conversion into graphic symbols, and reconstruction into movement from Labanotated scores. **S** with DAN 342. Prereq: DAN 252. Barr, Descutner. Offered alternate years; not offered 1994–95.

342 Intermediate Movement Notation (3S) Theory and application of intermediate principles of Labanotation. Investigates concepts of Labanalysis, a system that describes the qualities of space and motion in movement. **S** with DAN 341. Barr, Descutner. Offered alternate years; not offered 1994–95.

351 Dance Composition I (3S) Introduction to creation of dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. **S** with DAN 352. Prereq: DANC 271, DAN 252.

352 Dance Composition II (3S) Compositional forms and styles in dance. Structural forms derived from music, fine arts, poetry, theater. **S** with DAN 351.

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 and instructor's consent. Zadoff. Open to nonmajors. Offered alternate years; not offered 1994–95.

358 Music for Dancers (3) Survey of musical form, style, and expressive content. The relationship of instrumentation, melodic development, tonality, and rhythmic structure to choreographic form and style. Prereq: DAN 252 or instructor's consent. Stolet.

360 Dance Kinesiology (3) Applications of anatomical, muscular, and motor control information to dance training and injury prevention. Prereq: BI 311. Chatfield. Offered alternate years; not offered 1994–95.

392 Dance Laboratory: [Topic] (2R) Intermediate dance technique in jazz, tap, character ballet, and others when available. Prereq: audition prior to registration. **R** eleven times for maximum of 24 credits in any one idiom. Dance majors and minors only.

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.

400 Innovative Education: [Topic] (1–5R)

401 Research: [Topic] (1–4R) R twice with adviser's consent.

403 Thesis (1–21R)

404 Internship: [Topic] (1–4R) Apprenticeship under the guidance of a supervising teacher in areas such as teaching, arts management, administration, and dance production. Prereq: junior standing, instructor's consent. **R** twice for maximum of 12 credits, maximum of 4 per topic.

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 production, rehearsal, and performance of ballet, ethnic, jazz, modern, and tap dance in repertory companies, musicals, and student choreographies. Prereq: audition for performance experiences, DAN 255 for production.

409 Practicum: [Topic] (1–21R) Current topics are Choreography and Stage Management.

410/510 Experimental Course: [Topic] (1–5R) Current topics include Neuromuscular Concerns of Dance, Notation Reconstruction.

411 Senior Project (3) P/N only. 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. Offered alternate years; not offered 1994–95.

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. Arkin. Open to nonmajors. Offered 1994–95 and alternate years.

454/554 Evolution of Modern Dance (3) Influences of leading dance artists; directions in concert and theater forms in the 20th century; emphasis on the dance in the United States. Prereq: DAN 251. Craig. Open to nonmajors. Offered 1994–95 and alternate years.

455/555 Group Choreography (3R) Problems and special considerations of group choreography; introduction to the communication of personally created movement to other dancers. Prereq: DAN 352 or instructor's consent. Barr, Craig, Descutner. **R** once.

456/556 Ballet Staging (2R) Laboratory to include elements of solo, pas de deux, and corps techniques. Short movement segments drawn from standard ballet repertory. Zadoff. **R** once.

457/557 Renaissance and Baroque Dance (2R) Advanced studio-theory course in dance styles of the 15th through 18th centuries. Includes dancing, video tapes, lecture, and readings. Prereq: DANC 274, a 300-level DANC course, or instructor's consent. **R** once. Arkin. Open to nonmajors; of interest to musicians, actors, and historians. Offered 1994–95 and alternate years.

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 alternate years; not offered 1994–95.

490/590 Dance Accompaniment (3) Examines technique of communication between the dance teacher and the dance accompanist. Prereq: DAN 252, junior standing, and two consecutive terms of DAN 294 or 296; coreq: DAN 491/591. Stolet. **R** once for maximum of 6 credits. Offered 1994–95 and alternate years.

491/591 Teaching Dance (3) Helps prepare the dance major to apprentice teach in a university dance class. Application of teaching theories, course planning methods, teaching resources and techniques. Prereq: junior standing, DAN 294; coreq: DAN 490/590. Barr, Craig, Descutner. Offered 1994–95 and alternate years.

492 Dance Laboratory: [Topic] (2R) Advanced dance techniques in jazz, tap, character ballet, and others 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 a dance program in colleges and universities. Prereq: DAN 491/591 or instructor's consent. Chatfield, Craig. Offered 1994–95 and alternate years.

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** once per topic.

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 work load 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 and Production Management Design.

610 Experimental Course: [Topic] (1–5R)

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

150 Music Building
Telephone (503) 346-3761
Anne Dhu McLucas, Dean

FACULTY

R. 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)

Peter Bergquist, professor (music history, theory, bassoon). B.S., 1958, Mannes College of Music; M.A., 1960, Ph.D., 1964, Columbia. (1964)

Richard G. Clark, associate professor (choral conducting, music education). B.S., 1964, M.A., 1971, Oregon; D.M.A., 1977, Washington (Seattle). (1982)

David P. Doerksen, senior instructor (music education, euphonium, basic music). B.M.E., 1956, Willamette; M.M., 1969, Southern California; D.M.A., 1972, Oregon. (1983)

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)

Richard Frazier, instructor (tuba, euphonium, basic music). B.Mus., 1970, M.Mus., 1971, Houston. (1990)

Barbara González-Palmer, instructor (piano accompaniment, opera); faculty accompanist; coordinator, chamber music. B.M., 1982, Oberlin Conservatory of Music; M.Mus., 1987, The Juilliard School. (1988)

Roderick A. Harkins, assistant professor; associate director of bands, director of athletic bands. B.M.E., 1979, East Carolina; M.M., 1981, South Carolina; Ph.D., 1993, Oklahoma. (1992)

Robert I. Hurwitz, professor (theory, history); coordinator, undergraduate studies. A.B., 1961, Brooklyn; M.Mus., 1965, Ph.D., 1970, Indiana. (1965)

Gary S. Karpinski, associate professor (music theory); coordinator, aural skills; director, Laboratory for Technology in Music Instruction; director, Contemporary Music Ensemble. B.Mus., 1979, M.Mus., 1980, Temple; Ph.D., 1991, City University of New York. On leave 1994–95. (1987)

Dean F. Kramer, associate professor (piano, chamber music). B.Mus., 1973, Oberlin Conservatory of Music; 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, visiting assistant professor (aural skills). B.A., 1979, M.A., 1981, Oregon; Ph.D., 1987, Michigan. (1993)

Mark Levy, assistant professor (ethnomusicology). B.A., 1969, Chicago; M.A., 1978, Ph.D., 1985, California, Los Angeles. (1991)

Kathryn Lucktenberg, associate professor (violin, chamber music). B.A., 1980, Curtis Institute of Music. (1993)

Gary M. Martin, professor (music education, music history). B.A., 1961, M.A., 1963, Adams State; Ph.D., 1965, Oregon. (1966)

Lawrence C. Maves, Jr., associate professor (violin, theory). B.Mus., 1954, M.Mus., 1959, Oregon; diploma, 1958, The Juilliard School. (1958)

Sarah E. Maxwell, assistant professor (harp). B.A., 1957, Oregon. (1980)

Anne Dhu McLucas, professor (musicology, ethnomusicology). B.S., 1965, Colorado; M.S., 1968, Ph.D., 1975, Harvard. (1992)

James A. Miller, professor (voice, chamber choir). B.A., 1952, Goshen; M.Mus., 1956, A.Mus.Doc., 1963, Michigan. (1965)

J. Robert Moore, associate professor (oboe, saxophone, woodwind techniques). B.Mus.Ed., 1961, M.Mus., 1962, Tulsa; D.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)

Harold Owen, professor (composition, music history and theory, computer music applications); director, University Consort; director, University Collegium Musicum. B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California. (1966)

Stephen W. Owen, associate professor (jazz studies, music theory). B.Mus.Ed., 1980, North Texas State; M.Mus., 1985, Northern Colorado. (1988)

Alan M. Phillips, instructor; piano technician. Certificate, 1985, North Bennet Street School, Boston. (1990)

Steven Pologe, associate professor (cello, chamber music). B.Mus., 1974, Eastman School of Music; M.Mus., 1978, The 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)

Neill Archer Roan, associate professor; executive director, Oregon Bach Festival. (1994)

Jim Rusby, audio-visual recording engineer. A.A.S., 1989, Lane Community. (1990)

H. Royce Saltzman, professor (choral music). B.A., 1950, Goshen; M.Mus., 1954, Northwestern; D.M.A., 1964, Southern California. (1964)

Marian Elizabeth Smith, assistant professor (music history). B.A., 1976, Carleton; B.Mus., 1980, Texas at Austin; Ph.D., 1988, Yale. (1988)

Victor Steinhardt, professor (piano, chamber music). B.Mus., 1964, Mount St. Mary's; M.A., 1967, California, Los Angeles. (1968)

Jeffrey Stolet, assistant professor (theory, composition, electronic music). See **Dance**

Leslie Straka, associate professor (viola, chamber music). B.M., 1976, M.Mus., 1978, D.M.A., 1987, Arizona State. (1987)

Anne Tedards, assistant professor (voice, diction, opera workshop). A.B., 1970, Sweet Briar; M.M., 1972, North Carolina at Chapel Hill. (1987)

Richard Trombley, associate professor (music history, flute). B.S., 1961, The Juilliard School; M.Mus., 1962, Manhattan School of Music; D.M.A., 1977, Stanford. (1963)

Stephen K. Valdez, assistant professor (music history). B.M., 1977, M.M., 1984, New Mexico State; D.M.A., 1992, Oregon. (1992)

Mary Lou Van Rysselberghe, senior instructor (general music—elementary and middle school, early childhood, music and special education). B.Mus., 1956, M.Mus., 1976, Oregon. (1977)

Milagro Vargas, associate professor (voice). B.M., 1977, Oberlin Conservatory; M.M., 1981, Eastman School of Music. (1992)

Gary T. Versace, assistant professor (jazz piano). B.S., B.Mus., 1991, Connecticut; M.Mus., 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)

Ralph E. Wolfgang, instructor (music education). M.A., 1971, Temple; D.M.A., 1990, Oregon. On leave 1994–95. (1990)

Adjunct

Barbara Myers Baird, adjunct instructor (organ, harpsichord). B.Mus., 1971, Texas Christian; M.Mus., Southern Methodist, 1976; D.M.A., 1988, Oregon. (1986)

Kenneth T. Baldwin, adjunct instructor (string bass). B.Mus., 1982, Eastman School of Music. (1993)

David R. Case, adjunct instructor (classical guitar). B.A., 1979, M.A., 1984, Oregon. (1975)

John F. Gainer, adjunct instructor (African-American gospel); director, University Gospel Emsemble. B.A., 1980, Arizona State. (1983)

Julia J. Heydon, adjunct assistant professor (music history, music literature). B.A., 1974, California, Riverside; D.M.A., 1990, Oregon. (1985)

Donald R. Latarski, adjunct instructor (jazz guitar). B.S., 1979, Oregon. (1984)

Douglas Scheuerell, adjunct instructor (tabla). B.Mus., 1971, Wisconsin, Madison. (1993)

Michelle Van Handel, adjunct instructor (vocal jazz). B.S., 1989, Oregon. (1992)

Emeriti

Doris Renshaw Allen, associate professor emerita (class piano, piano pedagogy, women in music). B.A., 1950, Westminster; M.A., 1976, Goddard. (1978)

Exine Anderson Bailey, professor emerita (voice, pedagogy). B.S., 1944, Minnesota; M.A., 1945, professional diploma, 1951, Columbia. (1951)

Leslie T. Breidenthal, professor emeritus (voice, lyric diction). B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., 1965, Michigan. (1967)

John M. Gustafson, associate professor emeritus (music education). A.B., 1947, Augustana; M.Mus., 1951, Michigan; Ph.D., 1956, Florida State. (1956)

John Hamilton, professor emeritus (organ, harpsichord). A.B., 1946, California, Berkeley; M.Mus., 1956, D.M.A., 1966, Southern California. (1959)

J. Robert Hladky, professor emeritus (violoncello, double bass, music history). B.Mus., 1950, Oklahoma State; M.Mus., performer's certificate, 1952, A.Mus.Doc., 1959, Eastman School of Music. (1961)

George Hopkins, professor emeritus (piano). Teacher's certificate, 1918, Peabody Conservatory; B.A., 1921, Oregon. (1919)

Homer T. Keller, professor emeritus (composition, music theory). B.Mus., 1937, M.Mus., 1938, Eastman School of Music. (1958)

John C. McManus, professor emeritus (clarinet, music education). B.Mus.Ed., 1943, Northwestern; M.A., 1950, Columbia. (1967)

Robert E. Nye, professor emeritus (music education). B.Ed., 1932, Milwaukee State Teachers; M.A., 1942, Ph.D., 1949, Wisconsin. (1950)

Morrette L. Rider, professor and dean emeritus (chamber music, conducting, pedagogy). B.Mus., 1942, M.Mus., 1947, Michigan; D.Ed., 1955, Columbia. (1975)

Stephen Stone, associate professor and assistant dean emeritus (music education, choral music, jazz history). B.S., 1949, M.S., 1956, D.M.A., 1971, Oregon. (1976)

Robert M. Trotter, professor emeritus (analysis and criticism, musicianship, pedagogy). B.Mus., 1942, Northwestern; M.A., 1947, Chicago; Ph.D., 1957, Southern California. (1963)

Monte Tubb, associate professor emeritus (composition). B.A., 1956, Arkansas; M.A., 1960, Indiana. (1966)

William C. Woods, professor emeritus (piano, music history). B.Mus., 1948, M.Mus., 1949, Southern California. (1950)

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

Participating

Leslie K. Bennett, library

GENERAL INFORMATION

Facilities

The School of Music is housed in a building complex of five units, two completed in 1978. The units include Beall Concert Hall, seating 550 people; 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 Knight Library's Music Services Department includes complete works, periodicals, recordings, and a large collection of books and scores. The music collection is supported by gifts from Phi Beta and Mu Phi Epsilon and a bequest from the late Matthew H. Douglass, former university librarian. Through acquisitions under the Farmington Plan, the library has a particularly strong and growing collection of contemporary international books on music.

Seven pipe organs are housed in the School of Music facilities, including the nationally recognized organ by Jurgen Ahrend of East Friesland, Germany—a concert instrument unique in America, and other tracker organs by Flentrop, Schlicker, and Olympic. Two of the four harpsichords available for student use are French doubles by William Dowd. The School of Music maintains an electronic music studio that is available to qualified students. The studio contains both analog and digital synthesizers, computer-driven MIDI equipment, and multitrack recording facilities. The university owns an extensive collection of orchestral and band instruments and a distinctive collection of ethnic instruments and reproductions of early musical instruments.

The 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 Music Building houses the Laboratory for Technology in Music Instruction, a state-of-the-art laboratory for computer-assisted instruction, music typesetting, and composition. The laboratory contains microcomputers with a digital-audio converter (DAC) and synthesizer-generated sound for drill, practice, and tutorials; pitch- and rhythm-tracking equipment for performance evaluation; and a desktop publishing work station capable of running the latest music composition and printing software.

Concerts and Recitals

More than 250 concerts and recitals are presented on campus throughout the year by visiting artists, members of the School of Music faculty (Faculty Artist Series), and advanced music students. Other regularly scheduled concerts include performances by artists of international fame sponsored by the Committee for Musical Arts and the Chamber Music Society.

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 biannual Music Today Festival, founded and directed by Associate Professor 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 has conducted the annual Oregon Bach Festival during a two-week period in late June and early July since 1969. The festival, under the administrative direction of Associate Professor Neill Archer Roan and German conductor Helmuth Rilling, artistic director, combines an educational program in choral music for academic credit with the offering of some thirty public concerts. While the focus is on Bach, major choral and instrumental works by other composers are programmed regularly. Distinguished soloists from throughout the world are featured with the festival chorus and orchestra.

Honor Societies

The honorary music fraternity, Pi Kappa Lambda, and the professional music fraternities, Mu Phi Epsilon and Phi Beta, maintain chapters at the University of Oregon. There is also an active student chapter of the Music Educators National Conference.

Ensembles

The University Singers, University Men's Chorus, University Women's Chorus, Chamber Choir, Contemporary Music Ensemble, Oregon Wind Ensemble, 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, Vocal Jazz Ensembles, University Gospel Ensemble, Opera Workshop, Pacific Rim Gamelan, East European Folk Ensemble, and many other small chamber ensembles offer membership and performance opportunities to all qualified students on campus. The University Collegium Musicum, a vocal-instrumental group, provides opportunities for the study of medieval, Renaissance, and baroque music, using the school's collection of reproductions of Renaissance and baroque instruments. The repertory and activities of these ensembles complement school courses in analysis, history, and criticism.

Financial Aid

The following scholarships are available to music students. For additional details on financial aid, write to the Dean, School of Music, 1225 University of Oregon, Eugene OR 97403-1225.

Ruth Lorraine Close Musical Fellowship (about $50,000 awarded annually to approximately twenty-five students for advanced study in music, with some awards reserved for students in harp and composition)

Carol Nelson Corbett Scholarship

Elizabeth Waddell Newman Memorial Scholarship

Lawrence Maves Scholarship

Linda Jean Moore Scholarship

Mark Sandberg Memorial Scholarship

Maud Densmore Memorial Scholarship, Women's Choral Society

Mu Phi Epsilon Scholarships

Oregon Tuba Association Scholarship

Paul Clarke Stauffer Scholarships

Phi Beta Scholarships

Presser Foundation Scholarship

Sarah L. Hewett Memorial Scholarship

Whitfield Memorial Scholarships

Wilhelmina Bramlett Scholarship

William T. McConnell Memorial Scholarship

Women's Choral Society Scholarship

Public School Teaching Certification

Teacher certification at the University of Oregon requires a bachelor's degree and completion of a fifth-year teacher education program. This intense four-term program combines an academic year of clinical experience in the public schools with supporting course work at the university. During the first two terms, students spend an increasing amount of time in public school settings; in the third term they are full-time student teachers. The fourth term is spent in course work that builds on the activities and experiences of a year's contact with public school students.

Students may obtain more information from music-education advisers in the School of Music.

Fees

Performance Studies (Studio Instruction)

(per credit, per term)	Dollars
Guitar at a level lower than MUP 180	57.50
MUP 180 and higher levels for music majors	47.50
All other performance studies	47.50

Students must register for at least 2 credits of performance study. The number of lessons a term is determined in consultation with the instructor. Typically, it is one less than the number of weeks of instruction in the term.

Exemptions

Music majors, provided the instruction is a degree requirement as primary performance study at the 170 level or above

Music majors, provided the instruction is a degree requirement as secondary performance study at the 170 level or above, and provided faculty teaching loads permit

Music majors in class piano instruction, provided it is to develop the proficiency required by the student's degree program

Guitar students are not exempt from performance studies fees.

Other Fees (per term)	Dollars
All music majors	25
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	30
Short-term instrument rental (per week)	5
Percussion-studies instrument fee	10
Use of electronic studio	25
Use of organs and harpsichords	10
Music-education course fee	10

Students who need accompanists are typically charged a fee by the accompanist.

Performance Studies

Courses in performance studies (except jazz performance) are listed with the MUP subject code. These courses are in two general categories:

Basic and intermediate performance studies (MUP 100–162). Fee required

Performance Studies (Studio Instruction) (MUP 170–194, 271–294, 341–362, 371–394, 471–494, 611–632, 641–662, 670–694, 741–761, 771–794)

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 the Reading and Conference is determined by the instructor. Prerecital auditions are required to evaluate the student's readiness for public performance. After the recital a faculty evaluation is required. If approval is given the recital is then formally acknowledged as a fulfilled degree requirement.

Enrollment in performance studies is sometimes limited because of faculty teaching loads. Under such circumstances, priority is given to continuing music majors. For those who cannot be assigned a faculty teacher initially, performance studies for credit at extra cost can be arranged with other teachers.

Details concerning levels, repertory, and other matters are available upon request.

General Procedures and Policies

Students are responsible for knowing about degree requirements and university and School of Music procedures and policies. This information is found in several sections of this bulletin, including General Information, earlier in this section of the bulletin. See also the **Registration and Academic Policies** and **Graduate School** sections.

UNDERGRADUATE STUDIES

Nonmajors

Courses

The School of Music offers numerous opportunities for nonmajors to be involved in music courses and performance ensembles. See course listings for details. The following courses are primarily for students without previous musical instruction.

Basic Music (MUS 125)

Introduction to Music and Its Literature (MUS 207, 208)

Music in World Cultures (MUS 258)

Music of the Americas (MUS 259)

History of Rock Music (MUS 264, 265)

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)

Special courses are frequently offered under Special Studies (MUS 199), Seminar (MUS 407), Experimental Course (MUS 410), including such topics as Folk Guitar, Music of Africa, Topics in Ethnomusicology, and Women in Music.

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, other ensembles as needed (MUS 194, 394, 694)

Band: Oregon Basketball Band, Campus Band, Green Garter Band, Oregon Marching Band, Symphonic Band, Oregon Wind Ensemble (MUS 195, 395, 695)

Orchestra (MUS 196, 396, 696)

Chorus: Chamber Choir, University Gospel Ensemble, University Men's Chorus, University Women's Chorus, University Singers (MUS 197, 397, 697)

Workshop: Song and Dance Troupe (MUS 408/508)

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: the minor in music and the minor in music education: elementary education

Minor in Music. The minor in music requires 26–30 credits, 15 of which must be upper division. A minimum of 15 credits, including performance-study and ensemble requirements, must be taken in residence. All courses applied to the minor must be graded C– or better. Credits are to be distributed as follows:

Course Requirements	*24–31 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 must take the freshman placement examination. Those 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.

History and Literature	6–8 credits
At least two courses chosen from the following: Music in World Cultures (MUS 258), Music of the Americas (MUS 259), 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)	6–8

Performance	4–8 credits
Performance Studies for Music Minors (MUP 365)	2–4
Performance ensembles (at least two terms)	2–4

Electives	3 credits

Minor in Music Education: Elementary Education. The minor in music education: elementary education requires 27 credits, 9 of which must be upper division, in addition to the prerequisites. As a component of this minor program, students must complete 24 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 P/N (pass/no pass); 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	*10–11 credits*
Basic Performance Studies: Voice (MUP 101)	2
Classroom Instrument Techniques (MUE 425)	1
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); Orff-*Schulwerk* Level I, Level II (MUE 421, 422); 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 minor coordinator's consent	

MUSIC MAJOR PROGRAMS

Bachelor's Degrees Offered

Bachelor of Arts (B.A.) in Music

Bachelor of Science (B.S.) in Music

Bachelor of Music (B.Mus.):

- Music Composition
- Music Education
- Music Performance
- Music Theory

The bachelor of arts in music is primarily for students who want a broad liberal-arts educa-

tion 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 eligible for admission to the university may apply to the School of Music for admission as music majors. 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. Descriptions of these examinations are available in the undergraduate office, 158 Music Building.

Placement in performance studies requires an audition, which can be scheduled by correspondence. Dates for auditions, usually held winter term, are available in the undergraduate office of the School of Music. Details about repertory and procedure are available on request. Applicants who are unable to arrange an on-campus audition may submit a tape recording.

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 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. Exceptions may be considered by the ensemble performance studies committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete the Ensemble Requirement Petition
3. Return the petition to the School of Music front desk, 159 Music Building

The petition is given to the chair of the ensemble performance studies committee, and the student is notified of the action taken.

Keyboard students may enroll in Chamber Ensemble (MUS 194, 394) or the Collaborative Pianist (MUS 421, 422, 423) instead of large conducted ensembles. Guitar students may enroll in a chamber ensemble instead of the large conducted ensembles. Other students who are enrolled in a chamber ensemble must enroll concurrently 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 bulletin), all undergraduate degrees in music require the following:

Core Courses	*57 credits*
Music Theory I (MUS 131, 132, 133)	6
Aural Skills I (MUS 134, 135, 136)	6
Keyboard Skills I (MUS 137, 138, 139)	3
History of Music I (MUS 161, 162, 163)	9
Music Theory II (MUS 231, 232, 233)	6
Aural Skills II (MUS 234, 235, 236)	6
Keyboard Skills II (MUS 237, 238, 239)	3
History of Music II (MUS 261, 262, 263)	9
Analysis (MUS 324, 325, 326)	9

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, cause probationary status or suspension from the major.

Students are subject to the degree requirements stated in the undergraduate and graduate bulletin for the academic year of their admission to the School of Music. If there are subsequent changes in requirements, students may choose between the initial and the most recent set of requirements but not a combination of the two.

Specific Degree Requirements

In addition to general university requirements and the general requirements for all undergraduate music degrees, each undergraduate music degree has the following specific requirements. Detailed checklists for all degrees are available upon request.

Sample First-Year Program

Fall Term	*16 credits*
Music Theory I (MUS 131)	2
Aural Skills I (MUS 134)	2
Keyboard Skills I (MUS 137)	1
History of Music I (MUS 161)	3
Ensemble (MUS 195–197)	2
Performance Studies (Studio Instruction)	2
Group-satisfying course	4

Winter Term	*16 credits*
Music Theory I (MUS 132)	2
Aural Skills I (MUS 135)	2
Keyboard Skills I (MUS 138)	1
Ensemble (MUS 195–197)	2
Performance Studies (Studio Instruction)	2
College Composition I (WR 121)	3
Group-satisfying course	4

Spring Term	*16 credits*
Music Theory I (MUS 133)	2
Aural Skills I (MUS 136)	2
Keyboard Skills I (MUS 139)	1
Ensemble (MUS 195–197)	2
Performance Studies (Studio Instruction)	2
College Composition II or III (WR 122 or 123)	3
Group-satisfying course	4

Bachelor of Arts

B.A. in Music

Performance studies: at least three terms at the MUP 171 level or above

Ensemble: at least six terms

History of Western Art I,II,III (ARH 204, 205, 206) or World Literature (ENG 107, 108, 109) 12

Senior project: a scholarly work, recital, or composition. If a recital is chosen, three terms of performance study at the MUP 300 level are required before the project is presented. Enroll in Reading and Conference (MUS 405); consult adviser for details and procedure

All B.A. degrees in music require proficiency in French, German, or Italian (see **Registration and Academic Policies**)

Bachelor of Science

B.S. in Music

Performance studies: at least three terms at the MUP 171 level or above

Ensemble: at least six terms

Senior project: a scholarly work, recital, or composition. If a recital is chosen, three terms of performance study at the MUP 300 level are required before the project is presented. Enroll in Reading and Conference (MUS 405); consult adviser for details and procedure

All B.S. degrees require competence in mathematics or computer science (see **Registration and Academic Policies**)

Bachelor of Music

B.Mus. in Music Composition

	credits
Composition I,II,III (MUS 240, 241, 242; 340, 341, 342; 440, 441, 442)	27
Ensemble: at least nine terms	
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 Workshop: Finale (MUS 408), Electronic Music Techniques I,II (MUS 443, 444), Advanced Electronic Composition (MUS 445)	2–3
One course in ethnomusicology chosen from Music in World Cultures (MUS 258), Music of the Americas (MUS 259), 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 at the MUP 271 level or proficiency in piano at the MUP 171 level and at the 100 level in another instrument or in voice. A total of at least 121 music credits (MUS, MUP, MUE, MUJ subject codes) including electives and required courses

Proficiency in conducting determined by the composition faculty

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
Teaching Laboratory I (MUE 386, 387, 388)	3
Foundations of Music Education (MUE 326)	3
Teaching Laboratory II (MUE 486, 487, 488)	3
Instrumental Techniques (MUE 392), eight courses	8
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
Ensemble, at least twelve terms 24
Performance studies 18

Choral and General Option. Students whose primary performance medium is piano must pass at least three terms at the MUP 200 level or above and pass three terms of Intermediate Voice (MUP 140). Students whose primary performance medium is voice must pass at least three terms at MUP 200 level 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 at the MUP 300 level or above. (Piano, organ, recorder, harp, and guitar are not considered band or orchestra instruments.)

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

B.Mus. in Music Performance

credits

Performance studies: at least 36 credits including three terms at the MUP 400 level 36
Ensemble: at least twelve terms
Electives: at least 5 credits in upper-division MUS courses 5

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, euphonium, flute, harp, harpsichord, horn, oboe, organ, percussion, piano, saxophone, string bass, 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 piano: sight reading, transposing, accompanying; consult studio teacher for details

Proficiency in French, German, Italian: if all three, equivalent to completion of one year of college study in each; if two of the three, equivalent to two years of college study in one language and one year of college study in the other

Keyboard Option. Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 194, 394)

Piano Pedagogy I,II (MUE 471, 472), Practicum (MUE 409)

Prerecital auditions must be approved at least six weeks before the proposed recital date

Strings, Woodwinds, and Brass 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, three terms of Percussion Master Class (MUS 411) are required

B.Mus. in Music Theory

credits

Performance studies: at least 18 credits including at least three terms at the MUP 200 level or above 18
Demonstrated proficiency in piano at the MUP 271 level or three terms of piano performance at the MUP 171 level with grades of C– or better
Ensemble: at least twelve terms
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 258), Music of the Americas (MUS 259), Score Reading (MUS 426, 427), Electronic Music Techniques I,II (MUS 443, 444), music literature courses (MUS 461–477), Jazz Theory (MUJ 470) 10

A total of at least 121 music credits (MUS, MUP, MUE, MUJ subject codes) including electives and required courses

It is strongly recommended that theory majors take College Composition I and III (WR 121 and 123) to fulfill the university writing requirement

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 Basic Teacher Certification

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 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:
Elementary general music
Choral
Instrumental

credits

Advanced Methods I, choose one according to area of emphasis: Orff-Kodály (MUE 520), Teaching Singing in the Classroom (MUE 542), Jazz and Marching Methods (MUE 555) 3
Advanced Methods II, choose one according to area of emphasis: Music for Early Childhood (MUE 528), Choral Materials for Schools (MUE 544), String Methods (MUE 556) 3
Music in Special Education (MUE 529) 3
Music Classroom Ecology and Management (MUE 530) 3
Music in School and Society (MUE 632) 3
Technology of Teaching Music (MUE 637) 3
Curricular Strategies in Music Education (MUE 638) 3
Seminar: Developmental Psychology (SPER 507) 3
Seminar: Bilingual Education (ES 507) or Issues in Bilingual and Multicultural Education (ES 515) 3
Practicum: Supervised Field Experience (EDUC 609), fall term 2
Practicum: Supervised Field Experience (EDUC 609), winter term 3
Practicum: Supervised Student Teaching (EDUC 609), spring term 15
Supervised Field Experience (MUE 777), three terms 3
Electives 3

Students may enroll concurrently in the fifth-year certification program and the M.Mus. in music education program. Music Classroom Ecology and Management (MUE 530), Technology of Teaching Music (637), and advanced methods requirements may be used to fulfill the degree area of emphasis for the M.Mus. in music education. Seminar: Developmental Psychology (SPER 507) or Issues in Bilingual and Multicultural Education (ES 515) may be used to complete the professional education requirements.

Master's Degree Programs

Master's Degrees Offered

Master of Arts (M.A.)
- Music History
- Music Theory

Master of Music (M.Mus.)
- Music: Conducting
- Music: Piano Pedagogy
- Music Composition
- Music Education
- Music Performance

Admission

Applicants must satisfy general university, Graduate School, and School of Music requirements governing admission. See the **Graduate School** section of this bulletin 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, 1225 University of Oregon, Eugene OR 97403-1225:

1. The four carbon copies of the Graduate Admission Application
2. A copy of transcripts of all previous undergraduate and graduate study
3. Three written recommendations, one from a primary-area faculty member
4. A statement of career goals including purpose and intent in earning a graduate degree
5. A recent sample, 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; *other music majors:* copies of recent programs in which the applicant has participated

Following are additional admission requirements for each major or area of emphasis:

Music: Conducting

Choral Conducting. Minimum of two years of successful conducting experience supported by letters of recommendation, tapes, and programs; piano-proficiency examination.

Orchestral Conducting. Proficiency to enter Performance Studies (Studio Instruction): Piano (MUP 641). Students 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): Piano (MUP 641). Students 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.

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 his or her studies.

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

All entering graduate students admitted into a master's degree program, either conditionally or unconditionally, are required to 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) are required to complete prescribed courses by the end of their second term of enrollment. Entering graduate students in music education must pass a teaching-skills examination or complete courses prescribed by the music education committee.

Program Requirements

Detailed information about School of Music graduate programs is found in the *Graduate Procedures and Policies* booklet, available in the graduate office of the School of Music, 154 Music Building.

Ensemble Requirements. Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles.

Students 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. Exceptions may be considered by the ensemble performance studies committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete the Ensemble Requirement Petition
3. Return the petition to the School of Music front desk, 159 Music Building

The petition is given to the chair of the ensemble performance studies committee, and the student is notified of the action taken.

Keyboard and guitar specialists may enroll in a Chamber Ensemble (MUS 694) or The Collaborative Pianist (MUS 521, 522, 523) instead of the large conducted ensembles. Other students who are enrolled in a chamber ensemble must enroll concurrently in an assigned conducted ensemble.

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 Knight Library's Music Services Department archives. In addition to Graduate School requirements for master's degrees (see the **Graduate School** section of this bulletin), each degree program listed below has the following specific requirements:

Master of Arts

M.A. in Music History

	credits
Research Methods in Music (MUS 611)	3
Performance studies: at least three terms	
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 561–577, 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 foreign language (usually German), demonstrated by two years of successful undergraduate study or by passing an examination. Language courses taken to satisfy this requirement do not count toward the 48 total credits

Completion requirements: an oral examination reviewing the thesis and degree course work

M.A. in Music Theory

	credits
Research Methods in Music (MUS 611)	3
Performance studies: at least three terms	
Ensemble: at least three terms	
Schenkerian Analysis (MUS 530, 531, 532)	9
Counterpoint (MUS 533, 534, 535)	12
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
Advanced Aural Skills (MUS 635)	3
Group Option I. Choose one course from: Advanced Pedagogy: Theory (MUE 591), History of Theory (MUS 637)	3
Group Option II. Choose one course from: Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526), Seminar: Music Theory (MUS 607), Analysis of Rhythm (MUS 636), Timbral Analysis and Orchestral Composition I (MUS 638), Timbral Analysis and Orchestral Composition II (MUS 639), or a second course from Group Option I	2–3
Thesis (MUS 503)	9
Electives, chosen in consultation with an adviser, at the 500 level or above to total at least 52 graduate credits	

Language requirement: reading proficiency in a foreign language (usually German), demonstrated by two years of successful undergraduate study or by passing an examination. Language courses taken to satisfy this requirement do not count toward the 52 total credits

Completion requirements: an oral examination reviewing the thesis and degree course work

Master of Music

M.Mus. in Music: Conducting

Choral Emphasis	credits
Advanced Choral Conducting (MUS 585), Seminar: Advanced Choral Analysis (MUS 607), Seminar: Advanced Choral Performance (MUS 607)	7–11
Instrumental Conducting Master Class (MUS 686)	3
Reading and Conference: Choral Literature (MUS 605)	9
Practicum: Advanced Choral Conducting (MUE 609)	6
Performance studies: at least three terms of voice	
Ensemble: at least three terms of choral ensemble	
Research Methods in Music (MUS 611)	3
At least 6 credits in music history selected from MUS 661–665	6
Electives selected from Scoring for Voices and Instruments (MUS 539), Advanced Pedagogy: Voice (MUE 591), Performance Practices before 1800 (MUS 689), Collegium Musicum (MUS 691)	

Three consecutive terms in residence, excluding summer sessions

A total of at least 54 graduate credits

Completion requirements: conduct at least two public performances of choral ensembles (faculty approval required), final oral examination that includes coverage of degree course work

Orchestral Emphasis	credits
Orchestral Music (MUS 570, 571, 572)	6
Instrumental Conducting Master Class (MUS 686)	3
Research Methods in Music (MUS 611)	3
Bibliography in Instrumental Conducting (MUS 620)	3
Instrumental Conducting Laboratory (MUS 624), three terms	6

Performance studies at the MUP 641 level or above, three terms 6
Two additional courses in music history chosen from MUS 660–664 6
Performance Practices before 1800 (MUS 689) ... 3
Orchestra (MUS 696), three terms 6
Electives in the area of emphasis, chosen with an adviser, at the 500 level or above 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 orchestral conducting

Wind Ensemble Emphasis	*credits*
Instrumental Conducting Master Class (MUS 686)	3
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 at the MUP 641 level 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
Band: Wind Ensemble (MUS 695), three terms	6

Electives in the area of emphasis, chosen with an adviser, at the 500 level or above 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: Fundamentals of Teaching (MUE 571)	3
Piano Pedagogy II: Pre-Piano and Beginning Piano Study (MUE 572) concurrent with Practicum (MUE 609)	4
Piano Pedagogy III: Teaching Teenagers and Adults (MUE 573)	3
Advanced Pedagogy: Piano (MUE 591)	3
Performance studies in piano: at least 12 credits at the MUP 641 level or above	
Ensemble, at least three terms	3–6
Practicum (MUE 609), three terms	3
Research Methods in Music (MUS 611)	3
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	7

A total of at least 52 graduate credits
Project and short recital consisting of at least thirty minutes of music performance
Final oral examination reviewing the project and degree course work

M.Mus. in Music Composition

	credits
Research Methods in Music (MUS 611)	3
Advanced Composition Studies (MUS 640, 641, 642)	6
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 Workshop: Finale (MUS 508), Electronic Music Techniques I,II (MUS 543, 544), Advanced Electronic Composition (MUS 545)	2–3
One course in ethnomusicology chosen from Music in World Cultures (MUS 258), Music of the Americas (MUS 259), 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
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

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 at the MUP 271 level or proficiency at the MUP 171 level in piano and at the MUP 100 level on another instrument or in voice
Thesis (MUS 503): a composition of substantial dimension, composed under the guidance of a member of the music composition faculty, performed and recorded on campus 9
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

Master of Music

M.Mus. in Music Education

Candidates are required to establish an area of emphasis.

Areas of Emphasis:

Elementary general music
Instrumental conducting and literature
Choral conducting and literature
Other areas of emphasis within or outside the School of Music can be arranged (consult adviser and graduate committee)
Ensemble: at least three terms
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 at the 500 level or above to complete 51 graduate credits
Courses as needed in expository writing
Completion requirements: choose one of the following options:

(a) 9 credits in Thesis (MUS 503) and oral examination, ***or***

(b) major project consisting of 2–4 credits in Research (MUE 601) and oral examination, ***or***

(c) major project consisting of a recital (if performance studies is MUP 641–662 level 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, piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, voice.

	credits
Research Methods in Music (MUS 611)	3
Performance Studies (Studio Instruction) (MUP 670–694)	12
Ensemble, at least three terms	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	12

Electives at the 500 level or above, approved by an adviser, to total of at least 48 graduate credits
Public recital
Completion requirements: final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium

Additional requirements for selected options

Piano	*credits*
Piano Literature (MUS 564, 565, 566)	9

Voice	*credits*
Advanced Pedagogy: Voice (MUE 591)	3
Lyric Diction (MUS 555, 556)	6
Solo Vocal Music (MUS 567, 568, 569)	4
History of Opera (MUS 574, 575)	8

Competence equivalent to two years of college study in Italian, French, or German and competence equivalent to one year of college study in one of the other two

Piano Accompanying	*credits*
The Collaborative Pianist (MUS 521, 522, 523)	6
Chamber Ensemble (MUS 694)	4
Lyric Diction (MUS 555, 556)	6
Music for Chamber Ensemble (MUS 561, 562, 563) or Reading and Conference: Music for Chamber Ensemble (MUS 605), one term, chosen in consultation with an adviser	2
Solo Vocal Music (MUS 567, 568, 569), two terms, chosen in consultation with an adviser	4
Performance Studies (Studio Instruction): Piano Accompanying (MUP 670)	9
Performance Studies (Studio Instruction): Piano (MUP 671)	3

Proficiency in French, Italian, and German strongly recommended
Final Demonstration. Two public recitals, each consisting of at least forty-five minutes of music. The recitals must include repertoire for keyboard with voice and with instruments, chosen in consultation with the student's adviser (usually the student's keyboard instructor). One of the recitals must include at least fifteen minutes of repertoire for solo piano. Each recital must be given prior approval by at least three music faculty members, chosen in consultation with the an adviser, at an audition to be held at least six weeks before the proposed performance.

Multiple Woodwind and Brass Instruments	*credits*
Wind Instrument Music (MUS 577)	3
Advanced Pedagogy: Woodwinds or Brass (MUE 591)	3
Performance Studies (Studio Instruction) (MUP 621–630), at least 3 credits in each secondary instrument	6

Final Demonstration. Complete public recital of both solo and ensemble music on the primary instrument, and performance of a substantial com-

position on each of the two secondary instruments during a public student recital

Final oral examination with emphasis on woodwind or brass history, literature, and pedagogy

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 also offered in choral conducting, ethnomusicology, wind ensemble conducting, orchestral conducting, jazz studies, and music education research.

All doctoral candidates in music must complete one primary area and one supporting area. Additional details are available upon request from the School of Music office, 159 Music Building.

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, 1225 University of Oregon, Eugene OR 97403-1225:

1. The four carbon copies of the Graduate Admission Application
2. A copy of transcripts of all previous undergraduate and graduate study
3. Three written recommendations from people who know the applicant's professional and personal qualifications
4. A recent sample of 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. 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; a list of repertoire and copies of recent programs
7. Any other materials the applicant believes are of interest to the School of Music graduate admissions committee

Entrance Examinations

All entering graduate students admitted into a doctoral or predoctoral program are required to take entrance examinations in musicianship and music history before 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 (not including 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, School of Music, 154 Music Building.

Program Requirements

Ensemble Requirements. Each degree program requires a minimum number of terms of ensemble, and some require participation in specific ensembles. Students enrolled in performance studies must enroll concurrently in band, chorus, or orchestra, and they must audition for ensemble placement before each fall registration.

Students entering winter and spring terms audition at the time of entrance. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Symphony Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the school's ensembles. Exceptions may be considered by the ensemble performance studies committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete the Ensemble Requirement Petition
3. Return the petition to the School of Music front desk, 159 Music Building

The petition is given to the chair of the ensemble performance-studies committee, and the student is notified of the action taken.

Keyboard specialists may enroll in Chamber Ensemble (MUS 694) or The Collaborative Pianist (MUS 521, 522, 523) instead of the large conducted ensembles. Other students who are enrolled in a chamber ensemble must enroll concurrently in an assigned conducted ensemble.

General Degree Requirements. In addition to the Graduate School's requirements for doctoral degrees, the School of Music has the following general requirements:

	credits
Ensemble: at least three terms	3–6
Reading and Conference: Pedagogy and Practicum (MUE 605), two terms, one each in primary and supporting areas	6
Research Methods in Music (MUS 611)	3
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	9

Ph.D. candidates must demonstrate proficiency in two foreign languages, usually chosen from French, German, and Italian.

D.M.A. candidates must demonstrate proficiency in a foreign language, usually French, German, or Italian. Students with a primary or supporting area in voice must demonstrate proficiency in French, German, and Italian equivalent to two years of college study in one language and one year of 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 with adviser's consent

Specific Area Requirements

In addition to the general requirements of the Graduate School and the School of Music for doctoral degrees, the following are specific requirements for 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 history, or music theory for the supporting area. D.M.A. candidates choose choral conducting, wind ensemble conducting, orchestral conducting, jazz studies, music education research, or performance for the supporting area.

Primary Area	*credits*
Composers' Forum (MUS 538), at least three terms	9
Advanced Pedagogy: Theory (MUE 591), one term; if the supporting area is other than theoty, this term is in addition to the one term required in the supporting area	3
Dissertation and composition courses, chosen with a faculty adviser	20
Courses outside the School of Music that are chosen with a faculty adviser	12
One course in electronic or computer music applications chosen from Workshop: Finale (MUS 508), Electronic Music Techniques I,II (MUS 543, 544), Advanced Electronic Composition (MUS 545)	2–3
One course in ethnomusicology chosen from Music in World Cultures (MUS 258), Music of the Americas (MUS 259), 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

Public performance, usually a graduate composition recital on the University of Oregon campus, of compositions completed during the period of doctoral study and approved by the music composition faculty

Supporting Area *credits*
Composers' Forum (MUS 538), three terms 9
Courses in composition, in analysis, or in pedagogy of theory or composition, chosen in consultation with a faculty adviser 12

Public performance on the University of Oregon campus of compositions completed during the period of doctoral study and approved by the music composition faculty

Music Education

Primary Area

The following requirements are the same for the D.M.A and the Ph.D. degrees.

credits
Statistical methods, two terms 6
Dissertation (MUE 603) 18
Seminar: Thesis Organization (MUE 607) 2
Research Methods in Music (MUS 613) 3
Resources in Music Education (MUE 614) 3
Additional graduate MUE courses 15
Performance studies, three terms

Supporting Area *credits*
Statistical methods, one term 3
Research Methods in Music (MUS 613) 3
Additional graduate MUE courses 9
Performance studies, three terms

For the Ph.D. degree the supporting area is in research and should comprise 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, students choose six graduate-level courses in music history and theory, three of which must be seminars

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*
Dissertation (MUS 603) focusing on some aspect of the performance medium 18
Seminar: Thesis Organization (MUE 607) 1–2
Performance Studies (Studio Instruction) (MUP 771–794), six terms 24

Three public performances (subject to prerecital approval by a 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 a faculty jury); one must be a solo recital

Music Theory

Primary Area *credits*
Choose at least three of the following:
Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526, 527), Counterpoint (MUS 533, 534, 535) 6–12
Schenkerian Analysis (MUS 530, 531, 532) 9
Dissertation (MUS 603) 18
Choose at least three of the following:
Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) 9
Collegium Musicum (MUS 691), three terms 3

At least three graduate-level courses or seminars in music history and theory

Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University of Oregon campus

Supporting Area *credits*
Choose at least three of the following:
Advanced Keyboard Harmony (MUS 525), Score Reading (MUS 526, 527), Counterpoint (MUS 533, 534, 535) 6–12
Schenkerian Analysis (MUS 530, 531, 532) 9
Choose at least three of the following:
Music in the Middle Ages (MUS 660), Music in the Renaissance (MUS 661), Music in the Baroque Era (MUS 662), Music in the Classical Period (MUS 663), Music in the Romantic Era (MUS 664), Music in the 20th Century (MUS 665) 9

At least three graduate-level courses or seminars in music history and theory

Choral Conducting

Supporting Area *credits*
Instrumental Conducting Master Class (MUS 686) 3
Seminar: Advanced Choral Conducting (MUS 607) taken concurrently with Practicum (MUE 609)

Practicum: Choral Conducting (MUE 609), one term. Supervised College Music Teaching (MUE 602) may be substituted

Performance Studies (Studio Instruction) (MUP 741–761), three terms

Choral literature courses, selected in consultation with an adviser

Inquire at the School of Music front desk, 159 Music Building, for a list of recommended electives

Two summer workshops held during the Oregon Bach Festival. Participation at least one summer as a conductor during the festival

Piano proficiency, 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 6

Comprehensive examination in choral conducting

Orchestral Conducting

Supporting Area *credits*
Orchestral Music (MUS 570, 571, 572) 6
Instrumental Conducting Master Class (MUS 686) 3
Bibliography in Instrumental Conducting (MUS 620) 3
Instrumental Conducting Laboratory (MUS 624), three terms 6
Performance Practices before 1800 (MUS 689) ... 3
Orchestra (MUS 696), three terms 6

Electives on subject chosen by student and adviser. A juried rehearsal and a juried conducting performance in addition to those required at the master's level

Wind Ensemble Conducting

Supporting Area *credits*
Instrumental Conducting Master Class (MUS 686) 3
Bibliography in Instrumental Conducting (MUS 620) 3
Wind Repertoire (MUS 621), 1500–1850 3
Wind Repertoire (MUS 622), 1850–1950 3
Wind Repertoire (MUS 623), 1950 to the present 3
Instrumental Conducting Laboratory (MUS 624) .. 3
Band: Wind Ensemble (MUS 695), three terms .. 6

Electives in subject chosen by student and adviser

A juried rehearsal and a juried conducting performance in addition to those required at the master's level

Ethnomusicology

Supporting Area

Music in World Cultures (MUS 258) or equivalent

credits
Introduction to Ethnomusicology (MUS 551) 3
Reading and Conference: Pedagogy and Practicum in Ethnomusicology (MUE 605) 3
Courses chosen from the following:
Seminars in ethnomusicology (MUS 507), 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 an adviser 15
A total of 21 credits, 18 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

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:

Classification as graduate doctoral student

Completion of all course work in the examination area

Approval of dissertation proposal by the dissertation advisory committee

Approval from an adviser

Satisfaction of foreign-language requirement

Additional information about comprehensive examinations is available from the graduate secretary, School of Music, 154 Music Building.

Advancement to Candidacy

Advancement to candidacy is based on successful completion of comprehensive examinations and foreign-language requirements, approval by the dissertation advisory committee, and the recommendation of the adviser.

Dissertation Requirement

A dissertation is required in all degree programs. For candidates whose primary area is composition, the dissertation must be an original composition of major proportions composed during doctoral study and performed and recorded on the university campus. For candidates whose primary area is performance, the dissertation consists of three required public performances and a written dissertation focusing on some aspect of the performance medium.

Time Limit

Doctoral students have seven years from the beginning of their first year in residence to complete the degree. All course work, the comprehensive examinations, any required recitals, and the dissertation must be satisfactorily completed before the end of the seven-year period. If this period is exceeded, an additional year of residence or a new set of comprehensive examinations, or both, are required.

Final Examination

A final oral examination is required in all degree programs. The candidate is expected to defend the dissertation and show a command of the primary area. Members of the dissertation advisory committee typically conduct the final examination; their appointment is subject to 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

MUE: music education

MUJ: jazz studies

MUP: performance studies

MUSIC COURSES (MUS)

125 Basic Music (3) Elementary study of terms and notational symbols; designed to develop basic competence in performing from notation and in notating musical ideas. 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. Baird. 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. Baird. For music majors and minors who need preparation to enter MUS 134.

131, 132, 133 Music Theory I (2,2,2S) Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional and analytical capacity. Prereq: placement examination; coreq: MUS 134, 135, 136 and laboratory; MUS 137, 138, 139. Hurwitz. Primarily for majors and minors.

134, 135, 136 Aural Skills I (2,2,2S) Elementary ear training through sight singing, dictation, and related activities. Prereq: placement examination; coreq: MUS 131, 132, 133 and laboratory; MUS 137, 138, 139. Larson. Primarily for majors and minors.

137, 138, 139 Keyboard Skills I (1,1,1S) Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Coreq: MUS 131, 132, 133; MUS 134, 135, 136. Baird. Primarily for majors and minors.

161, 162, 163 History of Music I (3,3,3S) Study of the history and evolution of music, principally of Western art music. Smith. Majors only.

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.

191 Collegium Musicum (1R) Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Ensemble fee. Prereq: audition, instructor's consent. H. Owen.

194 Chamber Ensemble: [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. González-Palmer.

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. Harkins, 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. Ensemble fee. Prereq: audition, instructor's consent for all except University Men's Chorus. Clark, Gainer, Miller.

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [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. Doerksen, Heydon, Valdez. Nonmajors only.

231, 232, 233 Music Theory II (2,2,2S) Continuation of MUS 131, 132, 133. Prereq: MUS 133 or equivalent proficiency; coreq: MUS 234, 235, 236; MUS 237, 238, 239. Maves, S. Owen. Majors only.

234, 235, 236 Aural Skills II (2,2,2S) Continuation of MUS 134, 135, 136. Prereq: MUS 133, 136 or equivalent proficiency; coreq: MUS 231, 232, 233; MUS 237, 238, 239. Hurwitz, Larson. Majors only.

237, 238, 239 Keyboard Skills II (1,1,1) Continuation of practical keyboard applications begun in MUS 137, 138, 139. Coreq: MUS 231, 232, 233; MUS 234, 235, 236. Majors only.

240, 241, 242 Composition I (3,3,3S) Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Prereq: MUS 133, 136 or equivalent, instructor's consent. Kyr, H. Owen.

258 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.

259 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.

261, 262, 263 History of Music II (3,3,3) Continuation of MUS 161, 162, 163. Intensive study of the history and evolution of music, principally Western art music. Prereq: MUS 163 or equivalent proficiency. Heydon, Smith, Trombley.

264, 265 History of Rock Music (4,4S) The development of rock music from prerock sources (blues, jazz, country and Western) through rock 'n roll and early rock to the present. Valdez.

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, Van Rysselberghe. Prospective elementary teachers only.

324, 325, 326 Analysis (3,3,3S) Techniques of analyzing melody, harmony, rhythm, and form in music from various periods and cultures. Prereq: MUS 233, 236, 263 or equivalent proficiency. Hurwitz, 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. Kyr, H. Owen.

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) Symphonies and sonatas by Haydn, Mozart, and Beethoven; elements of style in the

Viennese classic period and its legacy in the 19th century. Primarily for nonmajors.

353 Survey of Opera (3) Introduction to several operatic masterpieces including works by Mozart, Wagner, and Verdi. Primarily for nonmajors.

354 Introduction to 20th-Century Music (3) Evolution and revolution in musical style since Debussy and Mahler; selected masterpieces by such composers as Stravinsky, Bartók, Schoenberg, Copland, and Varèse. Tubb. Primarily for nonmajors.

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.

384, 385 Choral Conducting I,II (2,2) Conducting techniques with emphasis on practical application to choral organizations; score reading; analysis and interpretation of choral music. Conducting experience with laboratory chorus. Prereq: MUS 233, 236 or equivalent, instructor's consent. Not offered 1994–95.

386 Instrumental Conducting for Choral Majors (2) Transposition and instrumental conducting techniques. Third term in the conducting sequence for choral specialists. Prereq: MUS 385, MUE 392 (one term), instructor's consent. Not offered 1994–95.

387, 388 Instrumental Conducting I,II (2,2) Baton techniques with emphasis on practical applications to instrumental organizations; score reading; general problems of the conductor of large instrumental ensembles. Conducting experience with laboratory ensembles. Prereq: MUS 233, 236, MUE 392 (one term) or equivalents, instructor's consent. Not offered 1994–95.

389 Choral Conducting for Instrumental Majors (2) Choral conducting techniques. Third term in the conducting sequence for instrumental specialists. Prereq: MUS 388, instructor's consent. Not offered 1994–95.

390 East European Folk Ensemble (2R) See MUS 190.

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. González-Palmer, Tedards.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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. Recent topics are Choral Music Forms; Debussy, Schoenberg, and Bartók; History Review Sonata-Allegro; Orlando di Lasso; Theory Review; Review of Form; Six Figaros; Wind Repertoire since 1950.

408/508 Workshop: [Topic] (1–21R) Various topics at a level beyond that available in the standard curriculum; a recent topic is Finale. 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.

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. Phillips. **R** once with instructor's consent for maximum of 6 credits.

421/521, 422/522, 423/523 The Collaborative Pianist (2,2,2SR) Comprehensive study of techniques and literature for artistic ensemble performance by pianists. Includes chamber music, art song, opera arias, accompaniment, sight-reading, and orchestral reduction skills. Prereq: MUP 271 or above, or instructor's consent. González-Palmer. **R** once each, with instructor's consent, for maximum of 4 credits per course.

425/525 Advanced Keyboard Harmony (2) Realization of figured bass notation in the light of baroque performance practices. Prereq: MUS 233, 236 or equivalent, instructor's consent. Not offered 1994–95.

426/526, 427/527 Score Reading (2,2) Analysis of musical scores of compositions for small and large ensembles involving transposition of parts; use of the piano as a means of studying ensemble scores. Maves.

429/529 Post-Tonal Theory (3) Introduction to the theory and analysis of post-tonal music. Basic concepts, e.g., pitch-class sets, referential collections. Analytic applications to various 20th-century composers. Prereq: MUS 326 or instructor's consent. Not offered 1994–95.

430/530, 431/531, 432/532 Schenkerian Analysis (3,3,3S) Analytical techniques, developed by Heinrich Schenker, studied through application to music of all periods and styles. Prereq: MUS 233, 236. Bergquist. Offered alternate years; not offered 1994–95.

433/533, 434/534, 435/535 Counterpoint (4,4,4S) Study of modal and tonal counterpoint through analysis and composition. **433/533:** 1500–1650; **434/534:** 1650–1750; **435/535:** 1750–1950. Prereq: MUS 233, 236 or instructor's consent. H. Owen. Offered 1994–95 and alternate years.

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. Offered winter term only.

440/540, 441/541, 442/542 Composition III (3,3,3) Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital. Prereq: MUS 342, instructor's consent. Kyr.

443/543 Electronic Music Techniques I (3) P/N only. Examines 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) Considers intermediate-level topics of electro-acoustic 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) Examines 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.

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 (3) 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 (3) Examines instruments throughout the world in their cultural contexts. Covers cross-cultural issues and focuses on particular geographical areas. Includes films, recordings, live demonstrations. Levy.

453/553 Folk Music of the Balkans (3) Forms and styles of folk musics and dances in their cultural contexts in southeastern Europe: Albania, Bosnia, Bulgaria, Croatia, Greece, Macedonia, Romania, Serbia. Levy. Not offered 1994–95.

454/554 Music of India (3) Introduction to the classical music traditions of northern and southern India. Discussion of dance, rural folk music, and popular film music. Levy.

455/555, 456/556 Lyric Diction (3,3) Fundamentals of pronunciation of Italian, German, French, and English with emphasis on the singer's approach to performance. Use of International Phonetic Alphabet (IPA) in analysis and transcription of song and opera

texts. **455/555:** Italian and German. **456/556:** French and English. Vargas.

460/560 Music and Gender (4) Examines the role of gender in shaping the music that is created, performed, taught, and listened to in representative cultures of the world, including the West. McLucas.

461/561, 462/562, 463/563 Music for Chamber Ensemble (2,2,2) Basic repertory for string quartet and ensembles using piano and strings; emphasis on listening and analysis. Prereq: MUS 263.

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 263.

467/567, 468/568, 469/569 Solo Vocal Music (2,2,2) Solo songs with accompaniment; the lute air and Purcell; 19th-century art songs in Germany and France; 20th-century British, American, and Continental song literature; development of bases for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prereq: MUS 263. Miller.

470/570, 471/571, 472/572 Orchestral Music (2,2,2) Major types of orchestral music from the 18th to the 20th centuries; dance suite, symphony, tone poem, descriptive suite, pieces for string orchestra. Prereq: MUS 263. W. Bennett.

474/574, 475/575 History of Opera (4,4S) Critical study of the musical and dramatic content of operas forming the standard international repertoire. **474/574:** Monteverdi to Mozart. **475/575:** Mozart to the present. Prereq: MUS 263. Bergquist, Smith.

476/576 Organ Music (3) The organ in church and concert, organ repertoire from the 15th century to the present. Baird.

477/577 Wind Instrument Music (3) Music for wind instruments and band from the 16th century to the present. Style and performance practice; bases for judgment in the selection of wind instrument and band music. Prereq: MUS 263. W. Bennett, Ponto.

478/578 History of the Band (3) The development of the wind band in Europe and the United States. Ponto.

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.

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, Bergquist, Hurwitz, R. Moore.

620 Bibliography in Instrumental Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology.

621, 622, 623 Wind Repertoire (3,3,3S) Survey and analysis of music composed for large wind groups. **621:** 1500–1850. **622:** 1850–1950. **623:** 1950 to the present. W. Bennett, Ponto.

624 Instrumental Conducting Laboratory (2R) Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances. **R** twice for maximum of 6 credits.

633, 634 20th-Century Counterpoint (2,2) Techniques of present-day contrapuntal practice; application in larger contrapuntal forms. Prereq: MUS 434/534. Not offered 1994–95.

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. H. Owen. Offered alternate years; not offered 1994–95.

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 1994–95 and alternate years.

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 alternate years; not offered 1994–95.

638, 639 Timbral Analysis and Orchestral Composition I,II (3,3S) Methods of timbral (sound-color) analysis pertaining to orchestration and composition from the Baroque Era to the present. 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: Seminar: Composition (MUS 607). Kyr, H. Owen.

643, 644 Notation of Medieval and Renaissance Music (3,3) Representative examples of notational systems and practices in Western European polyphony from 900 to 1600. Bergquist. Offered 1994–95 and alternate years.

660 Music in the Middle Ages (3) Sources of Western European music in classical antiquity and the Near East; sacred monophony, secular monophony; development of polyphony. Bergquist. Offered alternate years; not offered 1994–95.

661 Music in the Renaissance (3) The central Renaissance style in 15th-century France and Italy; high Renaissance music; late Renaissance music; developments in England and Germany; instrumental music; Renaissance music theory. Bergquist. Offered 1994–95 and alternate years.

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 1994–95 and alternate years.

663 Music in the Classical Period (3) Sources of classical style and their culmination in the Viennese high classical style of Haydn, Mozart, and Beethoven. Dramatic forms and procedures in opera. Bergquist. Offered alternate years; not offered 1994–95.

664 Music in the Romantic Era (3) Virtuosic and lyric extremes in instrumental and vocal styles. Literary romanticism, descriptive music, and the *Lied*; opera in France and Italy; Wagner's music drama as *Gesamtkunstwerk*; Wagnerism in France. Smith. Offered 1994–95 and alternate years.

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 alternate years; not offered 1994–95.

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, Ponto. 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. Offered alternate years; not offered 1994–95.

690 East European Folk Ensemble (2R) See MUS 190.

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.

MUSIC EDUCATION COURSES (MUE)

196 Field Studies (1–2R)

198 Workshop: [Topic] (1–2R)

199 Special Studies: [Topic] (1–5R)

200 Innovative Education: [Topic] (1–5R)

326 Foundations of Music Education (3) Philosophical, social, 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, Doerksen, Van Rysselberghe.

391 Voice Pedagogy (1R) Vocal techniques for chorus, studio, and class instruction. Methods and materials for adolescent and mature soloists.

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.

399 Special Studies: [Topic] (1–5R)

400 Innovative Education: [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 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.

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: music education coordinator's consent. Wolfgang.

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

411/511 Band Methods (3) Concerns of music teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Instrumental technique classes recommended. 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. Doerksen.

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.

417/517 Kodály Context (3) Development of musicianship through sol-fa and hand signs. Sequential steps for teaching music literacy. Review of folk and composed musical literature for children. R. Moore.

420/520 Orff-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.

421/521 Orff-*Schulwerk*: Level I (3R) Ostinati, simple bourdon, recorders, creative movements. Prereq: MUE 420/520. **R** when instructor changes. Offered summer session only.

422/522 Orff-*Schulwerk*: Level II (3R) Moving bourdon orchestrations: I-V, I-IV, I-IV-V. Prereq: MUE 421/521. **R** when instructor changes. Offered summer session only.

424/524 Children's Choir (3) Study techniques that lead to beautiful singing by children. Warm-ups, intonation exercises, motivation strategies, high-quality music, programming concerts, rehearsals. R. Moore.

425 Classroom Instrument Techniques (1) Basic performing skills on the autoharp and other classroom instruments integrated with recorder. Guide to techniques of pitched and nonpitched percussion instruments. Laboratory fee. R. Moore, Van Rysselberghe.

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 middle and high schools.

428/528 Music for Early Childhood (3R) Musical characteristics and abilities of preschool children. Suitable materials and musical experiences; techniques involving parents and children in a laboratory setting. Laboratory fee. Coreq: laboratory. 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 music learning 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.

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. Clark.

445/545 String Materials for Schools (2) Repertoire for orchestra and other string instrument groups in elementary and secondary schools; problems of leadership, presentation, organization, and program planning. Prereq: instructor's consent.

446/546 Wind Instrument Materials for Schools (2) Repertoire for bands and other wind instrument groups in elementary and secondary schools; problems of leadership, presentation, and organization. Prereq: instructor's consent.

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. Harkins, 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 Music and Gender (4) Examines the role of gender in shaping the music that is created, performed, taught, and listened to in representative cultures of the world, including the West. McLucas.

471/571 Piano Pedagogy I: Fundamentals of Teaching (3S) Processes and materials for teaching beginners during the first three years of piano study. Group and individual teaching experiences. **S** with MUE 472/572, 473/573. Wachter.

472/572 Piano Pedagogy II: Pre-Piano and Beginning Piano Study (3S) Processes of piano teaching including new technologies. Observation of individual, group, and laboratory instruction at all levels of student proficiency. **S** with MUE 471/571, 473/573; coreq: MUE 409 or 609. Wachter.

473/573 Piano Pedagogy III: Teaching Teenagers and Adults (3S) Processes and materials for teaching intermediate students. Group, individual, and laboratory teaching experiences. **S** with MUE 471/571, 472/572; coreq: MUE 409 or 609. Wachter.

486, 487, 488 Teaching Laboratory II (1,1,1) Graded only. See MUE 386, 387, 388. Clark, Doerksen, Van Rysselberghe.

491/591 Advanced Pedagogy: [Topic] (3R) Sections in composition, theory, strings, woodwinds, and other topics. R in different sections 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.

610 Experimental Course: [Topic] (1–5R)

612 Introduction to Research in Music Education (3) Examination of the epistemological and methodological foundations of empirical research in music education. Emphasis on design strategies, interpretation of research, and the systematic review and synthesis of literature. Prereq: MUE 614.

614 Resources in Music Education (3) 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.

631 Music in the Elementary and Middle School (2) Musical characteristics and capabilities of elementary and middle school learners. Methods for integrating music of diverse cultures with other subject areas in the elementary and middle school. Offered summer session only.

632 Music in School and Society (3) Musical experiences and responses in contemporary society; standards for musical quality. Elementary and secondary school music programs, past and present, and their relationships to the communities they serve. R. Moore.

633 Music in the Elementary School (3) Curricula, materials, and procedures of teaching general music in the elementary school. Laboratory fee. R. Moore.

634 Music in the Junior High School (3) Not offered 1994–95.

635 Music in the Senior High School (3) Not offered 1994–95.

636 Administration of School Music (3) Principles underlying a sound policy in the administration of school music programs; budgets, personnel, curriculum, facilities. Doerksen.

637 Technology of Teaching Music (3) Use of electronic equipment and computers in teaching music. Hardware and software appropriate for classroom use and for individualized instruction.

638 Curricular Strategies in Music Education (3) Procedures for developing music courses for today's schools; determination of goals, content, instructional materials, and evaluative criteria; exploration of significant curriculum development projects in music education. Doerksen.

640, 641, 642 Concept Development in College Music Teaching (3,3,3) Developing knowledge, skills, and attitudes useful for teaching music; current principles of educational psychology, instructional techniques, tests and measurements. Prereq: instructor's consent. Martin. Doctoral students only. 640 not offered 1994–95.

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. R twice for maximum of 3 credits.

JAZZ STUDIES COURSES (MUJ)

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. The ensemble performs extensively throughout the community. Prereq: audition. Van Handel.

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. Stone.

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] (1R) See MUJ 195.

397 Oregon Vocal Jazz (2R) See MUJ 197.

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 1994–95 and alternate years.

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 1994–95 and alternate years.

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, Williams.

470/570 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. S. Owen.

471/571 Functional Jazz Piano (1) Performance of one- and two-handed composing styles including common voice leading practices, scales, and harmonic formulas. Stresses sight reading. Prereq: MUJ 470/570. Versace.

472/572, 473/573 Jazz Improvisation I,II (2,2S) Performance course. **472/572:** chord and scale study, solo transcription, analysis, pattern practice, simple compositional forms. Performance of selected standard jazz repertoire. **473/573:** chord alteration, chord substitution, reharmonization, and chromaticism. Further study of transcribed materials, song forms, and jazz repertoire. Prereq: MUJ 471/571. S. Owen.

474/574, 475/575, 476/576 Jazz Repertoire I,II,III (2,2,2S) 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. Prereq: MUJ 473/573 or equivalent skills. S. Owen.

480/580, 481/581, 482/582 Jazz Arranging I,II,III (3,3,3S) Study of use of common arranging skills: reharmonization, instrumentation, block harmonization, tutti scoring techniques, on through five-part density. Pre- or coreq: MUJ 470/570, 471/571. Versace.

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] (1R) See MUJ 195.

697 Oregon Vocal Jazz (2R) See MUJ 197.

PERFORMANCE STUDIES COURSES (MUP)

There is an extra fee for nonmajors enrolled in MUP 170–794. Unless it is a degree requirement, majors taking more than one performance studies course pay an extra fee.

MUP 140–794 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

100–108 Basic Performance Studies: [Topic] (2R) P/N only. Classroom instrumental instruction. **100:** Piano, **101:** Voice, **102:** Strings, **103:** Woodwinds, **104:** Brass, **105:** Percussion, **106:** Guitar I, **107:** Guitar II, **108:** Jazz Guitar. Extra fee. Prereq: instructor's consent, audition for MUP 102–105, 107, 108. **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.

140–162 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.

170–194 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, **193:** Fortepiano, **194:** Clavichord. Prereq: audition, instructor's consent.

199 Special Studies: [Topic] (1–5R)

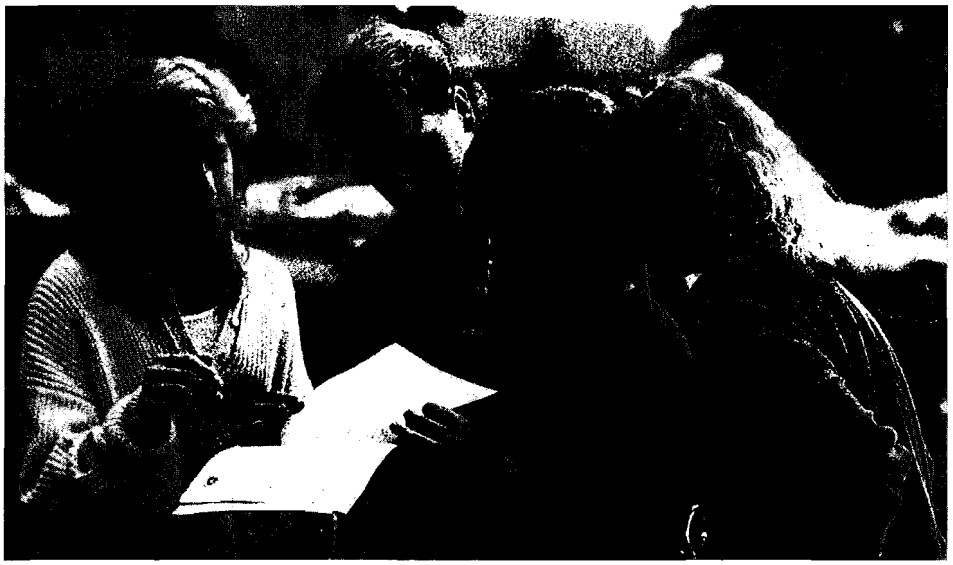
271–294 Performance Studies (Studio Instruction): [Topic] (2–4R) 271: Piano, **272:** Harpsichord, **273:** Organ, **274:** Voice, **275:** Violin, **276:** Viola, **277:** Cello, **278:** Bass, **279:** Harp, **280:** Guitar, **281:** Flute, **282:** Oboe, **283:** Clarinet, **284:** Saxophone, **285:** Bassoon, **286:** Trumpet, **287:** French Horn, **288:** Trombone, **289:** Euphonium, **290:** Tuba, **291:** Percussion, **293:** Fortepiano, **294:** Clavichord. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to completion of 100 level.

341–362 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. Studies in a variety of performance areas. Extra fee.

371–394 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, **393:** Fortepiano, **394:** Clavichord. Prereq: jury audition, instructor's consent, proficiency equivalent to completion of MUP 271–294.

471–494 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, **493:** Fortepiano, **494:** Clavichord. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to completion of MUP 371–394.



611–632 Performance Studies (Studio Instruction): [Topic] (2R) 611: Piano, **612:** Harpsichord, **613:** Organ, **614:** Voice, **615:** Violin, **616:** Viola, **617:** Cello, **618:** Bass, **619:** Harp, **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 341–362 or 371–394. **R** for maximum of 6 credits.

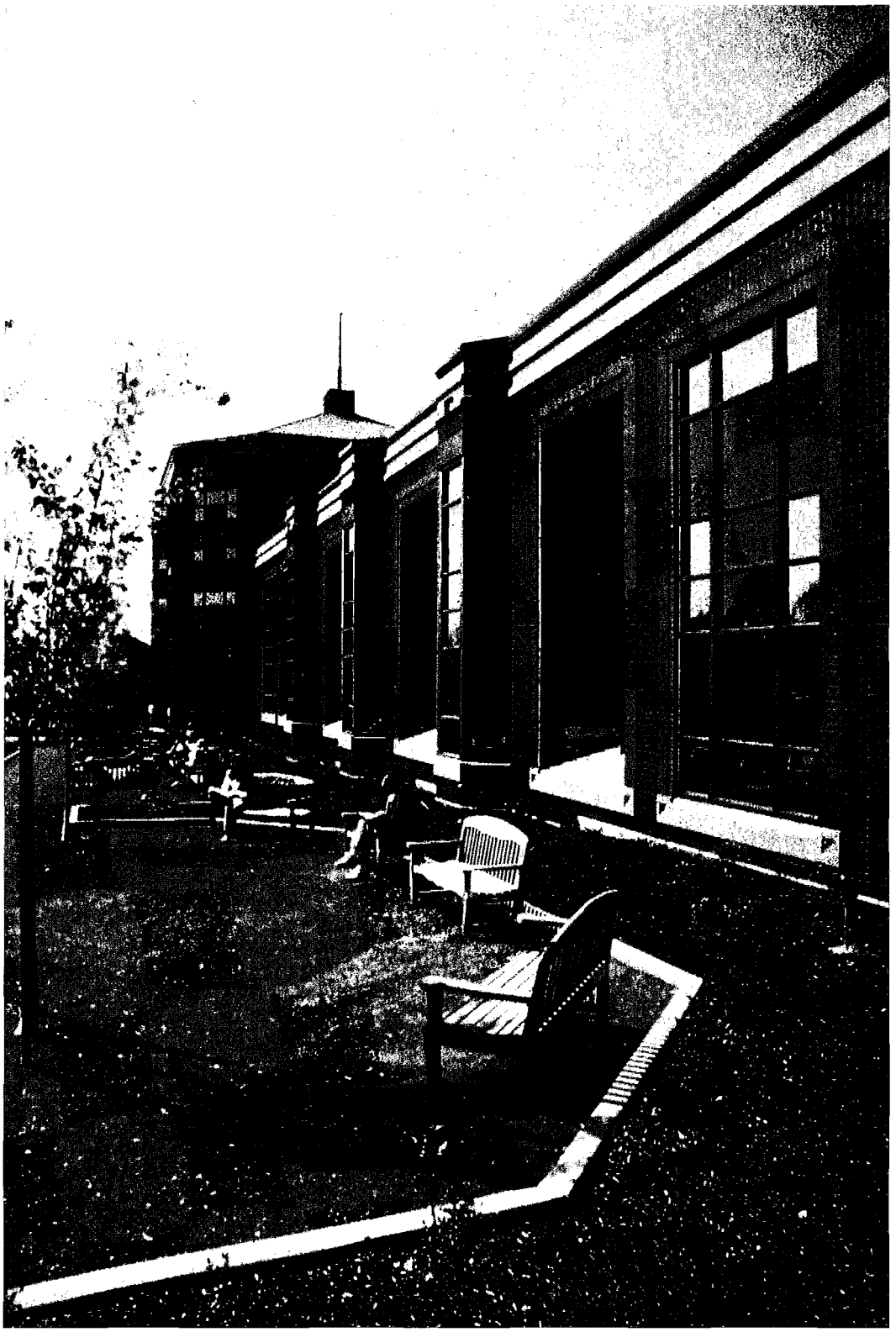
641–662 Performance Studies (Studio Instruction): [Topic] (2–4R) 641: Piano, **642:** Harpsichord, **643:** Organ, **644:** Voice, **645:** Violin, **646:** Viola, **647:** Cello, **648:** Bass, **649:** Harp, **651:** Flute, **652:** Oboe, **653:** Clarinet, **654:** Saxophone, **655:** Bassoon, **656:** Trumpet, **657:** French Horn, **658:** Trombone, **659:** Euphonium, **660:** Tuba, **661:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 271–294. **R** for maximum of 12 credits.

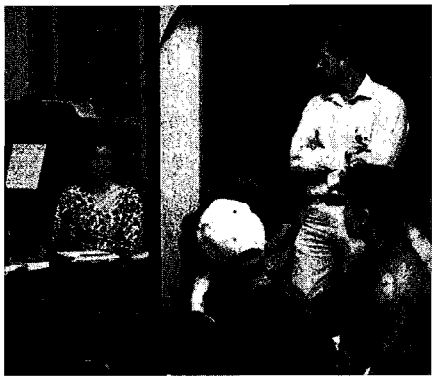
670 Performance Studies (Studio Instruction): Piano Accompanying (2–4R) Concentration on vocal and instrumental repertoire. Prereq: instructor's consent, audition to demonstrate proficiency equivalent to MUP 671.

671–694 Performance Studies (Studio Instruction): [Topic] (2–4R) 671: Piano, **672:** Harpsichord, **673:** Organ, **674:** Voice, **675:** Violin, **676:** Viola, **677:** Cello, **678:** Bass, **679:** Harp, **681:** Flute, **682:** Oboe, **683:** Clarinet, **684:** Saxophone, **685:** Bassoon, **686:** Trumpet, **687:** French Horn, **688:** Trombone, **689:** Euphonium, **690:** Tuba, **691:** Percussion, **693:** Fortepiano, **694:** Clavichord. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 471–494.

741–761 Performance Studies (Studio Instruction): [Topic] (2–4R) 741: Piano, **742:** Harpsichord, **743:** Organ, **744:** Voice, **745:** Violin, **746:** Viola, **747:** Cello, **748:** Bass, **749:** Harp, **751:** Flute, **752:** Oboe, **753:** Clarinet, **754:** Saxophone, **755:** Bassoon, **756:** Trumpet, **757:** French Horn, **758:** Trombone, **759:** Euphonium, **760:** Tuba, **761:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 671–694, sufficient talent and experience to justify undertaking performance as a supporting area.

771–794 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, **781:** Flute, **782:** Oboe, **783:** Clarinet, **784:** Saxophone, **785:** Bassoon, **786:** Trumpet, **787:** French Horn, **788:** Trombone, **789:** Euphonium, **790:** Tuba, **791:** Percussion, **793:** Fortepiano, **794:** Clavichord. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 671–694, sufficient talent and experience to justify undertaking performance as a primary area.





Campus and Community Resources

COMPUTING

250 Computing Center
Telephone (503) 346-4403
Gordon P. Ashby, Joanne R. Hugi, JQ Johnson, Directors

University Computing provides the university with central computing facilities and services to support instruction, administration, and research.

Hardware. Central computing hardware includes the VMScluster, an array of large-scale DEC time-sharing computers for interactive research and administrative applications; DARKWING, a Sun/UNIX time-sharing system targeted for compute-intensive academic applications; GLADSTONE, a Sun/UNIX time-sharing computer that provides access to network resources; a DOS PC instructional microcomputer laboratory; UOnet, a fiber-optic campus network that provides inter-building communications and access to the Internet and other outside networks; and mark-sense document scanners.

Software. The University Computing staff supports a sizable selection of programming languages, applications packages, and other software on the VMScluster and DARKWING, including

- electronic mail and other communications software for use on UOnet and the Internet
- FORTRAN, Pascal, COBOL, C, PROLOG, and MACRO programming languages
- SAS, SPSSx, BMDP, MINITAB, RATS, S, and SHAZAM statistics packages
- special-purpose applications programs and packages, including TeX (text-formatting), IMSL (FORTRAN subroutine library), LISREL (linear structural equation modeling), MAPLE (symbolic mathematics), and NCAR and Exponent graphics packages

Services. Accompanying the Computing Center's hardware and software resources are a full complement of support services, including

- consulting assistance on a wide range of computing-related topics
- a microcomputer support center, which features a showroom for products offered through the university's discount Microcomputer Purchase Plan and a microcomputer consulting and services office. Purchase plan staff members provide demonstrations of equipment and advice about purchase decisions. Consulting and services staff members offer personal consultation about microcomputer problems and assistance with public domain software, disk and file recovery, and file transfers, among other microcomputer services
- a series of elementary and advanced workshops that provide instruction on computing-related topics; offered every term
- limited contract programming
- network support ranging from installation of network hardware and software to troubleshooting and diagnosing network problems
- data entry and scanning
- a documents library of vendor manuals, local documentation, and computing-related periodicals and textbooks
- microcomputer and electronics maintenance services

University Computing is a service unit independent of the Department of Computer and Information Science, the academic department that offers credit courses toward bachelor's and advanced degrees. For information about that department, see the **Computer and Information Science** section of this bulletin.

CONTINUATION CENTER

333 Oregon Hall
Telephone (503) 346-4231
In Oregon 1 (800) 524-2404
Curtis D. Lind and Ronald E. Trebon, Directors

COMMUNITY EDUCATION

Director

An important dimension of the University of Oregon's continuing education responsibility is the Community Education Program, which provides individuals who are not formally admitted to the UO with the opportunity to take university courses.

Community education students may register for a maximum of 7 credits a term at reduced fees. Credits earned through the Community Education Program are listed on a student's permanent UO academic record and are evaluated as transfer credits when applied to a graduate or undergraduate degree.

For more information write or call the Community Education Program, 1277 University of Oregon, Eugene OR 97403-1277; telephone (503) 346-5614.

CONTINUING EDUCATION

Curtis D. Lind, Director

Continuing Education is the program through which the Continuation Center offers a wide range of educational activities in the Eugene area and throughout Oregon. Activities include credit and noncredit lectures, conferences, seminars, workshops, and formal courses. Topics include such diverse subjects as microcomputer applications, international affairs, business computing, children's art, arts management, substance abuse, recreation and tourism management, teacher education, and educational administration. Subdivisions of Continuing Education are Off-Campus Programs, Conferences and Special Programs, and the Microcomputer Program.

Off-Campus Programs

The Continuation Center offers computer classes, nondegree certificates of completion, and graduate degree programs in the Portland area. The Off-Campus Teacher and Administrator Education Program serves teachers and administrators throughout Oregon. This program is described in greater detail later in this section. The interdisciplinary master of science (M.S.) degree and certificate programs in applied information management include course work in business management and information management and information design.

Applied Information Management Program
Linda F. Ettinger, Director

Academic Advisory Board

Linda F. Ettinger, arts and administration
Carl J. Hosticka, planning, public policy and management
Diana Lauterbach, arts and administration
Curtis D. Lind, Continuation Center
Philip K. Piele, learning and instructional leadership
Gerardo R. Ungson, management

The interdisciplinary master's degree program in applied information management (AIM) was designed in response to rapid developments in information technologies and the resulting impact on organizations. Developed in association with other institutions and area industries, the course of study leads to a master of science (M.S.) degree in the Interdisciplinary Studies: Individualized Program (IS:IP) with a focus on applied information management. Most courses are scheduled during the

evening once a week in the University of Oregon Portland Center in downtown Portland.

The degree is specifically designed to serve midcareer professionals working in high-technology organizations, and it 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. They must combine knowledge in management, business, and visual communications with an awareness of high technology and a global context in order to meet the challenges of the future. The AIM program offers 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.

Students are active participants in the design and implementation of the AIM program and are regularly consulted about appropriate curriculum content. Their ideas are solicited for the design of workshops. Students are expected to participate in the flow of classroom interaction. In these ways the program promotes sharing of professional knowledge and experience.

Nondegree certificates of completion are offered to individuals interested in specific areas of content but not seeking the master of science degree. Certificate students participate in the same classes as master's degree students.

Curriculum

To obtain a master of science degree in interdisciplinary studies: individualized program: applied information management, students must complete a 60-credit program consisting of four components: information management (16 credits), business management (16 credits), information design (16 credits), and research (12 credits). A list of required courses is available from the AIM program associate director.

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 Analogy Test (MAT). Admission to certificate programs does not require a bachelor's degree.

For more information and to request application materials write or call the AIM Program Associate Director, Portland Center, 722 SW 2nd Avenue, Portland OR 97204; telephone (503) 725-3090.

Off-Campus Teacher and Administrator Education Program

A special segment of Continuing Education is its off-campus service to teachers and administrators throughout the state. Courses are offered in local areas for both professional self-improvement and licensure requirements. Students 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 Off-Campus Teacher and Administrator Education Program. University of Oregon credit may also be arranged for community-based educational events. For additional information, for details about courses, or to be placed on a mailing list, write or call the Program Coordinator, Off-Campus Teacher and Administrator Education, Continuation Center, 1277 University of Oregon, Eugene OR 97403-1277; telephone (503) 346-4231, in Oregon 1 (800) 524-2404.

Conferences and Special Programs

This division offers substantive conferences and noncredit workshops and supports academic departments and individual faculty members in developing activities for both UO students and community members. It sponsors annual events including the Techgraphics and Design-to-Print Conference, National Educational Computing Conference, International Conference of Economics of Tourism, Northwest Council for Computer Education Conference, and International Symposium on Telecommunications in Education. 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.

Conferences and Special Programs is made up of three components.

Computer-Aided Design Training Program

This program links Continuing Education to an international network of training centers specializing in computer-aided design (CAD) applications for engineers, architects, and other design professionals. Areas of study include CAD, computer-aided manufacturing (CAM), and computer-integrated manufacturing (CIM). A variety of applications software, including AutoCAD and AutoCAD AEC, are used. Offerings include regular five- and ten-week courses and intensive seminars.

Corporate Training Program

Individualized programs provide educational support and staff development that address the special needs of local, regional, and national organizations in business, industry, public utilities, and education. Courses are specifically designed for applications in the participating organization.

Desktop Publishing Program

Information from a rapidly changing publishing environment is combined with a foundation of critical thinking skills provided by academic inquiry to create an effective training program in desktop publishing. Areas of study include budgeting, 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 publishing skills. After completing the program, students can approach publication challenges with confidence and continue broadening areas of interest while keeping abreast of the industry. More information and application materials are available from Kassia Dellabough at the address below.

Address written inquiries to Continuation Center, 1277 University of Oregon, Eugene OR 97403-1277. Telephone (503) 346-3475, in Oregon 1 (800) 524-2404.

See also Microcomputer Program.

Learning in Retirement (LIR)

This self-supporting member-run program was established to meet the educational interests of the community's retired and semi-retired 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. Planned and directed by its member, LIR is administered by the Continuing Education.

For more information write or call Learning in Retirement, Continuing Education, 1277 University of Oregon, Eugene OR 97403-1277; telephone (503) 346-0697.

Microcomputer Program

The Microcomputer Program, a division of Continuing Education, offers classes in Eugene, Portland, and other cities in Oregon. The intensive, interdisciplinary program offers practical experience on Macintosh and IBM-compatible computers. Course content includes DOS and Windows, Graphic Arts, CAD, Databases, Spreadsheets, Word Processing, Projects and Presentations. The program has Authorized Training Center status from the following software companies: Aldus, AutoCAD, Borland, and Microsoft.

The Microcomputer Program offers noncredit educational activities. These include the University of Oregon Computer Camp for students ten to sixteen years old, workshops in basic computer skills for senior citizens, and courses for university faculty members, staff members, and the community.

SUMMER SESSION

Ronald E. Trebon, Director

Enrollment during summer session does not require formal admission to the university. Summer courses offer university credit, and courses begin throughout the summer. The free summer session bulletin is available in early April and lists all summer courses, fees, and registration information. Telephone (503) 346-3475, in Oregon 1 (800) 524-2404.

Financial Aid

The university has loans, grants, and part-time work available during the summer. Financial aid is available only for students who are admitted to the university and enrolled in a program leading to a degree or certificate. A student must be in good academic standing to receive financial aid. To apply for financial aid to attend the 1995 summer session, a student must have submitted a completed financial aid application for the 1994–95 academic year and any other necessary documents to the Office of Student Financial Aid on or before April 28, 1995.

Housing

Single- and multiple-occupancy rooms in university residence halls are abundant in summer. Student family housing is limited because most units are occupied during the summer by year-round students. Rental houses, apartments, and boarding houses are available near the campus.

Registration

The dates for the eight-week 1995 summer session are June 19–August 11. Telephone registration begins April 24. Selected eleven-week courses begin June 19 and end September 1. Students may also register the first day of class.

Detailed information about summer session courses and registration procedures may be obtained from the summer session bulletin or by writing to Summer Session, 1279 University of Oregon, Eugene OR 97403-1279. Telephone (503) 346-3475, in Oregon 1 (800) 524-2404.

INTERNATIONAL EDUCATION AND EXCHANGE

330 Oregon Hall
Telephone (503) 346-3206
Thomas Mills, Director

The university currently enrolls about 1,600 international students from eighty-seven countries and sponsors a variety of overseas study programs in Africa, Asia, 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 and Exchange Opportunities

Students and faculty members can study, teach, or conduct research abroad by participating in an exchange or study-abroad program. Overseas study courses that are offered for UO credit are listed in the **Special Studies** section of this bulletin. More complete information about each of the following programs is published in the pamphlet *Overseas Study Opportunities*, available in the Office of International Education and Exchange.

CIEE is the Council on International Education Exchange.

Australia, Melbourne and Perth. La Trobe University and Curtin University offer a broad curriculum for students participating in these year-long exchange programs. Curtin University also offers a semester program. Students attend regular university classes and follow the Australian academic year, which begins in February and ends in November.

China, Beijing. This fall-semester program at the Central Institute for Nationalities offers intensive study of Chinese and a chance to learn about China's minority peoples. The program includes a three-week study tour of one of China's minority regions.

China, Xiamen. Faculty members may study or conduct research in one of China's national universities located in southeast China.

Czech Republic, Prague. Semester- and year-long language and area studies programs are offered in cooperation with CIEE. Students live in university dormitories.

Denmark, Copenhagen. This academic program at the University of Copenhagen offers semester and full-year programs in architecture and design, international business, marine environmental studies, and humanities and social sciences. Field trips are integrated into academic course work. Architecture and Europe in transition are also offered in summer semester programs. Courses are taught in English by Danish professors.

Ecuador, Quito. During the fall term, Spanish-language and Latin American studies courses are offered at the Catholic University of Ecuador. Courses specially designed for foreigners are taught in Spanish. Students who remain for the spring semester take regular university courses.

England, Bath. This program is inactive.

England, London. Historic London is the setting for this program, which emphasizes the humanities and social sciences. Field trips are integrated into academic work to provide a balanced educational experience. Students live with British families.

England, London. Every other spring, graduate and undergraduate students may study the performing arts in London. Accompanied by a UO professor emeritus, participants attend more than forty performances. Course credits apply to UO graduation requirements.

Finland, Tampere. UO students with sufficient Finnish enroll in regular university courses at the University of Tampere. Instruction is available in beginning to advanced Finnish. Independent programs in English can be arranged in some disciplines.

France, Avignon. Students in this program study the culture, traditions, and language of France. Field trips are an integral part of the program. Instruction is in English, although acceptance into the program requires three terms of college-level French.

France, Le Mans. The Université du Maine offers an intensive first- and second-year language and culture program during winter term. Housing in dormitories and four excursions are included in the program.

France, Lyon. Students with intermediate or advanced training in French language may choose the year-long 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.

Germany, Baden-Württemberg. Students in this year-long 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; applicants must have had at least two years of college-level German prior to acceptance.

Germany, Cologne. Cologne offers a liberal arts and intensive German-language curriculum similar to the programs in Avignon and Siena. Although courses are taught in English, one term of college-level German is required.

Germany, Tübingen. Students studying the German language are eligible for this intensive language program offered each year from April to July.

Hungary, Szeged. No previous study of Hungarian is required for this program, which emphasizes Hungarian culture and society. All levels of language instruction are offered.

Indonesia, Malang. Semester-long programs in Indonesian language; history; and development studies, culture, or literature are offered through CIEE. The academic program is supplemented with field trips and short excursions.

Israel, Jerusalem. Historic Jerusalem is the site of a one-year or semester program. Course work focuses on the social sciences and humanities with special concentrations in international, urban, religious, and Middle East studies. Students live in campus dormitories. There is no foreign-language prerequisite.

Italy, Pavia. One student is accepted into this year-long 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 University of Oregon School of Architecture and Allied Arts sponsors a studio in Rome. A faculty member from the Department of Architecture accompanies the Oregon group.

Italy, Siena. Italian language, humanities, and the social sciences are emphasized in this program. Field trips complement classroom work. At least one term of college-level Italian is recommended.

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. Semester-long programs in Japanese business and society are offered through CIEE for summer session and for fall or spring terms. No knowledge of Japanese is required.

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 year-long program follows the Japanese academic calendar, beginning in April and ending in February. Instruction is in English, but participants must have one year of university-level Japanese.

Japan, Tokyo—Keio University. One or two UO students who have at least two years of college-level Japanese participate in a year-long exchange. Participants engage in intensive study of Japanese language and take Japanese culture classes offered in English. Students who are proficient in Japanese may also take regular courses at the university.

Japan, Tokyo—Meiji University. One or two students with advanced skills in Japanese are offered an opportunity to study a wide range of subjects. Students must complete at least three years of college-level Japanese prior to participation. This year-long exchange program follows the Japanese academic calendar, starting at the beginning of April and ending in mid-February.

Japan, Tokyo—Waseda University. Waseda University's International Division offers a variety of courses in Asian studies that are taught in English. The year-long program follows the UO's academic calendar. Participants must have one year of college-level Japanese.

Korea, Seoul. Yonsei University's International Division offers UO students year-long programs in Korean and Asian studies. There is no language requirement, but previous study of Korean is recommended.

Mexico, Cuernavaca. This program is inactive.

Mexico, Querétaro. Two programs are available. Spring: focus is on intensive Spanish-language acquisition for UO students who have completed SPAN 102. Summer: third- and fourth-year Spanish course work is offered. Classes are held at the Universidad Autónoma de Querétaro. Home stays, excursions, and student services are provided by the Interamerican University Studies Institute.

The Netherlands, Breukelen. The program at Nijenrode, the Netherlands School of Business, offers graduate-level course work in international business. Students may participate for one or more terms.

Norway, Bergen. Students with one or two years of Norwegian are eligible for a semester- or year-long exchange program at the University of Bergen. Students may continue their Norwegian language and culture studies or enroll in standard academic programs.

Poland, Warsaw. Semester- and year-long language and area studies programs are offered in cooperation with CIEE. Students live in university dormitories.

Russia. Participants study in the Department of Russian as a Foreign Language at one of several educational institutions in Moscow or St. Petersburg. This program is sponsored by the American Council of Teachers of Russian (ACTR). Acceptance into the program requires two or more years of college-level Russian.

Russia, St. Petersburg, Tver, Novosibirsk. Students in this program sponsored by CIEE take courses in Russian language, literature, history, and culture. Because classes are conducted in Russian, students must have a minimum of two years of college-level Russian for the summer program and three years for the semester program.

Scotland, Aberdeen. The University of Aberdeen is the site of this year-long exchange program. Students have opportunities to take course work in a wide range of disciplines with the guidance of a faculty adviser. Housing is in university dormitories.

Scotland, Glasgow. A year-long program at the Mackintosh School of Architecture at the University of Glasgow is available for architecture majors.

Spain, Seville. This semester program offers courses in Spanish language, literature, history, and culture. Applicants must have completed at least two years of college-level Spanish.

Spain, Seville. A fall- or spring-semester program for business majors is available through CIEE. Three years of college-level Spanish are required.

Sweden, Linköping. This year-long exchange program is available to students who demonstrate sufficient proficiency in Swedish. Courses are taught in Swedish and emphasize Scandinavian studies.

Sweden, Uppsala. Students with one or two years of Swedish may study for fall semester or an academic year at Uppsala University, one of Europe's oldest and finest universities. Students may continue their studies in Swedish language and culture or enroll in other academic programs.

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 politics. It is offered fall and spring semesters.

Vietnam, Hanoi. Participants in this CIEE-sponsored program take Vietnamese language; Vietnamese culture, history, and society; and contemporary Vietnamese history. The semester-long program is offered fall and spring.

New Programs

New programs are proposed in Ghana and the United Kingdom. Information about recent developments is available from the Office of International Education and Exchange.

Grants and Scholarships for Study Abroad

Because students are registered at the UO while participating in oversears study programs, they are eligible to receive 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.

LIBRARY

Office of the Librarian, Knight Library
Telephone (503) 346-3056
George W. Shipman, University Librarian

FACULTY

Alice J. Allen, professor; assistant university librarian for technical services and systems. B.A., 1962, Drake; M.A., 1966, Rice; A.M.L.S., 1968, Michigan. (1982)

C. Joseph Altimus, assistant professor; serials catalog librarian. B.A., 1981, Arizona State; M.L.S., 1992, California State, San Jose. (1993)

Karen Beck, assistant professor; law reference librarian. B.A., 1983, Pomona; J.D., 1992, Southern California; M.L.S., 1994, California, Los Angeles. (1994)

Leslie K. Bennett, associate 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, associate professor; assistant university librarian for administrative services and planning. B.A., 1983, Marylhurst; A.M.L.S.,1984, Michigan. (1985)

Kathie Brinkerhoff, assistant professor; business reference librarian. B.S., 1985, M.L.I.S., 1991, Brigham Young. (1991)

Sara N. Brownmiller, associate professor; systems librarian. B.A., 1974, Incarnate Word; M.L.S., 1978, Arizona. (1987)

Barbara A. Butler, assistant professor; science librarian. B.S., 1980, M.S., 1983, California, Davis; M.L.I.S., 1990, California, Berkeley. (1992)

Daniel G. CannCasciato, assistant professor; authority control and catalog librarian. B.A., 1979, Oregon; M.L.I.S., 1989, California, Berkeley. (1991)

James H. Carmin, associate professor; architecture and allied arts reference librarian. B.A., 1976, M.L.S., 1981, Ball State. (1983)

Deborah A. Carver, associate professor; assistant university librarian for public services and collections. B.A., 1973, Massachusetts; M.L.S., 1976, North Carolina, Chapel Hill; M.P.A., 1984, Virginia, Charlottesville. (1990)

Rodney E. Christensen, professor; reference librarian. B.S., 1956, M.S., 1957, Northern Illinois; M.S., 1967, Southern California. (1967)

Mary E. Clayton, associate professor; associate law librarian. B.A., 1971, Illinois State; M.L.S., 1973, Oregon; J.D., 1975, Marshall. (1984)

Lawrence N. Crumb, associate professor; reference librarian. B.A., 1958, Pomona; M.A., 1967, Wisconsin, Madison; M.Div., 1961, S.T.M., 1973, Nashotah House. (1978)

Karen D. Darling, associate professor; head, serials department. B.A., 1973, St. Olaf; Dipl. Lib., 1975, Polytechnic of North London. (1982)

Robert H. Felsing, associate 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, associate professor; coordinator, library instruction. B.A., 1972, Alberta; M.A.,1977, Portland State; M.L.S., 1984, Washington (Seattle). (1986)

Vicente E. Garces, assistant professor; senior law reference librarian. A.B., 1980, UCLA; J.D., 1989, San Francisco; M.L.I.S., 1991, California (Berkeley). (1992)

Joni Gomez, assistant 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)

Memory Grober, instructor; development officer. B.A., 1982, California, Los Angeles. (1993)

Joanne V. Halgren, associate professor; head, interlibrary loan service. B.A., 1966, George Fox; M.L., 1967, Washington (Seattle). (1967)

John Hawk, assistant professor; special collections librarian. B.A., 1989, Reed; M.L.I.S., 1993, California, Los Angeles; M.A., 1993, California, Berkeley. (1993)

J. Richard Heinzkill, professor; reference librarian. B.A., 1955, Saint John's (Collegeville); A.M.L.S., 1964, Michigan. (1967)

John F. Helmer, assistant professor; head, library systems and automation. B.A., 1981, California, San Diego; M.L.S., 1988, California, Los Angeles. (1988)

Dennis R. Hyatt, professor; law librarian. B.A., 1969, Missouri; J.D., 1972, M.L.L., 1974, Washington (Seattle). (1976)

Barbara Baxter Jenkins, associate professor; head, reference department. B.A., 1978, Earlham; M.L.S., 1982, Chicago. (1992)

Victoria A. Jones, assistant professor, manuscripts curator. B.A., 1986, Wichita State; M.A., 1988, M.L.I.S., 1990, Texas, Austin. (1990)

Timothy Klassen, assistant professor; science reference librarian. B.A., 1988, Toronto; M.L.I.S., 1992, Dalhousie. (1992)

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, associate professor; reference librarian. B.A., 1983, Eastern Illinois; M.L.S., 1985, Illinois. (1985)

Howard A. Lindstrom, associate professor; assistant director, Instructional Media Center. B.S., 1958, Southern Oregon State; M.A., 1966, California State, San Jose; Ed.D., 1987, Oregon. (1987)

James V. Mahoney, associate professor; director, Instructional Media Center. B.S., 1956, Saint Peter's; M.A., 1972, Incarnate Word; M.H.A., 1975, Baylor; Ph.D., 1988, Texas A&M. (1990)

Bernard F. McTigue, associate professor; curator of special collections. B.A., 1973, M.S., 1974, Columbia; M.A., 1980, Hunter College. (1993)

K. Keith Richard, professor; university archivist. B.S., 1958, Oregon College of Education; M.S., 1964, M.L.S., 1971, Oregon. (1972)

George W. Shipman, professor. B.A., 1963, Albion; M.A., 1965, Western Michigan; A.M.L.S., 1967, Michigan. (1980)

Nancy Slight-Gibney, assistant professor; head, acquisition department. B.A., 1978, M.A., 1986, Oregon; M.I.L.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)

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, associate professor; head, Map and Aerial Photograph 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)

Christine L. Sundt, associate professor; slide curator. B.A., 1969, Illinois, Chicago; M.A., 1972, Wisconsin, Madison. (1985)

Bruce Harwood Tabb, assistant professor; catalog librarian. B.Music, 1987, Cincinnati; M.Music, 1989, Yale; M.L.S., 1991, Southern Connecticut. (1992)

Luise E. Walker, associate professor; science reference librarian. A.B., 1951, Washington (Seattle); A.M.L.S., 1955, Michigan; M.S., 1961, State University of New York College of Environmental Sciences and Forestry. (1967)

Hsiao-Guang Wang, associate professor; Chinese catalog librarian. B.A., 1984, M.L.S., 1986, Rutgers. (1986)

Mark R. Watson, associate professor; head, catalog department. B.A., 1981, Whitworth; M.A., 1983, Washington State; A.M., 1986, Chicago. (1986)

Bradley K. Wycoff, assistant professor; science reference librarian. B.A., 1980, M.L.S., 1987, Washington (Seattle). (1988)

Emeriti

Eugene B. Barnes, professor emeritus. B.A., 1941, M.A., 1943, Minnesota; Ph.D., 1947, Chicago. (1947)

Kenneth W. Duckett, professor emeritus. B.A., 1950, Denver; M.S., 1954, Wisconsin, Madison. (1979)

Jane B. Durnell, professor emerita. B.A., 1938, Iowa; M.L.S., 1968, Oregon. (1968)

Katherine G. Eaton, associate professor emerita. B.A., 1944, Minnesota; M.S., 1952, M.S., 1968, Oregon. (1970)

Elizabeth Findly, professor emerita of librarianship. A.B., 1929, Drake; B.S., 1934, Illinois; A.M.L.S., 1945, Michigan. (1934)

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)

Dwight H. Humphrey, senior instructor emeritus; catalog librarian emeritus. A.B., 1934, B.S., 1939, M.A., 1963, Southern California. (1963)

Donald L. Hunter, professor emeritus. B.S., 1945, Nebraska. (1946)

Edward C. Kemp, professor emeritus. A.B., 1951, Harvard; M.L.S., 1955, California, Berkeley. (1955)

Clarice E. Krieg, professor emerita. B.A., 1932, Iowa; B.S., 1933, A.M., 1935, Illinois. (1941)

William C. Leonard, professor emeritus. A.A., 1958, San Jose City; B.S., 1965, M.S., 1970, Oregon. (1968)

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)

Huibert Paul, assistant professor emeritus. B.A., 1963, Sophia, Tokyo; M.L.S., 1965, California, Berkeley. (1965)

Claire Runkel, assistant professor emerita. B.A., 1958, M.A., 1961, Minnesota. (1961)

Lois M. Schreiner, assistant professor emerita. B.S., 1968, M.L.S., 1969, Oregon. (1970)

Rose Marie Service, associate professor emerita. A.B., 1944, Michigan State Normal, Ypsilanti; M.A., 1950, M.A., 1955, Minnesota. (1961)

Marcia J. Sigler, assistant professor emerita. B.A., 1944, Ohio Wesleyan; B.S., 1956, M.L.S., 1958, California, Berkeley. (1969)

Donald T. Smith, professor emeritus. B.A., 1949, M.A., 1950, Wesleyan; M.S., 1951, Columbia. (1963)

Edmund F. Soule, professor emeritus. B.Mus., 1939, M.A., 1946, Pennsylvania; B.Mus., 1948, Yale; Ph.D., 1956, Eastman School of Music. (1966)

Edward P. Thatcher, professor emeritus. B.A., 1940, Swarthmore; M.A., 1940, B.S.L.S., 1952, Minnesota. (1952)

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

Facilities and Services

The University of Oregon Library System supports the instructional and research programs of the university. Services provided by the library include reference; library instruction; on-line, CD-ROM, and Internet searching; interlibrary loan; and reserve reading. The library has more than 2,000,000 volumes and subscribes to more than 18,000 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 the Knight Library, the law library, and four branch libraries. The Kenneth Lucas Fenton Memorial Law Library is located in the School of Law. The Science Library is located in the science complex; the Mathematics Library is in Fenton Hall. The Architecture and Allied Arts Library is located in Lawrence Hall, and the Map and Aerial Photograph Library is in Condon Hall.

The library's on-line catalog, Janus, provides computerized access to more than 900,000 titles in the library's collections. Using Janus,

patrons can find out if a book is in the library or, if the book is checked out, its due date. Janus also displays information about materials on order and about materials being processed. Information about journal receipts and holdings is constantly updated. All cataloged library materials added to the collection since 1975 may be accessed on Janus, including the complete holdings of the Architecture and Allied Arts Library, the law library, and the Mathematics Library. Electronic indexes to journals and a gateway to other libraries' catalogs are also available on Janus. Users can access Janus from terminals throughout the library system, over UOnet and Internet, and by dial in.

Reference service is provided in all UO libraries. The library system provides computerized access to bibliographic, numeric, and full-text databases through both end-user searching and appointment searching. End-user searching allows library patrons to conduct their own computerized search. Appointment searches are performed by a reference librarian at the patron's request.

The library system continues to expand its end-user searching program while maintaining access to the more than 400 on-line databases available through an appointment search. The library system offers five end-user searching services including a variety of CD-ROM databases; the Expanded Academic Index on Janus; FirstSearch; NEXIS/LEXIS/MEDIS; and CAS Online. No fees are charged for end-user services.

Regular tours of the Knight Library are offered during the first two weeks of each term on Wednesdays and Thursdays at 2:30 P.M. A HyperCard-based library information station is located in the reference area. The library system offers workshops, in-class presentations by librarians, and courses as part of its instruction program; these courses are listed in the **Special Studies** section of this bulletin.

The library system supports both undergraduate reading and advanced research. With membership in the Center for Research Libraries and through interlibrary loan, many items not owned by the library can be obtained.

The library's Special Collections contain 70,000 volumes, 20 million manuscripts, 130,000 photographic images, 75,000 architectural drawings, and 20,000 pieces of sheet music. The Oregon Collection contains specialized materials about Oregon history, life, and letters.

The library's Instructional Media Center supports the instructional and research endeavors of the university's faculty with 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 concerning the university community; audio tapes, film, and video of campus events; and memorabilia reflecting the history of the university. The University Archives are in the west end of Fenton Hall. For library hours, call (503) 346-3054.

History

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.

The 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. A third expansion and renovation project includes a 132,000-square-foot addition, completed in 1992. Substantial renovation of the existing building will be completed in 1994.

Friends of the Library

The Friends of the Library is a volunteer membership organization founded in 1940 to promote the welfare of the University of Oregon Library. In addition to making financial contributions to the library, the Friends of the Library regularly sponsors lectures and social and cultural events that are open to the public. More information is available in the Office of the University Librarian.

Borrowing Privileges

Students and faculty and staff members who have valid UO identification cards may borrow most library materials; 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 State System of Higher Education honor each other's faculty and currently validated student identification cards for the purpose of borrowing library materials, subject to the lending library's circulation and fine policies. 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 services for patrons with disabilities. Patrons may also contact Kathleen M. Lenn, liaison for patrons with disabilities, at (503) 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.

Library courses are listed in the **Special Studies** section of this bulletin.

MUSEUMS

CONDON MUSEUM OF GEOLOGY

325D Cascade Hall
Telephone (503) 346-4577
William N. Orr, Curator

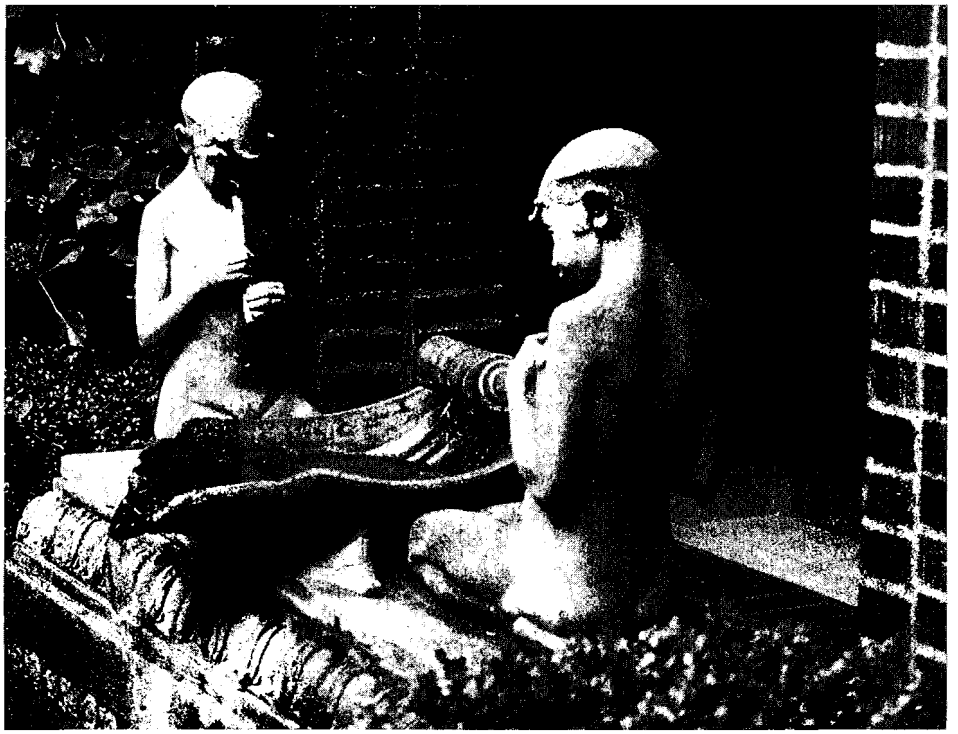
The Condon Museum of Geology houses the geological collection of Thomas Condon, pioneer geologist and professor of natural history and geology at the University of Oregon. Condon was one of the first professors to join the faculty of the university when it was established in 1876. When he died in 1907 his 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 45,000 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 birds, reptiles, amphibians, and fish. Several hundred technical papers have been published documenting the collections, and some research on the collections has been published in the University of Oregon Museum of Natural History bulletin series. A list of publication titles and a pamphlet with additional information about the museum may be obtained by writing to the Condon Museum of Geology, 1272 University of Oregon, Eugene OR 97403-1272.

MUSEUM OF ART

1430 Johnson Lane
Telephone (503) 346-3027
Stephen C. McGough, Director

The University of Oregon Museum of Art is a valuable resource for the visual arts on cam-



pus and in the Pacific Northwest. Among the museum's 12,000 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 on 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, the Friends of the Museum, provides financial support for a variety of museum activities, including exhibitions and the purchase of art for the collections. Membership is open to the public, and dues range from $10 (student) to $1,000 and higher (benefactor). The Friends of the Museum organizes fundraising events regularly for the museum, and members serve as volunteers in museum activities.

Admission to the museum is free. A gift shop offers unusual items related to the museum's collections. Museum hours are noon to 5:00 P.M., Wednesday through Sunday.

MUSEUM OF NATURAL HISTORY

1680 East 15th Avenue
Telephone (503) 346-3024
Don E. Dumond, Director

The Museum of Natural History, 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 of Natural History also serves as a display facility for the Oregon State Museum of Anthropology.

Researchers and instructors of UO classes may make special arrangements through the director to see items from the museum collections that are not on display.

Trained docents offer guided tours to groups of up to twenty-five people. Tours are by reservation only and require a minimum of two weeks' advance notice.

The museum store features natural-history publications and gifts.

The museum has an active volunteer program, and anyone who is interested in natural history is welcome to join it. Volunteers serve at the front desk, lead group tours, and staff the museum store. Some volunteers help with special projects, from publicity to display case painting . Occasionally, students can earn practicum credit for work on museum projects.

Museum and museum store hours are noon to 5:00 P.M., Wednesday through Sunday. The museum is closed mid-August through mid-September and on university holidays. Admission is free, but donations are encouraged.

OREGON STATE MUSEUM OF ANTHROPOLOGY

1680 East 15th Avenue
Telephone (503) 346-5120
Don E. Dumond, Director

Established by the Oregon Legislative Assembly in 1935 to serve as custodian of archaeological and anthropological material in the possession of the state of Oregon, the Oregon State Museum of Anthropology contains holdings that are among the most important in the Pacific Northwest. They include extensive archaeological collections resulting from excavations in Oregon and elsewhere in the Northwest that were begun by Luther S. Cressman and continued by numerous successors. The museum has a fine collection of northwest Indian baskets made before 1900. Collections of archaeological material from southwestern Alaska are also particularly important.

The Oregon State Museum of Anthropology also sponsors research in its field by faculty members and students and contracts archaeology for state and federal agencies. Facilities for fieldwork in archaeology are especially complete. The museum is administered as a self-contained division of the Museum of Natural History.

PORTLAND CENTER

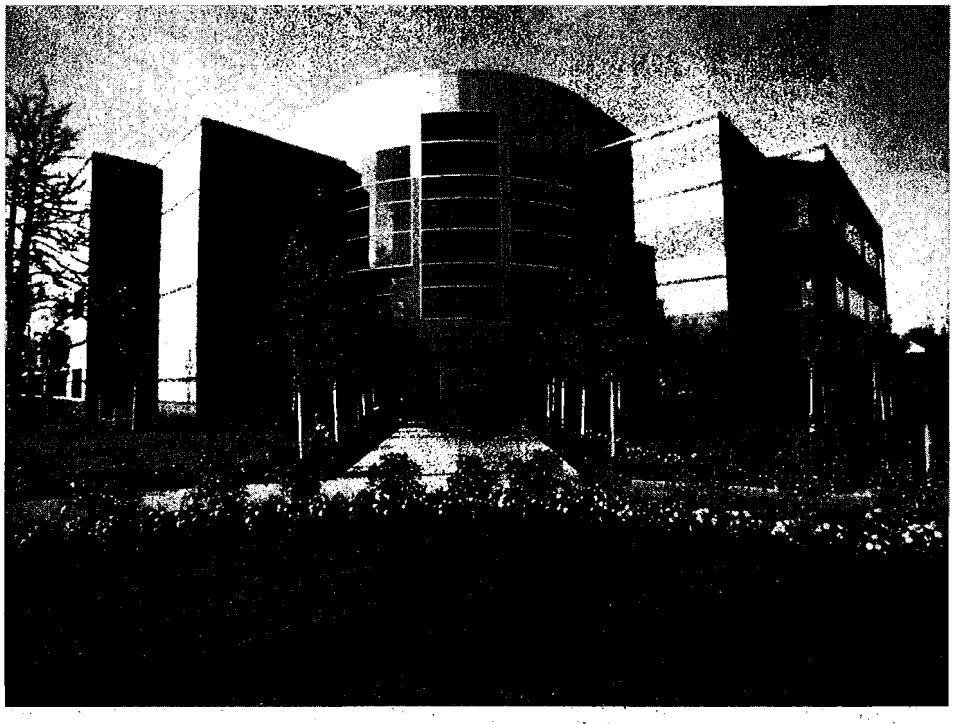
722 SW 2nd Avenue
Portland OR 97204
Telephone (503) 725-3055
Julia King-Tamang, Director

The University of Oregon's Portland Center, opened in 1987, is the headquarters for all UO activities in the Portland area. The center includes branch offices for the Duck Athletic Fund, UO Bookstore, Continuation Center, UO Foundation, and Labor Education and Research Center. All university programs can use the facilities for special events, seminars, workshops, and meetings. The center occupies approximately 9,000 square feet on the corner of Southwest Second Avenue and Yamhill Street, where the following services are available.

The UO Alumni Association holds monthly chapter meetings, meetings of the committees of the alumni association and its board, admission-information nights for Portland-area high school students, and social activities at the center.

The 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 Continuation Center coordinates the academic programs offered at the Portland



Center. Faculty members from various academic departments at the University of Oregon campus in Eugene participate in a multidisciplinary master of science degree program with an emphasis in applied information management. Additional workshops and seminars are available in other subject areas including architecture, journalism, law, music, and the arts and sciences. Courses in computing applications enroll 300 to 400 working professionals and other nontraditional students each month in noncredit courses. The Continuation Center has a full-time assistant director, microcomputer laboratory manager, administrative assistant, and other support personnel at the Portland Center.

The Office of Admissions hosts presentations and receptions at the Portland Center for prospective students and their parents. Also available at the center are applications for admission and brochures containing general information about the university.

The Duck Athletic Fund has two full-time staff members in Portland. The staff coordinates fund raising, promotions, information, special events, and ticket information in the Portland area. The office is headquarters for the Oregon Club of Portland, an athletics booster organization, which also employs a full-time office assistant.

The UO Bookstore outlet sells memorabilia, emblematic clothing, books by faculty members, and football game tickets.

The Labor Education and Research Center (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 credit short courses, workshops, conferences, and institutes.

RESEARCH INSTITUTES AND CENTERS

110 Johnson Hall
Telephone (503) 346-3186
Vice President for Research

Fourteen 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 do thesis or dissertation research work in one of the institutes must also satisfy the graduate degree requirements of the related department through which they will receive their degree.

Students who want to work in any of these fields may obtain detailed information from the institute and center directors concerning the programs and available financial aid.

ADVANCED SCIENCE AND TECHNOLOGY INSTITUTE

Riverfront Research Park
Telephone (503)346-3189
Robert McQuate, Executive Director

The Advanced Science and Technology Institute (ASTI) is a joint institute of the University of Oregon, Oregon State University, Oregon Health Sciences University, and Portland State University. The institute's purpose is to increase business and corporate access to research and scholarship of participating universities. Toward this end, ASTI

- organizes colloquia, workshops, and conferences in various research areas
- publishes the quarterly newsletter *Connections*
- administers the Industrial Associates Program
- promotes industry-university collaboration on specific research topics
- solicits industry support for research programs
- facilitates technology transfer (patent and licensing agreements) in coordination with the technology-transfer offices at Oregon universities
- supports statewide economic-development initiatives on behalf of university research programs

CENTER FOR ASIAN AND PACIFIC STUDIES

110 Gerlinger Hall
Telephone (503) 346-5087
Gerald W. Fry, Director

Advisory Board

C. Melvin Aikens, anthropology
William S. Ayres, anthropology
Gerald W. Fry, international studies
Noriko Fujii, East Asian languages and literatures
Esther Jacobson, art history
Richard Kraus, political science
Wendy Larson, East Asian languages and literatures
Glenn A. May, history
Kenneth D. Ramsing, decision sciences
James E. Reinmuth, business administration
Philip D. Young, anthropology

The Center for Asian and Pacific Studies facilitates the coordination of undergraduate and graduate academic programs in Asian studies, East Asian languages and literatures, international business, international studies, Pacific Islands studies, and Southeast Asian studies.

The center is committed to the development of innovative academic programs relating to Asia and the Pacific. One of its primary concerns is the support of individual and group developmental proposals leading to such programs. The center's associates include approximately seventy-five faculty members teaching and doing research in the humanities, social sciences, and sciences as well as in the UO professional schools and colleges. The center encourages the active involvement of its associates in interdisciplinary and cross-national teaching and research. By sponsoring visitors and public speakers and through collaborative efforts with other Oregon institutions, the center fosters a broader public awareness and knowledge of Asian and Pacific languages and cultural traditions. Through its outreach activities, the center encourages programs in public school education and provides a knowledge base to Oregon's business community.

The Office of International Affairs oversees the Center for Asian and Pacific Studies.

CENTER FOR HOUSING INNOVATION

264 Onyx Bridge
Telephone (503) 346-4064
Donald B. Corner, Director

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
Mary C. "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.

Undergraduate and graduate 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

340 Hendricks Hall
Telephone (503) 346-5015
Sandra L. Morgen, Director

Executive Committee

Katharine V. Cashman, geological sciences
Dianne M. Dugaw, English
Caroline Forell, law
Margaret J. Hallock, labor education and research
S. Marie Harvey, anthropology
Mavis Howe Mate, history
Sandra L. Morgen, sociology
Diana B. Sheridan, Center for the Study of Women in Society
H. Leslie Steeves, journalism and communication

The Center for the Study of Women in Society offers grants, programs, and services to faculty members, graduate students, and community researchers to support and disseminate research on women and gender. More than one hundred twenty scholars from thirty-three disciplines are affiliated with the center. The center fosters collaboration and interchange among researchers interested in questions about women; the intersection of gender, race, and class; and feminist scholarship. Visiting scholars, seminars, conferences, and lecture series are part of the program. Directions for 1994–95 include a focus on women in the Pacific West, expanded links with extrauniversity organizations that focus on women, and awards designed to stimulate and support efforts of scholars who seek funds from foundations and government agencies. Initial support for the center was provided by a bequest from William B. Harris in honor of his wife Jane Grant, a writer and feminist, to establish a Fund for the Study of Woman.

CENTER FOR THE STUDY OF WORK, ECONOMY, AND COMMUNITY

616 Prince Lucien Campbell Hall
Telephone (503) 346-5487
Steven Deutsch, Director

Participating Faculty

Joan R. Acker, sociology
Carl R. Bybee, journalism and communication
Steven Deutsch, sociology
John B. Foster, sociology
Linda O. Fuller, sociology
Paul Goldman, educational policy and management
Daniel Goldrich, political science
Margaret J. Hallock, labor education and research
Steven Hecker, labor education and research
Gregory McLauchlan, sociology
Daniel A. Pope, history
Mary Romero, sociology
George J. Sheridan, Jr., history
Donald R. Van Houten, sociology

The Center for the Study of Work, Economy, and Community provides a facilitating structure for interdisciplinary research on issues of work and work organizations, labor force and labor market, and the economy and links to the community. Projects and interests of participants include labor and new technology; American and Japanese organizational and managerial applications in United States industry; form, content, and direction of labor-management cooperation in the United States economy; changing positions of women in the United States labor force; the politics of comparable worth; labor and community connections in historical and contemporary perspective; alternative policies for reindustrialization and economic growth in Oregon and the United States; international comparisons of worker participation in industry, including quality of working-life applications; and energy and community-regional economic development.

The center has hosted visiting American and international scholars and conducts forums, conferences, and seminars as part of its programs.

Research opportunities are available for graduate and undergraduate students.

CHEMICAL PHYSICS INSTITUTE

240 Willamette Hall
Telephone (503) 346-4773
Geraldine L. Richmond, Director

Members

David S. Alavi, chemistry
Howard J. Carmichael, physics
Bernd Crasemann, physics
Thomas R. Dyke, chemistry
Paul C. Engelking, chemistry
Marvin D. Girardeau, physics
John Hardwick, physics
David R. Herrick, chemistry
Bruce S. Hudson, chemistry
Michael E. Kellman, chemistry
John T. Moseley, physics
Thomas W. Mossberg, physics
Warner L. Peticolas, chemistry
Michael G. Raymer, physics
Geraldine L. Richmond, chemistry

Associates

Robert M. Mazo, chemistry
Richard M. Noyes, chemistry

The Chemical Physics Institute promotes fundamental research in atomic and molecular systems. A combination of concepts and techniques from traditional chemistry and physics disciplines offers a unique approach to this work. The main thrust of the institute is research on isolated atomic and molecular processes and their relation to condensed phase and interfacial phenomena. A principal mode of investigation is the interaction of matter and light including laser spectroscopy, synchrotron radiation, quantum optics studies, and traditional spectroscopy.

Problems under active investigation include high-resolution electronic spectroscopy of molecular ions and radicals to understand their structure and chemical dynamics. Fundamental studies are conducted of transient optical phenomena and related quantum optics subjects. Interfacial and surface phenomena are probed by second-harmonic generation techniques. The structure and dynamics of small clusters formed in molecular beams are studied by microwave, infrared diode laser, and visible laser spectroscopy. Experimental and theoretical studies elucidate inner-shell atomic processes and highly excited states of atoms in plasmas. Studies of electron correlation in atomic and molecular systems are conducted with sophisticated group theoretical methods, as are studies of large clusters. The dynamics of vibrationally excited molecules are studied using techniques of nonlinear dynamics. Larger molecules are studied with Raman and resonance Raman scattering including the far ultraviolet. Picosecond laser studies of dynamics and laser absorption and fluorescence techniques are also used for these large molecules.

This research environment encourages interdisciplinary exchange of ideas among faculty members and students. A student, regardless of departmental affiliation, may elect to work with a staff member from either chemistry or physics. Formal course work and degree requirements are handled through the cooperating departments. Facilities, support, and research guidance are provided for qualified

undergraduates, graduate students, and postdoctoral fellows.

Institute facilities include the UO Shared Laser Facility, which contains ten major laser systems spanning a frequency range from the infrared to the vacuum ultraviolet and covering a temporal range from continuous operation to durations shorter than a picosecond. The institute also participates in the Optical Science Center of Excellence, one of five UO Centers of Excellence in Advanced Science and Technology approved by the 1985 Oregon Legislative Assembly.

COMPUTATIONAL INTELLIGENCE RESEARCH LABORATORY

Riverfront Research Park, Suite 108
Telephone (503) 346-0470
Matthew L. Ginsberg, Director

Associates

James M. Crawford, computer and information science
David W. Etherington, computer and information science
John F. Horty, computer and information science

The Computational Intelligence Research Laboratory (CIRL) is affiliated with the Department of Computer and Information Science and performs research on basic questions in artificial intelligence: search, knowledge representation, and reasoning. Emphasis is on constraint satisfaction and reasoning about action and physical devices. Laboratory faculty members participate in departmental activities including the supervision of graduate students.

The laboratory provides financial support for all laboratory students. The laboratory fosters an intimate relationship among a small group of researchers working in closely related areas and the graduate students they supervise. The Computational Intelligence Research Laboratory is committed to having no more than twice as many students as faculty members.

HUMANITIES CENTER

154 Prince Lucien Campbell Hall
Telephone (503) 346-3934
Karla L. Schultz, Acting Director

Advisory Board

Aletta Biersack, anthropology
Kenneth S. Calhoon, Germanic languages and literatures
Françoise G. Calin, Romance languages
Jenifer P. Craig, dance
Irene Diamond, political science
Stephen W. Durrant, East Asian languages and literatures
James W. Earl, English
Lauren J. Kessler, journalism and communication
Randall E. McGowen, history
Ralph James Mooney, law
Barbara Corrado Pope, women's studies
W. Sherwin Simmons, art history
Karen U. Sprague, biology
Jeffrey Stolet, dance and music
Terri Warpinski, fine and applied arts
Mary E. Wood, English

The Humanities Center, established by the Oregon State Board of Higher Education in 1983, seeks to serve and nurture a community of scholars, educators, and citizens. It is at once a research institute, a catalyst for educational innovation and coherence, and a public forum. Its primary activities may be categorized as follows:

Research. The center stimulates, supports, and disseminates important humanistic research. Its program of Humanities Center Research Fellowships supports full-time research in residence for university faculty members. In addition, its Visiting Fellows Program brings to campus leading researchers from other institutions. A similar advanced research fellowship program provides support for university graduate students during the final year of their study for the Ph.D. or similar advanced degree. The Humanities Center also provides other forms of research support in connection with travel, library needs, and research publication.

Teaching. The center offers a program of teaching fellowships to University of Oregon faculty members to develop and teach humanities courses through their own departments. This program seeks to provide opportunities for intellectual integration, self-examination, awareness of context, and the connection of humanistic theory to practice through courses that are both multicultural and interdisciplinary. Courses taught through this program have included introductory, intermediate, and advanced offerings, large classes and small seminars, and individually and team-taught courses. Through its Visiting Humanities Scholars program, the Humanities Center provides support for leading humanities teachers from other institutions to teach at the University of Oregon.

Public Programs. The center offers a broad range of public lectures, conferences, symposia, exhibitions, and performances to extend humanistic understanding. These include a Distinguished Lecturers Program, a Humanities Lecture Series, an annual spring symposium or conference, and a Work-in-Progress Program as well as activities cosponsored with other groups.

Throughout these activities, the term *humanities* is understood to include literature; philosophy; history; the study of languages; linguistics; religion; ethics; jurisprudence; archaeology; history, theory, and criticism of the arts; and historical, interpretive, conceptual, and normative aspects of the social and natural sciences and the professions. In addition, the center seeks to explore the relations of the humanities to other disciplines and to question traditionally accepted disciplinary boundaries and self-understandings.

INSTITUTE OF COGNITIVE AND DECISION SCIENCES

38 Straub Hall
Telephone (503) 346-4941
Michael I. Posner, Director

Members and Associates

Dare A. Baldwin, psychology
Jacob Beck, psychology
Michael D. Bybee, English
Kathie L. Carpenter, linguistics
Robert T. Clemen, decision sciences
Scott DeLancey, linguistics
Sarah A. Douglas, computer and information science
John S. Dryzek, political science
Arthur M. Farley, computer and information science
Jennifer J. Freyd, psychology
Deborah Frisch, psychology
Marion Sherman Goldman, sociology
T. Givón, linguistics
Douglas L. Hintzman, psychology
Ray Hyman, psychology
Steven Keele, psychology
Shinobu Kitayama, psychology
Robert Mauro, psychology
Louis J. Moses, psychology
John M. Orbell, political science
Risa I. Palm, geography
Michael I. Posner, psychology
Mary K. Rothbart, psychology
Myron Rothbart, psychology
Jacquelyn Schachter, linguistics
Margaret E. Sereno, psychology
Paul Slovic, psychology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Marjorie Taylor, psychology
Russell S. Tomlin, linguistics
Don M. Tucker, psychology
Jack Whalen, sociology
Philip D. Young, anthropology
Langche Zeng, political science

The Institute of Cognitive and Decision Sciences, established in 1987, promotes the study of intelligent systems. The computer revolution has produced important new approaches to understanding the nature and functioning of intelligence as manifested in animals, humans, social organizations, and machines. University of Oregon faculty members study questions ranging from the neural basis of thought processes through the organization of memory and language to how individuals and groups make decisions and manage risks. Common to the institute is the use of observational and experimental methods to formulate and test theories. Faculty members and students from several departments meet weekly to discuss their research. There is an active collaboration with the Institute of Neuroscience and the university's Center for the Cognitive Neuroscience of Attention.

Current 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 MOLECULAR BIOLOGY

297 Klamath Hall
Telephone (503) 346-5151
Frederick W. Dahlquist, Director

Members

Alice Barkan, biology
Bruce A. Bowerman, biology
Carlos J. Bustamante, chemistry
Roderick A. Capaldi, biology
Vicki L. Chandler, biology
Frederick W. Dahlquist, chemistry
Gregory C. Flynn, chemistry
O. Hayes Griffith, chemistry
Diane K. Hawley, chemistry
Brian W. Matthews, physics
Douglas Ry Meeks-Wagner, biology
Aaron Novick, biology
Stephen J. Remington, physics
John A. Schellman, chemistry
Eric Selker, biology
George F. Sprague, Jr., biology
Karen U. Sprague, biology
Franklin W. Stahl, biology
Tom H. Stevens, chemistry
Peter H. von Hippel, chemistry

The Institute of Molecular Biology fosters research and training in contemporary biology at the molecular level by bringing together scientists from various disciplines into a common intellectual and physical space. Collaboration is encouraged through the sharing of facilities and ideas. Because a broad range of expertise is focused on related problems, researchers with specialties ranging from molecular genetics to physical biochemistry and protein structure directly benefit from each other.

Current research is directed toward understanding basic cellular mechanisms in both eukaryotes and prokaryotes, including control of gene expression and development, genetic recombination, replication and transcription of DNA, 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 microscopies, 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 Department of Biology's Cell Biology Program, the Institute of Molecular Biology is part of the Biotechnology Center of Excellence at the University of Oregon.

The institute includes the Center for Macromolecular Assemblies, funded by a grant from the Lucille P. Markey Charitable Trust.

INSTITUTE OF NEUROSCIENCE

222 Huestis Hall
Telephone (503) 346-4556
Monte Westerfield, Director

Members

Judith S. Eisen, biology
Barbara Gordon-Lickey, psychology
Marvin Gordon-Lickey, psychology
Jody L. Jensen, exercise and movement science
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
Peter M. O'Day, biology
Michael I. Posner, psychology
William Roberts, biology
Kent A. Stevens, computer and information science
Terry Takahashi, biology
Nathan J. Tublitz, biology
Janis C. Weeks, biology
Monte Westerfield, biology
James A. Weston, biology
Marjorie Woollacott, exercise and movement science

The objective of the interdisciplinary Institute of Neuroscience is to promote research training in the field of neuroscience at the University of Oregon by providing a formal structure that facilitates collaboration among individual scientists and students from four departments. It provides a graduate curriculum in neuroscience that receives integrated input from participating faculty members.

The focus of the institute is on experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A special aspect of the program is an effective interdisciplinary approach to problems, brought about by the collaboration of scientists from various disciplines who have differing viewpoints about neuroscience. Within the program, a group of developmental neurobiologists is pursuing questions concerning the establishment of nervous-system patterns during growth. Additional 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 bulletin.

INSTITUTE OF THEORETICAL SCIENCE

450 Willamette Hall
Telephone (503) 346-5204
Davison E. Soper, Director

Members

Dietrich Belitz, physics
Howard J. Carmichael, physics
Paul L. Csonka, physics
Charles W. Curtis, mathematics
Nilendra G. Deshpande, physics
Marvin D. Girardeau, physics
Amit Goswami, physics
David R. Herrick, chemistry
Rudolph C. Hwa, physics
James N. Imamura, physics
James A. Isenberg, mathematics
Michael E. Kellman, chemistry
John V. Leahy, mathematics
Robert M. Mazo, chemistry
Joel W. McClure, Jr., physics
Davison E. Soper, physics
Robert L. Zimmerman, physics

Associates

Thomas R. Dyke, chemistry
Warner L. Peticolas, chemistry

The Institute of Theoretical Science provides a center for interdisciplinary research in overlapping areas of theoretical physics, theoretical chemistry, and mathematics. Current research focuses on the areas of statistical mechanics, chemical physics, theory of solids and liquids, nuclear theory, elementary particle theory, accelerators, x-ray and lasers, astrophysics, general relativity, and applied mathematics.

Graduate students with adequate preparation in one of the science departments may do thesis or dissertation research in the institute.

The institute also sponsors postdoctoral research associateships and visiting professorships, usually funded by the United States Department of Energy and the National Science Foundation.

MATERIALS SCIENCE INSTITUTE

163 Willamette Hall
Telephone (503) 346-4784
Stephen D. Kevan, Director

Members

Dietrich Belitz, physics
Carlos J. Bustamante, chemistry
J. David Cohen, physics
Stephen Gregory, physics
Michael M. Haley, chemistry
Roger Haydock, physics
David C. Johnson, chemistry
Stephen D. Kevan, physics
Catherine J. Page, chemistry
Geraldine L. Richmond, chemistry
Peter C. Sercel, physics
Martin Wybourne, physics

Associates

Katharine V. Cashman, geological sciences
Russell J. Donnelly, physics
Kenneth M. Doxsee, chemistry
Thomas W. Mossberg, physics
George W. Rayfield, physics
Michael G. Raymer, physics
Jack M. Rice, geological sciences
David R. Tyler, chemistry

The Materials Science Institute fosters research and education in the structure and properties of materials by encouraging collaboration among scientists in chemistry, geological sciences, and physics. The institute structure facilitates a coordinated attack on topical problems with ideas, techniques, and specialized resources. While the institute emphasizes the science of materials, applications are also important.

Current research, for example, will influence future developments in electronic, optoelectronic, solar-cell, and superconductor materials and devices as well as applications in catalysis and electrochemistry. Close coordination is also maintained with materials and device colleagues at nearby Oregon State University and with the state's microelectronics industry. Resources include materials preparation such as crystal and film growth; electronic, optical, and defect characterization equipment as well as x-ray diffraction; transmission electron microscopy and x-ray microprobing; a Convex C-1/XP minisupercomputer; electrochemical and ultra high-vacuum surface equipment; nanometer structure fabrication; transport measurement; and low-temperature (0.3 K) facilities.

The institute is located in the advanced science and technology building, which includes cleanroom and microphysics facilities for fine-scale patterning of electronic and physics devices. Access is also available to the university's resident helium liquifier. Regional collaboration gives institute scientists access to molecular beam epitaxy and metal-organic chemical vapor deposition growth methods as well as sophisticated semiconductor device fabrication facilities.

Current research topics include synthesis and characterization of novel metastable materials and optical materials; characterization of heterostructure and amorphous materials, interfaces, and devices; surfaces, surface-reaction dynamics, and interface formation; limited dimensionality; organic conductors and polymer science; ion-modification and ion probes for materials; and biotechnological materials. Prospective students should apply to a participating academic department (chemistry, geological sciences, or physics) and mention specifically an interest in the institute.

The institute isone of fiveUniversity of Oregon Centers of Excellence funded by the 1985 Oregon Legislative Assembly to encourage science activities that promote economic development. The state funds the institute admini-stration and provides seed and match money for new faculty members. In addition to the institute's state budget, members receive federal and industrial grants averaging more than $1 million a year. Members of the institute are past or current recipients of a variety of distinguished awards.

OREGON INSTITUTE OF MARINE BIOLOGY

Charleston OR 97420
Telephone (503) 888-2581
Lynda P. Shapiro, Director

Faculty

Barbara A. Butler, library
Richard W. Castenholz, biology
Richard B. Emlet, biology
Janet Hodder, assistant professor; program coordinator. B.S., 1977, Liverpool; Ph.D., 1986, Oregon. (1991)
Patricia Mace, geography
Steven S. Rumrill, biology
Alan Shanks, biology
Lynda P. Shapiro, biology
Nora B. Terwilliger, biology
A. Michelle Wood, biology
The date in parentheses is the first year on the University of Oregon faculty.

The Oregon Institute of Marine Biology is situated on 107 acres of coastal property along Coos Bay on the southern Oregon Coast. The many different marine environments in that area provide the institute with an ideal location for the study of marine organisms. Current research focuses on invertebrate physiology and biochemistry, larval biology, wetlands ecology, coastal ecology, marine snow, and on ecology and physiology of marine phytoplankton; it also permits graduate research on a range of related subjects.

The institute offers summer and fall programs for undergraduate and graduate biology students and, in the spring, an interdisciplinary program for undergraduates. 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 areas. Facilities for individual research are available throughout the year.

The institute also sponsors workshops and seminar programs on a variety of topics. For detailed information and applications, write to the Director, Oregon Institute of Marine Biology, Charleston OR 97420.

OREGON SURVEY RESEARCH LABORATORY

34 Prince Lucien Campbell Hall
Telephone (503) 346-0822
Patricia A. Gwartney-Gibbs, Director

Advisory Board

Gerald S. Albaum, marketing
Patricia A. Gwartney-Gibbs, sociology
Judith H. Hibbard, planning, public policy and management
Ronald W. Kellett, architecture
Cathleen S. Leué, economics
Jeffrey S. Luke, planning, public policy and management
Alan D. Meyer, management
Larry D. Singell, Jr., economics
Paul Slovic, psychology
Wayne M. Wanta, journalism and communication
Edward Weeks, planning, public policy and management

The Oregon Survey Research Laboratory (OSRL) 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 service to nonacademic clientele including local, state, and federal government agencies, other research organizations, and nonprofit organizations.

The laboratory designs and conducts surveys on selected target populations using techniques that fall within the current paradigm of survey research methodology. The laboratory is specially equipped for trained interviewers to conduct computer-aided telephone interviews with random-digit dialing. The laboratory tailors study designs to the specific needs of the particular investigation, including atypical survey conditions. The survey 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 and instruction for students in survey methods, and it conducts and promotes research in survey methodology. All products of laboratory research are available for public access within a reasonable period of time after completion of a project. Projects follow appropriate standards for the protection of human subjects.

SOCIAL SCIENCE INSTRUCTIONAL LABORATORY

72 Prince Lucien Campbell Hall
Telephone (503) 346-2547
Cathleen S. Leué, Director

The Social Science Instructional Laboratory (SSIL), part of the College of Arts and Sciences, is a state-of-the-art microcomputer laboratory. It aids social science instructors teaching computer applications by scheduling and teaching computer application classes and providing students with consulting services. The laboratory also supports social science graduate students conducting research. Any student may gain access to the laboratory's facilities by purchasing a laboratory pass.

The laboratory houses twenty-four networked DOS-based computers and five printers including laser and color printers. Software and hardware used to teach computer applications are available. The laboratory offers a variety of software to analyze statistical data, course-specific software, and spreadsheet and word-processing software. In addition, laboratory users can access the university's VAX mainframe computer through UOnet.

SOLAR ENERGY CENTER

202 Lawrence Hall
Telephone (503) 346-3656
John S. Reynolds, Director

Participating Faculty
G. Z. Brown, architecture
Virginia Cartwright, architecture
David K. McDaniels, physics
Robert B. Peña, architecture
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 the utilization of the sun's radiant energy for heating water; for the lighting, heating, and cooling of buildings; and for the generation of electricity. Current work includes expanded collection and improved monitoring of insolation data in Oregon, evaluation of basic solar cell parameters, and development of passive solar design information in solar heating, passive cooling, and daylighting. The center's efforts also include the development and distribution of information; the development of needed technology and the facilitation of its application; and the study of legal, economic, and subsequent technical problems that accompany solar energy development in this region.

University research personnel in the areas of architecture, planning, 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.

OTHER RESEARCH FACILITIES

Listed below are research facilities described in other sections of this bulletin. Please consult the **Subject Index** for page references.

American English Institute. See Special Services under Services for Students

Architecture and Allied Arts Office ofResearch and Development. See School of Architecture and Allied Arts

Career Information System. See College of Education

Center for Advanced Technology in Education. See College of Education

Center on Human Development. See Special Education and Rehabilitation

Charles H. Lundquist Center for Business Development. See College of Business Administration

Child Development and Rehabilitation Center. See Special Education and Rehabilitation

Clearinghouse for the Association of Computer-based Systems for Career Information. See College of Education

DeBusk Memorial Center. See Special Education and Rehabilitation

Developmental Delay Clinic. See Special Education and Rehabilitation

Early Intervention Program. See Center on Human Development

Energy Studies in Buildings Laboratory. See School of Architecture and Allied Arts

ERIC Clearinghouse on Educational Management. See College of Education

Foreign Language Resource Center. See Romance Languages

Forest Industries Management Center. See College of Business Administration

Institute for a Sustainable Environment. See School of Architecture and Allied Arts

Institute of Industrial Relations. See College of Business Administration

Institute of Recreation Research and Service. See Leisure Studies and Services

International Institute for Sport and Human Performance. See Exercise and Movement Science

International Society for Technology in Education. See College of Education

Labor Education and Research Center. See Special Studies

Malheur Field Station. See Biology

Northwest Regional Consortium for Southeast Asian Studies. See Asian Studies

Ocean and Coastal Law Center. See School of Law

Oregon School Study Council. See College of Education

Parent and Child Education Program. See Center on Human Development

Pine Mountain Observatory. See Physics

Regional Daylighting Center. See School of Architecture and Allied Arts

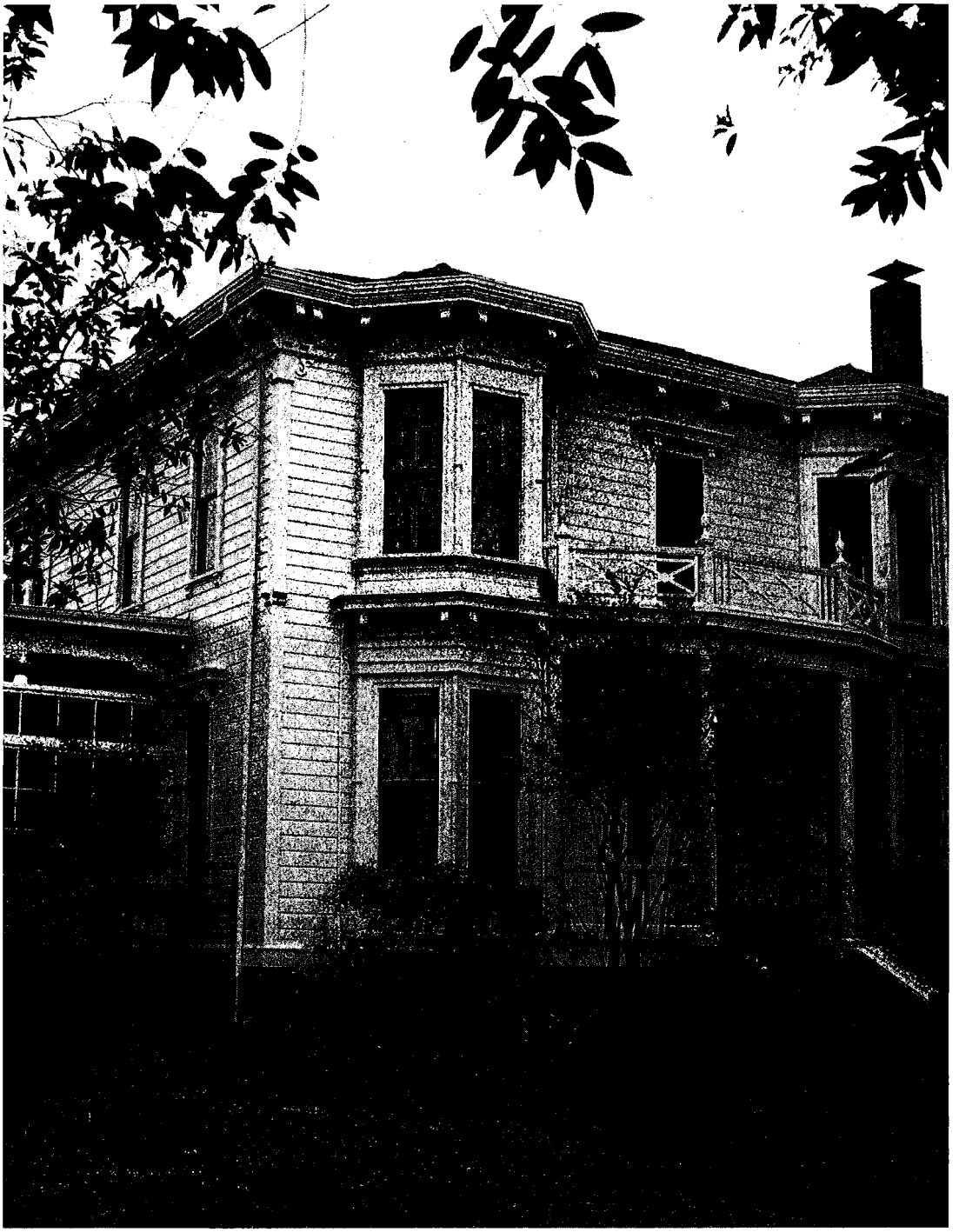
Russian and East European Studies Center. See Russian and East European Studies

Specialized Training Program. See Center on Human Development

Speech-Language-Hearing Center. See Special Education and Rehabilitation, and see Special Services under Services for Students

University Affiliated Program. See Center on Human Development

Western Regional Resource Center. See Center on Human Development



Services for Students

364 Oregon Hall
Telephone (503) 346-3105
Gerard F. Moseley, Vice Provost for Academic Support and Student Services

Under the general direction of the vice provost for academic support and student services and with the assistance of the dean of students, the university provides an array of services and programs to help students benefit more fully from their educational programs. These services are described below.

ACADEMIC ADVISING AND STUDENT SERVICES

164 Oregon Hall
Telephone (503) 346-3211
Joe Wade, Director

ACADEMIC ADVISING

Advising Services

The Office of Academic Advising and Student Services advises students who have not declared an academic major. Classified as arts and sciences premajors, these students are assigned advisers from the academic advising and student services staff or from selected faculty members in the College of Arts and Sciences. The staff also coordinates advising meetings between students who have indicated a major preference and faculty advisers from academic departments. Students in the prehealth sciences, fifth-year education programs, and prelaw receive special advising assistance in this office.

Workshops, held throughout the year, include How to Apply to Graduate School, How to Choose a Major, Preparing for Law School, and Redirecting Academic Focus.

Students 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 in this office. Students may drop in weekdays between 9:00 A.M. and 5:00 P.M. to seek advice about general university requirements and personal or academic problems.

Services for Student Athletes

The counselor for student athletes provides academic advising for student athletes. The counselor is available to student athletes listed on a varsity roster to help them balance academic responsibilities with athletic activities. The counselor also assists student athletes with academic program planning and course registration issues and monitors their academic progress. The counselor can provide information about academic majors and help student athletes relate academic interests to potential career opportunities. Located in McArthur Court, the office is open weekdays from 8:30 A.M. to 4:30 P.M. including the noon hour. For more information contact Margaret Donahue or Stella Cooley; telephone (503) 346-5428.

Peer Advising

The Peer Academic Advising Program supplements faculty advising available to undergraduate students. Specially trained students assist their peers in using academic advising appointments to their best advantage. More than fifteen academic departments participate in the program.

Peer advisers have the opportunity to combine instruction in problem solving and organizational and leadership skills with on-the-job experience. Students seeking advice can talk over personal concerns about academic and career goals with trained and empathetic fellow students.

For more information contact Bunny Nosler in 164 Oregon Hall; telephone (503) 346-3211.

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 bulletin and in the schedule of classes. Counselors in the Office of Academic Advising and Student Services are available to assist students who do not have good academic standing.

STUDENT SERVICES

Adult Learners

The staff of the Office of Admissions helps people who have been away from high school or college courses for a number of years and want to resume their education at the university. These students are offered preenrollment information and advice, help in resolving procedural problems, and general assistance to ease the return to the classroom. After applying for admission, students may consult counselors or student advisers in the Office of Academic Advising and Student Services. For more information contact Hilda Yee Young in 164 Oregon Hall; telephone (503) 346-1068.

Emergencies

The Office of Academic Advising and Student Services is the university contact point in the event of an emergency situation involving a student. For example, in the event of a sudden family illness, the staff provides help in reaching the student. In case of emergency, telephone (503) 346-3211.

Freshman Interest Groups

Freshman Interest Groups (FIGs) are designed to help students begin meeting general university requirements while focusing on a particular area of interest and possibly a major. Students in each interest group share enrollment in three related courses. One class has a small enrollment so that members are likely to meet other students who share similar interests. Besides the FIG courses, students plan an individual schedule in consultation with an adviser. Social and academic activities are coordinated by a trained peer, who acts as the FIG group leader. Freshmen who are undecided about their majors and are not attending IntroDUCKtion can join a FIG in September if space is available. For more information consult Jack Bennett in 164 Oregon Hall; telephone (503) 346-1080.

Students with Disabilities

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 provided include but are not limited to note taking; sign language interpreting; equipment checkout; classroom relocations; and modifications 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, demonstrable disabled applicant or student. Academic requirements that the university demonstrates are essential to the program of instruction being pursued by such 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 in 164 Oregon Hall; telephone (503) 346-3211; TDD (503) 346-1083.

AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

474 Oregon Hall
Telephone (503) 346-3129
Kenneth F. Lehrman III, Director

The University of Oregon is committed to equal opportunity in education and employment for everyone on campus. Students and employees have a legally protected right to a working and learning environment that is free from discrimination and harassment and free from retaliation.

Students and employees who feel they have encountered discrimination or harassment should inquire at the Office of Affirmative Action and Equal Opportunity for information on their rights, options, and resources. The Office of Affirmative Action and Equal Opportunity has information on grievance procedures and referrals. Confidentiality is respected for all parties.

ASSOCIATED STUDENTS OF THE UNIVERSITY OF OREGON

Erb Memorial Union, Suite 4
Telephone (503) 346-3724

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students at the university. It is a network of agencies, activities, and programs designed to serve student needs and interests. Its purpose is to give students the opportunity to plan and direct their own programs, to become involved with every aspect of university life, and to influence the decisions that affect the quality of education and student life at the university. All students who pay incidental fees are members of the ASUO.

Organization. The ASUO elects five specialized branches of student government—the ASUO Executive, the Incidental Fee Committee (IFC), the Student Senate, five members of the Erb Memorial Union Board, and the Associated Students Presidential Advisory Council (ASPAC). The ASUO Executive appoints part of ASPAC and the EMU Board, the Constitution Court, and the ASUO Health Insurance Committee. Together these bodies provide governance, leadership, and representation for student concerns.

ASUO Executive. The ASUO Executive is composed of an elected president, a vice president, and hired officers and staff members. It is the recognized voice of UO students and administers more than eighty-five funded ASUO programs. The ASUO Constitution describes the legal and procedural functioning and the general makeup of the ASUO Executive.

Incidental Fee Committee. The incidental fee is a self-imposed tax by which students finance student nonacademic activities. The IFC is a seven-member committee elected from the student body to allocate incidental fees. Each year all recipients of support from incidental fees (the ASUO student programs, the Department of Intercollegiate Athletics, and the EMU, among others) submit their proposed budgets to the ASUO Executive. The ASUO Executive submits its recommendations to the IFC. After a series of public hearings on each budget proposal, the committee presents its recommendations to the ASUO president, who forwards the recommendation on the allocation of incidental fees to the president of the University of Oregon. The final incidental fee budget is approved by the Oregon State Board of Higher Education.

Student Senate. The eighteen members of the Student Senate are elected for rotating two-year terms. Student Senate members represent specific academic departments and colleges. The Student Senate is one-third of the University Senate; the other two-thirds are faculty members. Student Senate members are also full voting members of the University Assembly, the faculty body that debates and sets general university policies. In addition, Student Senate members staff an information and grievance table once a week in the lobby of the EMU, approve appointments, and help make up the ASUO Committee on Committees, which nominates students for more than eighty positions on twenty-six faculty-student committees.

EMU Board. The EMU Board is a fifteen-member committee consisting of students, faculty members, and EMU staff personnel. It is responsible for making general policy decisions and long-range plans for all aspects of the operation of the EMU. The board is responsible for allocating a $5 million budget to programs and service areas and for allocating space in the 200,000-square-foot facility. The board, of which students form the majority, also advises staff members in the management and administration of the EMU.

Constitution Court. The ASUO Constitution Court, appointed by the ASUO president and confirmed by the Student Senate, serves as the court of appeals for the ASUO. The court has the authority to rule on any questions arising under the ASUO Constitution or any rule promulgated under it. This power of review covers almost any action by ASUO government bodies, programs, and individual students that fall under the ASUO Constitution.

Associated Students Presidential Advisory Council (ASPAC) offers discussion and advice about matters of student concern in monthly meetings with the UO president. The fourteen-member council includes representatives from the ASUO Executive, IFC, Student Senate, Residence Hall Governance Committee, EMU Board, ASUO programs, and two students elected for one-year terms from the student body at large.

ASUO Health Insurance Committee. The ASUO Health Insurance Committee, consisting of five students appointed by the ASUO president and confirmed by the Student Senate, is responsible for setting policy for the ASUO Health Insurance Program, hiring an insurance coordinator, negotiating contracts, and reviewing benefits offered.

Student Interests

Advertising Club is a national organization of professional and student groups whose goal is to encourage students to enter advertising careers.

Alpha Kappa Psi is a professional business fraternity that helps members gain experience in activities essential to their future careers.

Amazon Cooperative Child Care Center is a student cooperative offering good, low-cost care and seminars on parenting, teacher education, and child development.

Amazon Community Tenants, an elected body, represents the interests of Amazon tenants and participates in the Family Housing Board, which sets all policies concerning the Amazon housing complex.

American Institute of Architecture Students offers speaker and film series, peer advising, design competitions, and tours of local architecture offices.

American Society of Interior Design educates students about interior design and related issues.

Asian-Pacific American Student Union serves the university's considerable population of Asian-Pacific Americans.

ASUO Child-Care Task Force, an advocacy student-group advisory to the ASUO Executive, represents the child-care needs of student parents and sets policy for the ASUO Student Child-Care 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 Student Union serves as a support group for black students and exposes the university and Eugene-Springfield communities to black culture by sponsoring social and cultural events.

Campus Information Exchange is a computer conferencing service available to UO students and to faculty and staff members.

Campus Radio offers opportunities to learn radio broadcasting in a hands-on environment. All aspects of management and operation 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.

Chi Alpha Christian Fellowship offers fellowship, worship services, and Bible study to interested students.

Chinese Student Association coordinates academic, social, and cultural activities for about 300 UO Chinese students.

College Democrats is a campus organization that gives student Democrats a chance to be involved in local, state, and national politics.

College Republicans, the official campus affiliate of the Republican Party, works in campaigns and to have legislation approved, registers voters, and attends 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.

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. Staff members can also refer students to other 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.

Educational Policy and Management Graduate Student Association is primarily a support group for educational policy and management graduate students.

ESCAPE (Every Student Caring About Personalized Education) is a student-initiated and student-run accredited practicum that places student volunteers.

Footnotes provides lecture notes as study supplements for lower-division courses. Notes may be purchased for the whole term or for individual class days.

Forensics is the university's debate society and speech club.

Interfraternity Council provides a central organization for general fraternity activities and leadership opportunities and promotes campus involvement.

International Student Association (ISA) is an umbrella organization for students from nations around the world. Included are the Arab Student Club, Indian Student Association, Indonesian Student Association, Iranian Student Association, Japanese Student Association, Kultura Filipinas, and Organization of Arab Students. Under the guidance of the ISA, these associations of students work to promote the educational, social, and cultural activities of international students at the university.

Jewish Student Union serves the student body through conferences, retreats, speakers, films, and discussion groups scheduled for the best possible benefit to both Jewish students and the university community.

Journal of Environmental Law and Litigation, a publication by UO law students, provides a national forum on reform and litigation in the natural resources area.

Latin American Support Committee sponsors cultural events and educational programs from Latin America. Programs include art shows; folk music; concerts; films; educational speakers; and *Latin America Reports*, a weekly publication covering important news events from Latin America.

Legal Services provides legal services free of charge to all regular UO students through incidental fees provided by the ASUO. Services include, but are not limited to, landlord-tenant disputes, uncontested divorce, and small-claims counseling.

Lesbian, Gay, and Bisexual Alliance serves members who seek relaxed, nonoppressive interaction, worthwhile activities, and a positive sense of self.

M.B.A. Association aims to improve the UO graduate business program through student involvement.

MEChA *(Movimiento Estudiantil Chicanos de Aztlan)* coordinates Chicano student activities and represents the interests of Chicano students at the university.

Mediation Program is a service provided to students by the ASUO and the university. Mediation provides pregrievance problem resolution to students or student groups. The program offers workshops and courses to members of the university community.

Men and Women Against Rape works to separate the myths from the realities of sexual assault and domestic violence. Members lobby for a safer physical environment for women and children. Educational programs are being developed for presentation to student and community groups.

Minority Law Students Association helps minority law students make the transition to legal study and supports them in law school.

Multicultural Center brings together students and faculty, staff, and community members to share and celebrate different cultures. Activities include educational symposia, theater, and dance.

Muslim Student Association fosters understanding of Islamic culture.

Native American Student Union, an important part of the Native American community, is an ethnic student association that works with students, community organizations, and Northwest tribes.

Office of Student Advocacy (OSA) is a constituent service of the ASUO providing representation, at no charge, to students in matters of student grievances, conduct code, and related matters. OSA helps students resolve problems arising out of university life.

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 Marching Band is the musical representative of UO spirit at all home football games and selected away games. Members also participate in the Basketball Band and the Green Garter Band.

Oregon Marine Student Association coordinates student activities between the Eugene campus and the Oregon Institute of Marine Biology in Charleston, Oregon.

Oregon Student Lobby provides a collective voice for students of Oregon's institutions of higher education to influence public policy decisions. It conducts research on issues affecting students, lobbies decision makers, and provides a mechanism for sharing information among students.

Oregon Student Public Interest Research Group (OSPIRG) is a consumer and environmental advocacy organization.

Panhellenic Council consists of representatives from campus sororities. Its members are sorority leaders who serve as links to the university administration, the Interfraternity Council, other sororities, and other student groups. The council promotes the understanding of the sorority system and furthers intellectual accomplishment and opportunities for leadership and campus involvement.

Philosophy Club stimulates philosophical thought by sponsoring speakers, papers, and discussions.

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 do not need to 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 Sciences offers seminars, professional school information, and clinical observation for premedical and predental students.

Prelaw Society provides services for prelaw students, including meetings, newsletters, and an information area, especially for juniors and seniors engaged in the law school application process.

Project Saferide is a campus shuttle service for women that is available seven nights a week during the academic year. Its vans are driven by women and serve the university and family housing neighborhoods.

Singapore Student Association, a social and cultural organization, serves approximately 400 students from Singapore.

Sister University Project is a joint program between the University of Oregon and the University of El Salvador.

Solar Energy Information Center pursues the advancement of solar energy and other alternative energies as viable paths to a sustainable future. The student-run center is a library of books and periodicals and serves as a clearinghouse for research, education, and information. The center also offers free lectures to the public.

Student Bar Association is one of many student interest groups within the University of Oregon School of Law.

Student Campaign for Disarmament (SCD) is a response to the threat to world peace and human survival that is created by the escalating arms race, both conventional and nuclear. Through education and organization, SCD attempts to offer peaceful alternatives for a livable future.

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, a student-funded organization, provides education and public-outreach services about the exploitation of animals.

Student Recycling Program is a student-run, student-funded program that staffs current and creates new recycling projects for the UO community. The program promotes education about recycling issues, related grassroots actions, and waste reduction services.

Survival Center is a clearing-house for students interested in environmental concerns.

University Song and Dance Troupe provides a creative outlet for students with interests in singing, dancing, and acting as well as entertainment for the university community.

University Theatre, the production wing of the theater arts program, is an independent organization that produces shows from its own box office.

UO YWCA provides services to women, minorities, and disabled youth through the Exceptional Friendship Program and the Outreach Program.

USSA, the nation's oldest and largest student organization, represents 4.5 million students nationwide and is the recognized voice of students in Washington, D.C.

Westmoreland Tenants Council, an elected body, represents the interests of Westmoreland family housing tenants.

Women in Communications, Inc. is a dynamic organization that helps communications students define their professional goals. Advantages for members include developing a national network of career contacts, hearing speakers and attending events on current issues in communications, and enhancing their educational experiences by meeting and working with a variety of creative people.

Women in Transition provides assistance and support to mature women who are returning to the university to further their education.

Women's Center provides a central location and staff for women's services that support the cultural and educational development of women on campus, increase access to education for women, and improve retention of women. This office provides resource information about health, housing, legal aid, financial assistance, scholarships, jobs, violence against women, and counseling and physician referrals by telephone or to students who walk in. A lending library and files of information are available to students whose research concerns women's issues.

BOOKSTORE

895 East 13th Avenue
Telephone (503) 346-4331
James L. Williams, General Manager

The University of Oregon Bookstore is just west of the campus. The bookstore was established in 1920 to serve students and faculty and staff members of the University of Oregon.

The bookstore is open during the school year from 7:45 A.M. to 6:00 P.M., Monday through Friday, and 10:00 A.M. to 5:00 P.M. Saturday. During the summer, the bookstore is open from 7:45 A.M. to 5:15 P.M., Monday through Friday, and from 11:00 A.M. to 3:00 P.M. Saturday.

Services

The bookstore is a small department store. The lower level displays a wide selection of school and office supplies as well as art and architecture supplies. Public restrooms are located at this level.

The street level offers class schedules and a variety of merchandise, including calculators, computers, typewriters, televisions, and stereos. A complete university sportswear and insignia department is located along the west side of the floor. On the east side are greeting cards, gifts, drug sundries, magazines, candy, and snacks.

On the upper level, in the general book department, the bookstore offers more than 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 both 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 a savings of 9 percent off the publisher's list price. Since 1973 the bookstore has returned more than $8 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 wrapping for store purchases, free notary public service, free self-service coin lockers, key making, acceptance of *Oregon Daily Emerald* classified advertisements, postage stamp sales, film-processing service, University of Oregon jewelry sales, graduation cap and gown sales and rentals, a free campus telephone, public restrooms, and bicycle parking and benches outside the store. 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. The center is located at 722 SW 2nd Avenue in Portland; telephone (503) 725-3055.

Organization and Management

For many years a cooperative store, the bookstore is now an independent, nonprofit corporation whose membership is composed of all the students, faculty members, and civil-service staff members of the university. Policy is made by a board of directors of eight students, two faculty members, and one classified staff member. The directors are elected by the bookstore's membership in annual elections. The operation of the store is conducted by ten full-time managers and a large staff, many of whom are part-time students or spouses of students.

Policy

It is the fixed policy of the bookstore to supply the consumer needs of students and faculty members in the best manner possible.

The bookstore continually strives to find new ways to serve its membership better, and it welcomes suggestions and constructive criticism. To this end, a suggestion box has been placed in the lobby of the store with a standing invitation for all to use it. People are also welcome to call the manager and staff for additional information.

CAREER PLANNING AND PLACEMENT SERVICE

244 Hendricks Hall
Telephone (503) 346-3235
Lawrence H. Smith, Director

The Career Planning and Placement Service is the primary campus resource for students and alumni seeking career direction and full-time and part-time employment.

Career Planning. Career planning services help students combine educational and career goals. The Career Assessment Program provides a systematic approach for identifying skills and interests. Individual counseling and career assessment services are available to help students select courses and majors to fit their goals.

The Career Information Center houses an extensive collection of career and employment resources. Information is also provided about local, regional, and national internship programs, and the service manages the Career Development Internship Program. A Workshop course Success Skills (CPSY 408/508) helps students identify individual strengths.

Placement. Each year more than 14,000 jobs are listed with this office. The campus interview program brings approximately 100 employers to campus.

Job information is available on several databases and on hard copy. The University of Oregon Résumé Book, a computerized job-matching service, provides information to employers that match the job seeker's qualifications, experience, and education.

Workshops and seminars, free to students, teach résumé writing, interview skills, and job-search strategies. The Special Studies course College to Career (CPSY 199) provides comprehensive information about the job search process.The office has a reference file service to support applications for graduate school or educational employment. Counselors are available with or without appointments for consultation.

Currently enrolled students and alumni are invited to use these services.

For more information, see the **Academic and Career Planning** and **Student Employment** sections of this bulletin.

CHILD AND FAMILY SERVICES

463 Oregon Hall
Telephone (503) 346-2962
Karen Logvin, Administrator

University Child 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 child-care options and university policies related to childcare. Counseling on parenting, childcare, and other family issues is available to students and members of the faculty and staff.

THE FAMILY CENTER

Telephone (503) 346-0652

The Family Center Offers parents and their children a welcoming on-campus environment with a nursing area, a parent lounge, play areas, information about campus and community resources for families, and a small library on parenting subjects. The Family Center does not provide babysitting; parents are expected to supervise their children. More information is available from the administrator at the Child and Family Services Center.

UO AFFILIATED CHILD-CARE PROGRAMS

ASUO Student Child-Care Subsidy

Funded by student incidental fees, the program pays a percentage of child-care expenses for low-income students. Both UO-affiliated and licensed community child-care expenses are covered. More information and applications are available from the Child-Care and Development Centers office, 1511 Moss Street; telephone 346-4384.

Amazon Cooperative Family Center

Telephone (503) 385-6554

The center accepts children who are between the ages of eight months and eight years.

The center serves primarily families who live in Amazon family housing but accommodates some UO and low-income community parents if 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 bulletin.

Baby Room Program

Telephone (503) 346-2962

The program is for children who are between the ages of six weeks and one year.

Designed to support parents reentering the work force after a birth or adoption, the parent-initiated and -managed program helps UO employees locate space close to their work site to use as a baby room. The request for space must be approved by the employee's dean or department head and vice president. The parent then works with the child and family services administrator to plan and implement the baby room.

Child-Care and Development Centers (CCDC)

Telephone (503) 346-4384

The centers accept children who are between the ages of twelve months and six years.

The centers primarily serve student families but accommodate the children of UO faculty and staff members if space is available. Administered by the Erb Memorial Union (EMU), the centers comprise seven child-care 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 bulletin.

Family Child-Care Network

Telephone (503) 346-2962

A program of Child and Family Services, the Family Child-Care 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 child-care providers through informational meetings, access to a professional library, and introduction to community child-care referral services and training opportunities. For more information, call Child and Family Services.

Young Children's Center

Telephone (503) 346-2640

The center accepts children who are between the ages of twelve months and five years.

The on-campus center is part of the UO Center on Human Development. It serves student, faculty, and staff families and mainstreams community children with special needs.

COUNSELING AND TESTING

Second Floor, Student Health Center
1590 East 13th Avenue
Telephone (503) 346-3227
Weston H. Morrill, Director

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. Contact the center for current hours.

Testing: 346-3230. The testing office schedules and administers required placement examinations for mathematics and composition, and optional placement examinations for Chinese, French, German, Spanish, and Japanese languages. Credit by Examination (CBE) 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 serves as a coordinator for most national testing programs, such as the Graduate Record Examinations (GRE), the Law School Admissions Test (LSAT), and the Graduate Management Admissions Test (GMAT). Application forms and registration materials for these programs are available in this office. The testing office is open Monday through Friday from 9:00 A.M. to 5:00 P.M., Room 238, Student Health Center. Tests are administered by appointment.

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.

DEAN OF STUDENTS

364 Oregon Hall
Telephone (503) 346-3216
Jane DeGidio, Dean of Students

The Office of the Dean of Students helps students take full advantage of their University of Oregon experiences. In support of the overall mission of the university, and together with other offices, the Office of the Dean of Students strives to make the campus community responsive to an increasingly diverse student body and to encourage the active involvement of students in their own learning. Staff members continually assess the needs of a changing student body and initiate programs that respond to those needs.

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 calendar for dates.

Faculty Firesides

Faculty Firesides, a joint effort of the University of Oregon Foundation and the Office of Academic Support and Student Services, offers faculty members and students the chance to spend time together in casual settings where open dialogues are encouraged and relationships are enhanced.

Freshman Seminars

Gregg Lobisser, Coordinator

Freshman Seminars is an exciting program of courses developed especially for University of Oregon freshmen and transfer students in their first-term at the university. Enrollment in each seminar is limited to twenty students. Unlike traditional lecture courses, the emphasis is on active discussion by all participants and development of a sense of community among students. This personalized method of instruction gives students the opportunity to interact with classmates and express their ideas and opinions freely. The seminars offer a great opportunity to meet new friends, be challenged intellectually in a relaxed atmosphere, and become better acquainted with faculty members at the University of Oregon. The Freshman Seminars brochure lists each term's course offerings. Brochures are available in the Office of the Dean of Students.

Gay, Lesbian, and Bisexual Education and Support Services

Jackie Balzer, Coordinator

Education and support provide a hospitable campus environment for gay, lesbian, and bisexual students, faculty members, and staff members. Services include support groups, information and referral, and antihomophobia education.

Greek Life Advising

Shelley Sutherland, Adviser

The Greek life advisers, as staff members of the Office of the Dean of Students, oversee efforts to establish and maintain programs that create positive group-living experiences. Sororities and fraternities are actively involved in academic growth, leadership, community services, and athletic and social events.

For more information see Affiliated Housing in the **Student Housing** section of this bulletin or inquire at the Office of the Dean of Students.

Honors and Awards

See the **Honors and Awards** section of this bulletin for information about honorary societies, outstanding student awards, scholarships and prizes, and the Dean's List.

Leadership Classes

The student development leadership classes program is based on the assumption that individuals can learn to be effective leaders. Many of the classes are offered for academic credit in cooperation with the educational policy and management area in the College of Education. Student development leadership classes provide a blend of theoretical knowledge and practical experiences necessary to develop skills in effective communication, leadership, and consulting as well as program and organization development. For more information, visit or call the Office of the Dean of Students.

Mediation Program

Room 318, Erb Memorial Union
Telephone (503) 346-4240
Jacqueline Gibson, Director

The Office of the Dean of Students and the Associated Students of the University of Oregon (ASUO) jointly fund confidential mediation services that are offered free to students and to faculty and staff members. In mediation a neutral party helps individuals or groups constructively resolve or manage their disputes. The program provides trained mediators and interns who can help with problem solving, mediation, and skills training.

Orientation and Parent Programs

Roger Morris, Director

Orientation programs for new undergraduate students focus on improving the quality of the new student experience at the University of Oregon by providing assistance with academic, social, and personal adjustment to the university.

IntroDUCKtion. IntroDUCKtion provides new students an opportunity to learn about support services, receive academic advising, and register for classes during the month of July. Because new students who participate in IntroDUCKtion are already registered for classes when they return to campus in the fall, they are free to participate in activities available to students during New Student Orientation.

International Student Orientation. This program, coordinated by the Office of International Education and Exchange, assists international students entering the United States and the University of Oregon for the first time. The program includes an introduction to the academic system of the university and to its social and cultural environment. It may include a temporary stay with a host family in Eugene.

New Student Orientation. During New Student Orientation, 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. New Student Orientation provides opportunities before classes begin to meet other students and to discover the campus and community resources vital to the student's educational goals.

Parents. A variety of programs provide parents with information about the university community. Each fall and spring term parents are invited to spend a weekend on campus. Receptions, entertainment, visits to classes, athletic events, awards luncheons, and 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, *Especially For Parents*, is published by the Office of the Dean of Students.

Student Conduct Program

Elaine Green, Student Conduct Coordinator

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.

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, available in the Office of the Registrar. Copies of the complete code are available for examination in the offices of the dean of students and from the Office of Academic Advising and Student Services, University Housing, the ASUO, and the Office of Student Advocacy.

Substance Abuse Prevention and Education

The Office of the Dean of Students administers campus programs on alcohol and drug-abuse education, prevention, and intervention. Programs and services are offered to campus organizations and students who want information about the use and abuse of alcohol and other drugs.

ERB MEMORIAL UNION

1222 East 13th Avenue
Telephone (503) 346-3705
Charles Miller, Director

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 the extracurricular activities of students an integral part of their education.

The EMU provides group meeting rooms, a variety of food service units, lounges, a recreation center, and a staff of program consultants to help groups and individuals 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 Post Office, the Campus Copy Center, photo I.D. service, a small variety store, a ticket outlet, the university lost-and-found service, a travel agency, two 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.

The Erb Memorial Union is funded from two sources: the incidental fees paid by all students each term and the income generated by

some EMU units. Each year the EMU submits its budget to the Associated Students of the University of Oregon (ASUO) Incidental Fee Committee, which makes recommendations to the president of the university regarding the allocation of incidental fees to the Department of Intercollegiate Athletics, the ASUO, the University Counseling Center, and the EMU.

Board of Directors. The EMU Board of Directors has the responsibility for making general policy decisions and long-range plans for the Erb Memorial Union. The board also advises EMU staff members on matters of day-to-day management and administration. The board is made up of elected students, appointed students, and appointed faculty members.

Child-Care and Development Centers
Seven high-quality, state-certified child-care sites are located on campus, in the East Campus area, and at Westmoreland Family Housing. They provide developmentally appropriate child care 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.

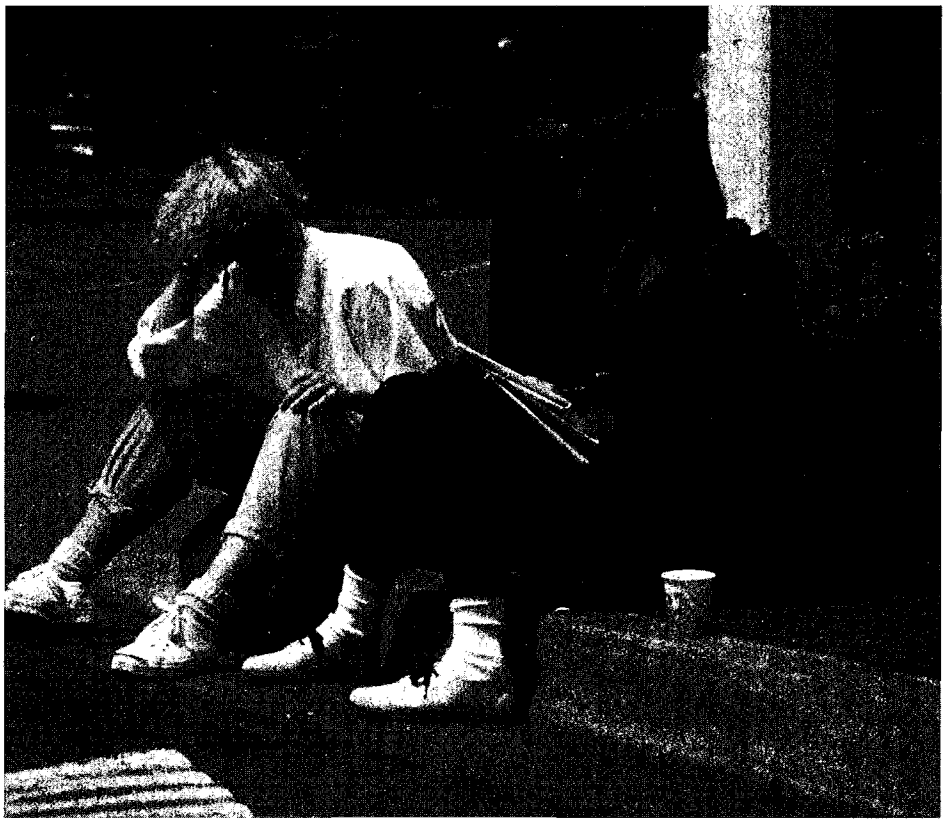
Club Sports
The Club Sports program bridges the gap between intramural and intercollegiate sports. The philosophy of and the key to the success of the program is student involvement in program coordination and administration. Emphasis is on participation in competition and recognition as college athletes. Teams include aikido, billards, badminton, baseball, bicycling, bowling, crew, equestrian, fencing, lacrosse, ice hockey, judo, karate, ranger challenge, rugby, sailing, skiing, snowboarding, soccer, swimming, table tennis, tae kwon do, volleyball, ultimate frisbee, and water polo.

Craft Center
The Craft Center's comprehensive arts program is open to all members of the university community including alumni. Workshops and classes in ceramics, fibers, graphics, glass, jewelry, photography, woodworking, and other areas of the visual arts are offered in well-equipped studios. The center also sponsors programs by visiting artists, art exhibits, and 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.

Outdoor Program
The Outdoor Program offers 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 Recreation Center has facilities for bowling; billiards; and video, foosball, and table games. It sponsors tournaments in billiards, table tennis, bowling, chess, backgammon, and College Bowl.



Student Activities Resource Office
The Student Activities Resource Office provides resources to students and student organizations for any type of programming. The staff also offers consultation and workshops to help meet individual or group goals.

HEALTH SERVICES

First Floor, Student Health Center
1590 East 13th Avenue
Telephone (503) 346-4441
Gerald J. Fleischli, M.D., Director

The Student Health Center provides a wide variety of medical and health care services for currently enrolled University of Oregon students who have paid incidental and health 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 medical care for allergies, internal medicine, psychiatry, and minor surgical procedures
4. Allergy skin testing
5. A women's health care clinic with gynecological services and counseling
6. Medical laboratory services
7. Medical x-ray services
8. Mental health counseling
9. 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 Student Health Center is open from 8:00 A.M. to 6:00 P.M. Monday, Wednesday, Thursday, and Friday; from 9:00 A.M. to 6:00 P.M. Tuesday; 8:00 A.M. to 8:00 P.M. Saturday; and noon to 8:00 P.M. Sunday, fall through spring terms. Summer session hours are 8:00 A.M. to 4:30 P.M., Monday through Friday. The center is closed between terms.

Appointments. Students should make appointments for outpatient care. An appointment can be made by telephone or in person during weekday hours. Students must show current university student identification card at the Student 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.

Students can use the local emergency rooms and after-hours clinics for emergency and immediate care when the health center is closed.

Charges. The Student 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 first office visit each term with a staff physician, dentist, psychiatrist, or nurse practitioner. There is no charge for additional office visits during the term.

Students who are referred for medical services not available at the Student 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 coverage. Health insurance can be purchased in Room 101, Student Health Center. The Student Health Center staff can explain how to obtain a bill for insurance purposes, but the center does not bill insurance companies.

University Health Requirement for International Students. International students may be required 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 Student Health Center. After the beginning of a term, registered students can be vaccinated for measles at the health center for a fee.

Other General Information

1. All medical care and treatment provided at the Student Health Center is confidential. Medical records, patients' bills, and other patient information are not released, unless required by law, without the specific written authorization of the patient
2. The Student Health Center is fully accredited by the Accreditation Association for Ambulatory Health Care
3. For more information about Student Health Center services, pick up an informational brochure at the Student Health Center

INTERCOLLEGIATE ATHLETICS

Casanova Athletic Center
Telephone (503) 346-4481
Rich Brooks, Director

Head Coaches and Trainers

Dean Adams, trainer
Rich Brooks, football coach
Tami Brown, softball coach
Bill Dellinger, men's track-and-field and cross-country coach
Ron Finley, wrestling coach
Jerry Green, men's basketball coach
Gerry Gregory, volleyball coach
Tom Greider, women's tennis coach
Tom Heinonen, women's track-and-field and cross-country coach
Lara Mack, women's golf coach
Jody Runge, women's basketball coach
Steve Nosler, men's golf coach
Emory "Buzz" Summers, men's tennis coach

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 were NCAA champions 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 championship host for NCAA and Association for Intercollegiate Athletics for Women (AIAW) track and basketball, and NCAA gymnastics, wrestling, and golf.

Eugene was the site of the 1972, 1976, and 1980 Olympic Track and Field Trials and will host 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.

The university fields seven sports each for men and women. Men's sports are basketball, cross-country, football, golf, tennis, track and field, and wrestling. Women's sports are basketball, cross-country, golf, softball, tennis, track and field, and volleyball. Women's Intercollegiate Athletics, organized in 1973, has been a part of the Department of Intercollegiate Athletics since 1977.

The University of Oregon belongs to the NCAA, competing at the Division I level in men's and women's competion. The longtime organizer of men's athletics, the NCAA, began sponsoring women's championships in the 1981–82 season.

The university also belongs to the Pacific-10 Conference (Pac-10). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State.

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 Room 205 of the Casanova Athletic Center on the UO campus; telephone (503) 346-5433. There are branch offices in Medford and at the Portland Center. The Medford branch is at 201 West Main, Suite 3C; telephone (503) 773-5487. The Portland Center is at 722 SW 2nd Avenue in Portland; telephone (503) 725-3825.

PHYSICAL ACTIVITY AND RECREATION SERVICES

181 Esslinger Hall
Telephone (503) 346-3419
Lois J. Youngen, Director

Physical Activity and Recreation Services (PARS) is made up of Physical Education, Recreation and Intramurals, and Equipment and Facilities Management Services. PARS sponsors comprehensive sports and recreational programs for students and for faculty and staff members of the university.

Physical Education offers more than 140 physical-activity courses that emphasize the development of physical skills and contribute to a healthy lifestyle. Recreation and Intramurals programs offer participants the opportunity to enjoy competitive sports and informal recreational activities. Equipment and Facilities Management Services maintain the recreational facilities and provide services in the men's and women's locker rooms.

PARS programs are described more fully in the **Special Studies** section of this bulletin.

PUBLIC SAFETY

Straub Hall
1319 East 15th Avenue
Telephone (503) 346-5444
Carey M. Drayton, Director

The Office of Public Safety is responsible for the general safety of the campus twenty-four hours a day, seven days a week. It oversees security, general safety, environmental health, occupational safety, radiation safety, keys and locks, parking, the Lane Transit - District Ridership Program, and bicycle and car registration.

Parking regulations are available in the Office of Public Safety. 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 bulletin. Visitors may obtain free one-day parking permits from the public safety office, the information kiosk at 13th Avenue and Beach Street, or from the department they are visiting.

SPECIAL SERVICES

Academic Learning Services

68 Prince Lucien Campbell Hall
Telephone (503) 346-3226
Susan Lesyk, Codirector

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 participation in Introduction to University Study (ALS 101). This 3-credit course, which gives students an academic orientation to the university, is particularly helpful for new students. Courses offered by the center are listed in the **Special Studies** section of this bulletin.

Noncredit Workshops. Among the noncredit workshops offered are academic speed reading, study techniques, grammar, mathematics review, and preparation for the Graduate Record Examinations, the Law School Admission Test, the Graduate Management Admission Test, and the Medical College Admission Test.

Tutoring. Peer tutors in entry-level undergraduate courses are available through the center. Students may drop in to receive free assistance with mathematics and writing at the center's laboratories.

American English Institute

107 Pacific Hall
Telephone (503) 346-3945
FAX (503) 346-3917
Sarah Klinghammer, Director

The American English Institute (AEI) offers four English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting. They are the Intensive English Program, the Supplementary English Language Training (SELT) program, the Graduate Teaching Fellow (GTF) program, and special short-term programs.

Institute instructors are university faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language (TESL). Classes begin in September, January, March, and June.

Intensive English Program. This program consists of a six-level basic curriculum and a broad elective curriculum.

The basic six-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening; and written communication, which emphasizes reading and composition.

The elective curriculum consists of a set of optional courses that focus on areas of special concern or interest to students, including Test of English as a Foreign Language (TOEFL) Preparation I and II, Business English, American Culture, Conversational English, and American Films.

Other services and facilities afford the student opportunities to develop English proficiency. Advanced students may enroll, with the director's approval, in one regular university course. Trained and supervised tutors help students individually with course work, conversation, listening, reading, composition, and pronunciation.

Supplementary English Language Training. The SELT 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 (LING 81), listening and note taking (LING 82), oral skills (LING 83), reading and vocabulary development (LING 84), and writing (LING 91, 92, 93). A placement test determines the area in which work in English is needed. These courses carry credit for enrollment (eligibility) but not toward graduation; they satisfy no university or college requirement. SELT courses are taken at the same time as other university course work. Information about this program is available from either the institute or the Office of International Education and Exchange.

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 institute office, the Office of International Education and Exchange, and the Graduate School.

Short-Term Programs. Upon request, institute designs and teaches three- or four-week programs for groups of students. Programs target areas of interest such as business, university preparation, American culture, or second-language teaching methodology.

Student Services. The institute's student services include an academic counselor, an extensive orientation program before classes begin, many planned social activities in Eugene and the state of Oregon, housing assistance, and host families.

Admission Procedures. 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 $40

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 Admissions Coordinator, American English Institute, 5212 University of Oregon, Eugene OR 97403-5212, USA.

Educational Opportunities Program

68 Prince Lucien Campbell Hall
Telephone (503) 346-3226
Susan Lesyk, Director

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 **Special Studies** section of this bulletin. The Educational Opportunities Program office is open weekdays from 8:00 A.M. to 5:00 P.M.

High School Equivalency Program

1685 East 17th Avenue
Telephone (503) 346-3531
Emilio Hernandez, Jr., Director

Federally funded and sponsored by the University of Oregon, the High School Equivalency Program (HEP) is a multicultural, bilingual alternative-education program for migrant and seasonal farm-worker youths. 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

470 Oregon Hall
Telephone (503) 346-3479
Marshall Sauceda, Director

The Office of Multicultural Affairs (OMA) assists the university in the recruitment and retention of African-American, Asian-Pacific islander, Chicano-Latino, American Indian and tribe-affiliated Alaskan native students. In addition, staff members strive to provide a caring and supportive environment for people of color. The office's support services include:

1. Assistance with admission
2. Academic advising
3. Macintosh computer laboratory
4. Scholarship, employment, and internship information
5. Student advocacy
6. Tutorial assistance
7. Selected course offerings including College Composition I,II (WR 121, 122), Intermediate Algebra (MATH 95), College Algebra (MATH 111), Calculus for Business and Social Science I,II (MATH 241, 242), Introduction to Methods of Probability and Statistics (MATH 243)

The office sponsors the Scholar Speakers Series, the Mentorship Program, and Recognition Awards honoring students and faculty members who have contributed to the diversity of the university. The office enhances the new student experience through its welcoming programs, the Fall Orientation Retreat, and the Student Leadership Team Program.

Services are free. Students of color are encouraged to use the Office of Multicultural Affairs.

National Student Exchange

164 Oregon Hall
Telephone (503) 346-3211
Joe Wade, Coordinator

The University of Oregon is one of 110 public colleges and universities throughout the country with membership in the National Student Exchange (NSE). Through NSE, qualified students at member institutions may apply for exchange enrollment at another participating school. This program enables students to study in different geographical areas of the country and take advantage of specialized courses or unique programs that may not be available on their home campuses. Participation in the program is limited to one year.

To qualify, a University of Oregon student should be in the sophomore or junior year during the exchange year and be a full-time student in good standing at the university when applying to participate in the program. In general, students should 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

Clinical Services Building
Telephone (503) 346-3591
Lori Hornfelt, Director

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.

Upward Bound

1859 East 15th Avenue
Telephone (503) 346-3501
Pearl M. Hill, Director

Upward Bound Mathematics and Regional Science Center is a federally funded college preparatory program designed to generate the skills and motivation necessary to complete high school successfully and gain admission to an institution of higher education. High school students who are from low-income families and who are potential first-generation college graduates with academic promise are eligible. Students are selected from high schools, Upward Bound and Talent Search programs in Alaska, Idaho, Oregon, and Washington.

Participants attend an intensive four- to six-week residential program during the university's summer session. The students take course and laboratory work in biology, chemistry, physics, and mathematics. The emphasis of the program is to develop the students' skills and interests, encouraging them to pursue careers in mathematics and science-related fields. During the school year students are provided with tutorial and mentor programs and are assisted with college-preparation activities in their school environments.

Veteran Affairs

220 Oregon Hall
Telephone (503) 346-3119
Herbert R. Chereck, Coordinator

The Office of Veteran 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 Veteran benefits including Veteran Vocational Rehabilitation, Veterans Tutorial Assistance, and contact with the Veteran Administration Regional Office in Portland. A student wanting ***advance pay*** for educational benefits should write or call the Office of Veteran Affairs approximately sixty days before the beginning of his or her first term at the University of Oregon and no later than thirty days before. 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

121 Pacific Hall
Telephone (503) 346-4011
Director

The Yamada Language Center houses the University of Oregon's language laboratories; it has an extensive collection of audio, video, and computer software media. The center has multimedia laboratory facilities for both individual and group work; several classrooms with audio, video, laser disc, and video overhead projecting equipment; and a computer laboratory. The center's reading room and lounge has reading material in various foreign languages and in English.

The center also provides support services to training programs for teachers of foreign 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 numerous workshops and seminars on topics related to second-language acquisition and instruction.

STUDENT UNIVERSITY RELATIONS COUNCIL

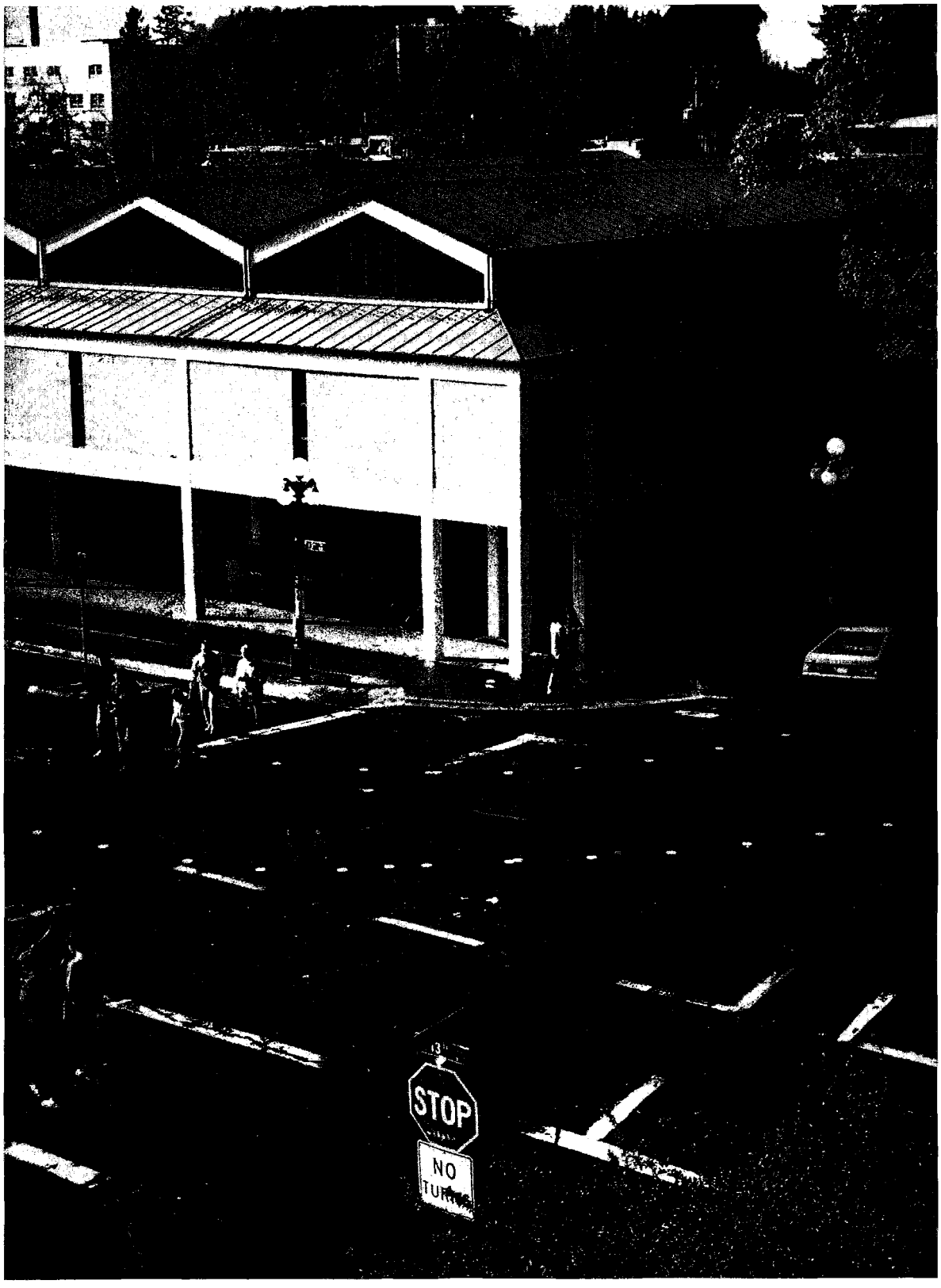
123 Agate Hall
Telephone (503) 346-5681
Joe Giansante, Adviser

The University of Oregon Student University Relations Council (SURC) is an independent, nonprofit organization of students who volunteer their time and skills as representatives of the University of Oregon in coordination with the UO Alumni Association and the Office of the Vice President for Public Affairs and Development. 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
- create avenues of communication among students, faculty members, administrators, staff members, alumni, parents, and community residents

The group is composed of resourceful 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 senior-class members.

In addition to planning, organizing, and implementing special events such as Homecoming, Mayfest, Parents' Weekend, blood drives, and fundraising for graduating class gifts, the council also works as a liaison between the community and the university as well as between university groups and the administration.



The University of Oregon Bookstore will mark seventy-five years of service to students and to faculty and staff members in 1995. This is the fifteenth 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.

Enrollment by Major and Classification 1992–93 Academic Year

College of Arts and Sciences	Freshmen	Sophomores	Juniors	Seniors	Postbaccalaureate Nongraduates	Postbaccalaureate Graduates	Nonmatriculated Undergrads	Nonmatriculated Graduates	Totals
American Studies	0	0	0	2	0	0	0	0	2
Anthropology	5	30	55	117	5	59	0	0	271
Arts and Sciences premajors	694	925	446	134	92	0	0	0	2,291
Asian Studies	0	3	4	32	8	29	0	0	76
Biology	55	101	135	269	32	91	0	0	683
Chemistry	7	29	33	73	8	106	0	0	256
Chinese	3	2	2	2	0	0	0	0	9
Classical Civilization	0	0	0	1	0	0	0	0	1
Classics	1	1	1	10	4	3	0	0	20
Comparative Literature	0	2	0	6	1	48	0	0	57
Computer and Information Science	17	35	44	116	25	71	0	0	308
Creative Writing	0	0	0	0	0	21	0	0	21
Economics	6	20	32	127	6	59	0	0	250
English	30	83	206	561	11	114	0	0	1,005
Exercise and Movement Science	8	21	45	37	1	85	0	0	197
French	0	7	16	34	5	13	0	0	75
General Science	18	26	54	168	15	0	0	0	281
Geography	1	10	34	82	2	40	0	0	169
Geology	4	15	10	39	3	41	0	0	112
German	1	5	5	34	5	26	0	0	76
Greek	0	0	0	1	0	0	0	0	1
History	11	23	60	194	4	50	0	0	342
Humanities	3	3	6	32	1	0	0	0	45
Independent Study	0	0	0	1	0	0	0	0	1
International Studies	0	9	39	107	3	67	0	0	225
Italian	0	0	1	2	0	3	0	0	6
Japanese	1	13	19	45	4	0	0	0	82
Latin	0	0	0	3	0	0	0	0	3
Linguistics	0	7	8	37	8	46	0	0	106
Mathematics	9	14	17	64	9	73	0	0	186
Philosophy	4	9	9	42	3	37	0	0	104
Physics	7	15	20	49	4	154	0	0	249
Political Science	24	69	140	409	13	48	0	0	703
Preengineering	12	12	10	6	1	0	0	0	41
Psychology	65	178	267	684	16	63	0	0	1,273
Religious Studies	1	3	4	11	2	0	0	0	21
Romance Languages	2	6	19	37	2	38	0	0	104
Russian	2	6	6	21	3	5	0	0	43
Sociology	6	36	141	397	6	51	0	0	637
Spanish	4	17	27	89	4	20	0	0	161
Speech: Rhetoric and Communication	0	0	2	20	0	3	0	0	25
Speech: Telecommunication and Film	0	0	2	51	0	22	0	0	75
Speech: Theater Arts	9	19	22	47	1	28	0	0	126
Total	1,010	1,754	1,941	4,193	307	1,514	0	0	10,719
Professional Schools									
Architecture and Allied Arts	27	134	201	774	33	515	0	0	1,684
Business Administration	175	339	456	1,077	34	307	0	0	2,388
Education	1	9	9	34	12	811	0	0	876
Human Development and Performance	1	15	41	177	2	36	0	0	272
Journalism	69	170	206	412	20	30	0	0	907
Law	0	0	0	0	0	440	0	0	440
Music	19	45	36	129	8	167	0	0	404
Total	292	712	949	2,603	109	2,306	0	0	6,971
Other									
Community Education Program	0	0	0	0	0	0	413	758	1,171
Interdisciplinary Studies	0	0	0	0	0	183	0	0	183
Unaffiliated	0	0	0	0	0	0	54	0	54
Unclassified	0	0	0	0	0	123	619	2,324	3,066
Total All Majors	1,302	2,466	2,890	6,796	416	4,126	1,086	3,082	22,164

Summary of Degrees Granted: Fall 1992 through Summer 1993

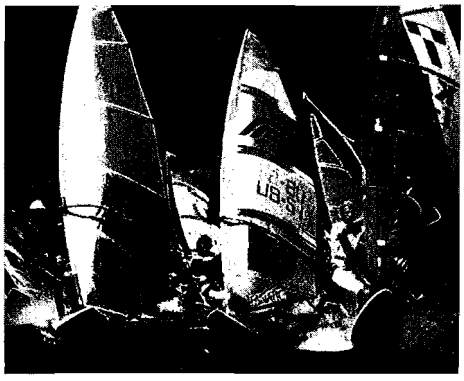
Bachelor's Degrees	Male	Female	Total
Bachelor of Arts	533	887	1,420
Bachelor of Science	767	577	1,344
Bachelor of Architecture	51	17	68
Bachelor of Education	0	3	3
Bachelor of Fine Arts	8	12	20
Bachelor of Interior Architecture	1	18	19
Bachelor of Landscape Architecture	17	13	30
Bachelor of Music	11	18	29
Bachelor of Physical Education	1	0	1
Total	1,389	1,545	2,934

Advanced Degrees	Male	Female	Total
Master of Arts	64	88	152
Master of Science	161	181	342
Master of Architecture	28	14	42
Master of Business Administration	100	33	133
Master of Education	12	18	30
Master of Fine Arts	18	17	35
Master of Interior Architecture	1	5	6
Master of Landscape Architecture	4	2	6
Master of Music	8	8	16
Master of Urban Planning	19	10	29
Doctor of Philosophy	140	117	257
Doctor of Education	0	2	2
Doctor of Musical Arts	3	3	6
Doctor of Jurisprudence	103	62	165
Total	661	560	1,221
Total Degrees	2,050	2,105	4,155

Retention Data

Pursuant to Public Law 94-432 (Section 132 of the Education Amendments of 1976 to the Higher Education Act of 1965), the university is required to prepare and disseminate selected information to students. The required information includes a statement on the retention of students at the university. The following data are presented in support of this requirement.

Academic Year	1988–89	1989–90	1990–91	1991–92	1992–93
Enrollment Fall Term	18,537	17,826	18,141	16,905	16,719
Enrollment Spring Term for Fall-Term Enrollees	15,393	14,892	15,168	14,356	14,203
Degrees Awarded Fall and Winter Terms	1,077	1,106	1,073	1,096	1,154
Total Spring-Term Enrollment and Other Degrees Awarded	16,470	15,998	16,241	15,452	15,357
Percentage Retained or Graduated for the Year	89%	90%	90%	91%	92%



Living in Eugene

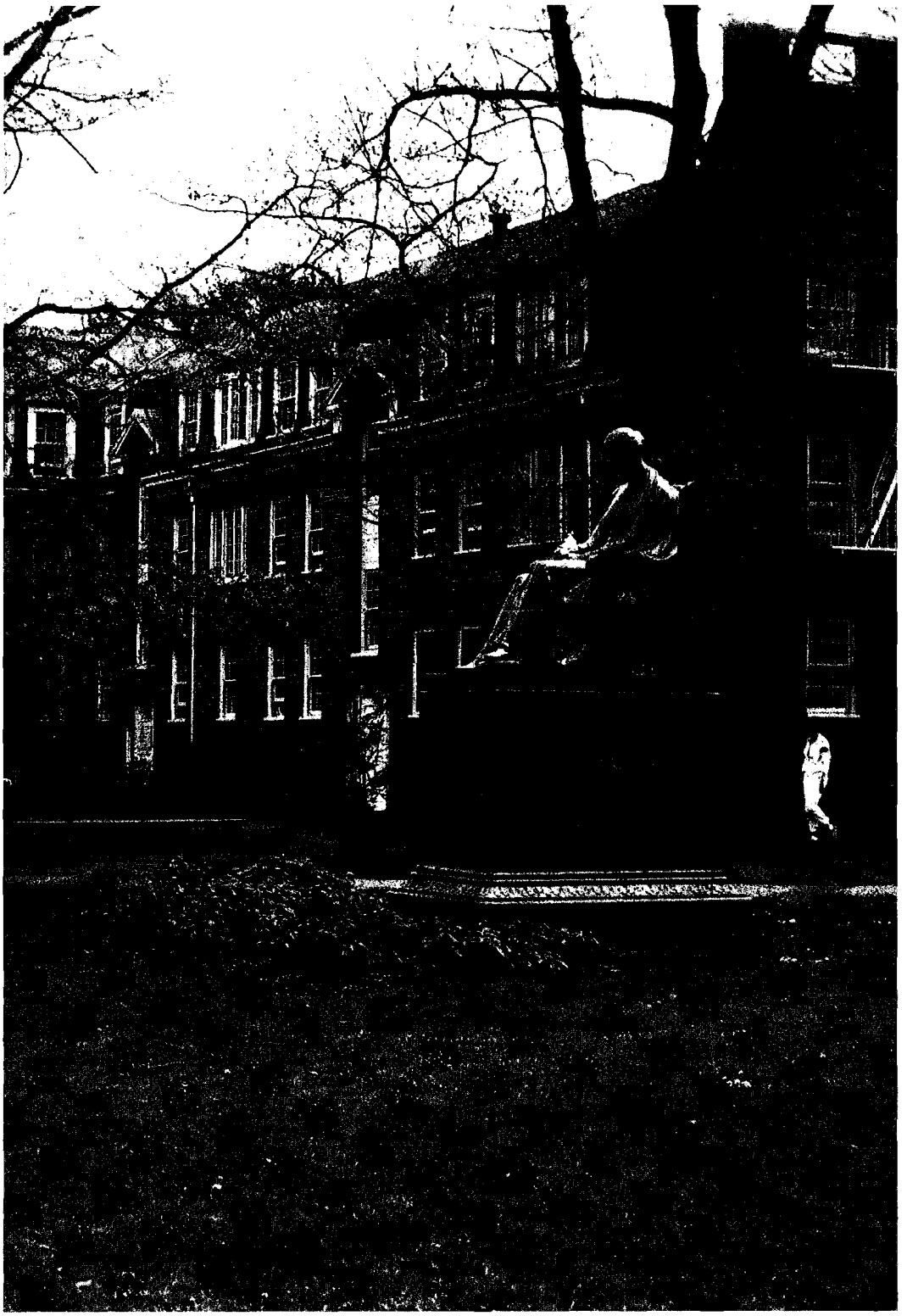
Located at the junction of the Willamette and McKenzie rivers, Eugene is an hour east of the Pacific Ocean and an hour west of the Cascade Mountains. Eugene combines the relaxed amenities of a small town with the cultural advantages of a much larger city. Here, rainbow and cutthroat trout rise in the clear riffles of the Willamette River, while the world-class acoustics of the auditoriums in the Hult Center for the Performing Arts lure performers ranging from James Brown to the Israeli Ballet. On summer evenings, thousands watch the Eugene Emeralds baseball team take on regional opponents at Civic Stadium, while hundreds attend one of the many free concerts at local parks. Sailboats and sailboarders dot the waters of nearby Fern Ridge Reservoir, while Olympic track-and-field hopefuls compete at the UO's Hayward Field.

A city with a distinct personality, Eugene (population 117,000) is a community that literally celebrates diversity. During the annual Eugene Celebration, large sections of the downtown are closed to traffic and filled with a colorful mosaic of exotic food booths, parades, musical performances, art, athletic events, and jubilant celebrants. Area craftspeople and artists display their wares at Eugene's open-air Saturday Market and enliven the colorful atmosphere of the Fifth Street Public Market.

It's all within easy reach of campus by foot, bike, or bus. More than 100 miles of bicycle paths and jogging trails meander through the city's riverside parks and rose gardens and into the business and university districts. The city's bus system provides convenient—and free—transportation to UO students.

Eugene's central location allows easy access to a world of recreational opportunities. A few timely examples:

- Just fifteen minutes from campus: One can fish for trout in a crystal-clear river. Hike through lush, fragrant forests. Relax in one of the 157 area parks. Float the Willamette River. Catch a concert at the world-class Hult Center.
- Just sixty minutes from campus: One can walk for miles on pristine public beaches. Explore tide pools teeming with life. Watch migrating whales, fishing boats, and spectacular sunsets from rocky cliffs. Drive a dune buggy across the world's largest ocean-formed sand dunes.
- Just ninety minutes from campus: One can charge downhill through a flurry of light powder or glide along miles of groomed cross-country ski trails at the Willamette Ski Area. Camp beneath the summer stars or explore clean mountain lakes hidden amid majestic conifers.
- Eugene is close enough to Portland to take in a Trail Blazers game, and the Eugene Airport provides convenient service to Seattle, San Francisco, and Denver.



Faculty Index

Faculty listings are based on information received in the Office of University Publications by May 2,1994.

Abbott, Max G. 253
Abu-Jaber, Diana G. 80
Acheson, Keith A. 253
Acker, Joan R. 167, 315
Acker, Martin H. 261
Acres, Alfred 136, 199
Adams, Cynthia 96
Adams, Dean 328
Adler, Jack D. 183
Aikens, C. Melvin 50, 54, 126, 314
Alavi, David S. 315
Albaum, Gerald S. 122, 244, 318
Albin, Richard W. 261
Alef, Gustave 114
Alexander, Henry A., Jr. 139
Allen, Alice J. 310
Allen, Doris Renshaw 291
Alley, Henry M. 118
Alpert, Laura J. 205
Altimus, C. Joseph 310
Altmann, Barbara K. 136, 155, 174
Anderson, Frank W. 131
Anderson, Susan C. 12, 110
Anderson-Inman, Lynn 253
Andrews, Fred C. 131
Andrews, George F. 193
Aoki, Keith 279
Ariola, Zena M. 75
Arkin, Lisa Codman 99, 164, 285
Armstrong, Paul B. 87
Ashby, Gordon P. 307
Asher, Lyell 87
Aspeslagh, Wim 221
Axline, Michael D. 93, 279
Ayora, Jorge R. 126, 127, 155
Ayres, William S. 50, 54, 137, 171, 314

Bailey, Exine Anderson 291
Baird, Barbara Myers 291
Bajer, Andrew S. 57
Baker, Lois I. 279
Baldwin, Dare A. 149, 316
Baldwin, Ewart M. 106
Baldwin, John H. 64, 93, 192, 221, 319
Baldwin, Kenneth T. 291
Ballinger, Thomas O. 203
Balzer, Jackie 326
Bambury, Jill E. 192
Barber, David M. 64
Barkan, Alice 57, 317
Barnes, Bruce A. 131
Barnes, Eugene B. 311
Barnhard, Ralph J. 65, 100
Barr, Sherrie 285
Barrar, Richard B. 131
Bartel, Roland 88
Bartlein, Patrick J. 102
Barton, Robert 172
Bateman, Barbara D. 253
Bates, Barry T. 96
Baugh, William H. 145
Baumgold, Deborah 118, 145
Bayless, Martha J. 70, 87, 136
Beck, Jacob 100, 149, 316
Beck, Karen 310
Becker, Wesley C. 261
Beebe, John Fred 162, 164
Beelman, Glenn T. 131
Belitz, Dietrich 141, 317, 318
Bender, Steven W. 279
Bennett, Jack W. 57, 182
Bennett, Leslie K. 291, 310
Bennett, R. Wayne 290
Benz, Michael R. 253
Bergquist, Peter 39, 290
Best, Roger J. 203, 244
Bestland, Erick A. 105
Bettman, Ann 214
Biersack, Aletta 50, 57, 137, 153, 171, 174, 316
Biglan, Anthony 261
Bingham, Edwin R. 114
Birn, Raymond 114
Bishop, Louise M. 87, 136
Bivins, Thomas H. 271
Blackwell, Barbara 253
Blanchard, James 93, 187
Blandy, Doug 64, 99, 203
Boekelheide, Virgil C. 65
Bogel, Cynthea 54, 136, 199
Bogen, Gerald K. 166, 253
Boggs, Sam 105
Boles, Shawn 93
Bolton, Christopher R. 183
Bonamici, Andrew R. 310
Bonds, Alexandra 172
Bonine, John E. 279
Bonnett, Howard T., Jr. 57
Borchardt, John W. 183
Bordwell, Constance 88
Boren, James L. 87, 127, 136
Borovsky, Zoe 110, 136
Bothun, Gregory D. 93, 141
Botvinnik, Boris 131
Boucot, Arthur J. 105
Boush, David M. 244
Bowditch, P. Lowell 70
Bowerman, Bruce A. 57, 317
Bowerman, William J. 183
Bradshaw, William E. 57, 118
Branchaud, Bruce P. 65
Branscomb, Allan B. 221
Brau, James E. 141
Breidenthal, Leslie T. 291
Brick, Howard 114
Bricker, Diane D. 261
Brinkerhoff, Kathie 310
Briscoe, John L. 193
Brodie, Donald W. 279
Brokaw, Cynthia J. 54, 114, 174
Brooks, Rich 328
Brown, G. Z. 192, 315, 319
Brown, Richard Maxwell 114
Brown, Steven T. 73, 81
Brown, Tami 328
Brown, Warren B. 242
Brownmiller, Sara N. 174, 310
Brox, Randi M. 155, 174
Bryan, Stanley W. 193
Buch, James R. 14
Buckley, James T. "Jay" 261
Buckner, Paul E. 205
Buczkowski, Mieczyslaw 164
Buhl, Cheryl 248
Burris, Vallon L. 167
Bustamante, Carlos J. 65, 317, 318
Butler, Barbara A. 310, 318
Bybee, Carl R. 271, 315
Bybee, Michael D. 87, 316

Cadbury, William 88
Calhoon, Kenneth S. 73, 110, 316
Calin, Françoise G. 155, 316
Campbell, Alyce R. 240
Campbell, Robert 84
CannCasciato, Daniel G. 310
Capaldi, Roderick A. 57, 317
Carmichael, Howard J. 141, 315, 317

Carmin, James H. 310
Carnine, Douglas 253
Carpenter, Gaylene 218
Carpenter, Kathie L. 54, 127, 171, 316
Carroll, George C. 57
Carter, Lawrence R. 167
Cartier, Carolyn L. 102
Cartwright, Virginia 192, 319
Carver, Deborah A. 310
Case, David R. 291
Cashman, Katharine V. 105, 315, 318
Castenholz, Richard W. 57, 318
Cava, John 193
Champagnie Alman, Karen 271
Chandler, Vicki L. 57, 317
Chaney, Richard P. 50, 99
Charters, Werrett W., Jr. 253
Chatfield, Steven 96, 285
Ch'en, Shang-Yi 141
Chereck, Herbert R. 18, 330
Chickering, Roger P. 114
Cho, Sumi K. 95, 145
Chope, Roger A. 238
Choquette, Robert J. 221
Christensen, Ned J. 261
Christensen, Rodney E. 311
Civin, Paul 131
Clark, Chapin D. 279
Clark, John P. 167
Clark, Michael J. 87
Clark, Richard G. 290
Clark, Robert D. 172
Clark, Shirley Merritt 253
Clark, Suzanne 87
Clarke, H. Harrison 183
Clayton, Mary E. 311
Clemen, Robert T. 239, 316
Cloepfil, Brad 193
Close, Daniel W. 261
Coale, Shirley Ann 137
Coe-Clark, Margaret 205
Cogan, Frances B. 118, 174
Cohen, J. David 141, 318
Cole, Charles W. 242
Coleman, Cynthia-Lou 271
Coleman, Edwin L. II 87, 95, 99
Coleman, Samuel K. 50, 54, 122
Coley, Thomas 253
Collin, Robert W. 221
Collin, Robin Morris 279
Collins, Paul F. 149
Combellack, Frederick 70
Comrada, Norma 162, 164
Conant, Eaton H. 242
Conery, John S. 75
Conklin, Karlin M. 229, 244
Conley, David T. 253
Cook, Stanton A. 102
Coppock-Bland, Nan 11
Corner, Donald B. 192, 315
Cotter, Richard 242
Craig, Colette G. 122, 126, 127
Craig, Jenifer P. 285, 316
Crasemann, Bernd 141, 315
Crawford, James M. 316
Crosswhite, James R. 87
Crumb, Lawrence N. 126, 311
Csonka, Paul L. 141, 317
Cunningham, John H. 244
Cuny, Janice 75
Curland, David J. 155
Curtis, Charles W. 131, 317

Dahle, Thomas L. 253
Dahlquist, Frederick W. 65, 317
Daly, Carole L. 230
Dann, Larry Y. 240
Darling, Karen D. 311
Dasso, Jerome J. 239
Davie, William E. 139
Davies, James C. 145
Davis, Howard 192, 210, 315
Davis, Lorraine G. 171, 183
Davis, Richard M. 84
Davis, Robert L. 126, 127, 155
Deans, Nancy L. 65
DeBuse, Marjorie 253
DeChaine, Faber B. 172
Decker, Leslie 114
Degge, Rogena M. 203
DeGidio, Jane 253, 325
DeHaven, Edna P. 253
deJung, John E. 253
DeLancey, Scott 39, 54, 127, 171, 316
Del Guercio, Diane Garcia 240
Dellinger, Bill 328
Dennis, Matthew 93, 114
Descutner, Janet W. 12, 99, 171, 285
Deshpande, Nilendra G. 141, 317
Desroches, Richard H. 155
Deutsch, Steven 57, 167, 184, 315
Diamond, Irene 93, 138, 145, 174, 316
Dickman, Alan 57, 93
Diethelm, Jerome 214
Dizney, Henry F. 262
Doerksen, David P. 290
Dole, Philip H. 193, 210
Dolezal, Mary-Lyon 136, 199
Donnelly, Marian Card 166, 199
Donnelly, Russell J. 141, 318
Donovan, Sally 210
Dorjahn, Vernon R. 50, 122
Dougherty, M. Frances 285
Douglas, Sarah A. 75, 127, 316
Dowd, Charles 290
Downes, Bryan T. 12, 64, 203, 221
Doxsee, Kenneth M. 65, 318
Drayton, Carey M. 328
Dresman, Paul C. 87
Dryzek, John S. 57, 93, 145, 316
Duckett, Kenneth W. 311
Dudley, Gordon A. 261
Dufek, Janet S. 96
Dugaw, Dianne M. 87, 99, 315
Dumond, Don E. 50, 126, 203, 313
Duncan, Charles T. 271
Durnell, Jane B. 311
Durrant, Stephen W. 54, 81, 118, 316
Dusseau, David T. 242
Dyer, Micheal N. 12, 118, 131
Dyke, Thomas R. 65, 315, 317

Earl, James W. 87, 120, 136, 166, 316
Eaton, Katherine G. 311
Ebbeck, Vicki 96
Edson, C. H. 174, 253
Eisemann, Eric L. 210
Eisen, Judith S. 57, 137, 317
Eisert, Debra C. 261
Ellis, Christopher J. 84
Emerson, Jan S. 110, 136
Emlet, Richard B. 57, 318
Engelking, Paul C. 65, 93, 315
Engelmann, Siegfried E. 253
Epple, Juan A. 126, 127, 155
Epps, Garrett 279
Erickson, Kenneth A. 253
Erlandson, Jon M. 50
Espeseth, V. Knute 253
Etherington, David W. 316
Etter, Orval 222
Ettinger, Linda F. 174, 203, 307
Ewan, Jack D. 271
Exton, Deborah B. 65
Eyster, Michael 34

Fagan, Susan J. 87
Fagot, Beverly 149, 174
Fagot, Robert F. 149
Fair, Laura 114
Falconeri, G. Ralph 114
Fancey, Mark L. 222
Fargher, Neil 238
Farley, Arthur M. 75, 316
Farwell, Marilyn 87, 174
Feekin, Lynn M. 184
Felsing, Robert H. 54, 171, 311
Ferens, Robert R. 193
Ferguson, Dianne L. 261
Ferguson, Philip M. 261
Ferrington, Gary W. 253
Fickas, Stephen F. 75
Findly, Elizabeth 311
Finley, Ron 328
Finrow, Gunilla K. 192, 211
Finrow, Jerry V. 191, 192
Fischer, Julie A. 137, 221
Fishlen, Michael B. 54, 81
Fiszman, Joseph R. 145
Flannery, K. Brigid 261
Fleischli, Gerald J. 327
Flynn, Gregory C. 65, 317
Fong, Lawrence W. 54, 203
Ford, Karen J. 87
Forell, Caroline 57, 279, 315
Foster, David G. 205
Foster, John B. 93, 126, 167, 315
Fracchia, Joseph G. 114, 118
Francisco, Richard P. 253
Frank, David A. 118, 138
Frank, Peter W. 57
Franklin, Jon D. 271
Frantz, Paul A. 311
Frazer, Charles F. 271
Frazier, Gregory V. 239
Frazier, Richard 290
Freeman, Robert S. 131
Freund, Richard D. 261

Frey, Raymond E. 141
Freyd, Jennifer J. 149, 316
Friedman, Robert P. 172
Friestad, Marian 39, 244
Frisch, Deborah 118, 149, 316
Frishkoff, Paul 238
Fritz, William 184
Frohnmayer, Dave 279
Fry, Gerald W. 54, 57, 64, 122, 137, 145, 171, 314
Fujii, Noriko 54, 81, 127, 314
Fuller, Linda O. 122, 126, 167, 174, 315
Fullerton, Sally 261

Gage, John T. 87
Gainer, John F. 291
Gale, Maradel K. 122, 137, 221
Gale, Richard P. 12, 45, 93, 167
Gall, Meredith "Mark" 46, 253
Gallagher, James J. 184
Gallagher, Mary 210
Garces, Vicente E. 311
García-Pabón, Leonardo 126, 127, 155
Gary, Susan N. 279
Gassama, Ibrahim J. 279
Gehring, Jane 203
Genasci, Donald 192
Gernon, Helen 121, 238
Gersten, Russell M. 261
Ghent, Kenneth S. 131
Giansante, Joe 330
Gibson, Jacqueline 326
Gilberts, Robert D. 253
Gilkey, Peter B. 131
Gilland, Wilmot G. 192
Gilmore, Philip C. 193
Girardeau, Marvin D. 141, 315, 317
Girling, Cynthia 214
Giustina, Sylvia B. 155
Givens, James W. 193
Givón, T. 88, 127, 316
Glaser, Susan R. 229
Gleason, Timothy W. 271
Gleason-Ricker, Mary 253
Glover, Elizabeth G. 261
Goble, Andrew E. 54, 57, 114, 136
Goebel, David P. 185
Goldberg, Lewis R. 149
Goldman, Marion Sherman 167, 174, 316
Goldman, Paul 64, 167, 253, 315
Goldrich, Daniel 93, 126, 145, 315
Goldschmidt, Steven M. 253
Goldstein, Henry N. 84
Goles, Gordon G. 100, 105, 118, 137
Gomez, Joni 311
Gontrum, Peter B. 110, 122
Gonzalez-Palmer, Barbara 290
Good, Roland H. III 261
Goodman, Bryna 54, 114
Gordon-Lickey, Barbara 137, 149, 317
Gordon-Lickey, Marvin 137, 149, 317
Gorokhovskaya, Tatyana 162, 164
Goswami, Amit 100, 141, 317
Gould, Evlyn 155
Graff, Ronald J. 205
Grandy, Christine 311
Grant, Philip 57
Granzin, Alexander C. 261
Gray, Jane 57
Gray, Jo Anna 84
Green, Elaine 326
Green, Jerry 328
Greene, Roland 73, 88
Greenfield, Thelma 88
Greenland, David E. 102
Gregory, Gerry 328
Gregory, Stephen 141, 318
Greider, Tom 328
Griffith, Clark 88
Griffith, O. Hayes 65, 317
Griggs, Allan B. 105
Grober, Memory 311
Grosenick, Judith K. 39, 253
Grove, Myron A. 84
Grudin, Robert 73, 87
Gustafson, John M. 291
Guzowski, Kenneth 210
Gwartney-Gibbs, Patricia A. 167, 174, 318

Hackman, Robert M. 50
Hahn, Walther L. 110
Haislip, John A. 88
Haley, Michael M. 65, 318
Halgren, Joanne V. 311
Hallock, Margaret J. 184, 315
Halpern, Andrew S. 253
Hamilton, John 291
Hanes, Jeffrey E. 54, 114
Hanhardt, Arthur M., Jr. 145
Hanna, William S. 114
Hardwick, John 65, 141, 315
Harkins, Roderick A. 290
Harris, Leslie J. 174, 279
Harris, Patricia Jean 57
Harris, William H. 253
Harrison, Brent 187
Harrison, David K. 131
Hart, Thomas R. 73
Harvey, S. Marie 50, 315
Haskett, Robert S. 114, 126, 127
Hawk, John 311
Hawk, N. Ray 253
Hawkins, Ann P. 93, 122, 126, 167, 171
Hawkins, Del I. 244
Hawley, Diane K. 65, 317
Hawn, Arthur W. 192, 199, 210, 211
Hayden, Wallace 193
Haydock, Roger 39, 141, 318
Haynes, Stephen E. 84, 171
Heapes, Nancy A. 187
Hearn, Arthur C. 253
Hearn, Linda S. 285
Hecker, Steven 64, 184, 315
Heinonen, Tom 328
Heiny, Henriette A. 98
Heinzkill, J. Richard 166, 311
Helmer, John F. 311
Helphand, Kenneth I. 199, 210, 214
Hendricks, William W. 218
Hennessy, Michael 75
Herbert, Daniel M. 193
Herbert, Robert T. 139, 153
Hernandez, Emilio 329
Herr, Cynthia M. 253
Herrick, David R. 65, 315, 317
Hester, Jerry D. 141
Heydon, Julia J. 291
Hibbard, Judith H. 167, 174, 221, 318
Hibbard, Michael 210, 221
Hickman, R. Craig 205
Hildreth, Richard G. 137, 279
Hill, Pearl M. 330
Hines, Clarence 253
Hintz, Carl W. 311
Hintzman, Douglas L. 149, 316
Hladky, J. Robert 291
Ho, Suenn 192
Hodder, Janet 318
Hodgdon, Rosaria Flores 193
Hodge, George M., Jr. 193
Holbo, Paul S. 114, 166
Holcomb, J. Michael 205
Holland, Maurice J. 279
Hollis, Orlando John 279
Holser, William T. 106
Hongo, Garrett K. 80
Hopewell, Michael H. 240
Hopkins, George 291
Horner, Robert H. 261
Hornfelt, Lori 261, 330
Horty, John F. 316
Hosticka, Carl J. 221, 307
Howe Mate, Mavis 315
Hsu, Jane Yen-Cheng 311
Hudson, Bruce S. 65, 315
Hudzikiewicz, Mary 11, 13, 325
Hugi, Joanne R. 307
Hull, Ray E. 253
Hulse, David 214
Hulteng, John L. 271
Hummer, Terry R. 80
Humphrey, Dwight H. 311
Humphreys, Eugene D. 105
Hundley, Gregory S. 45, 57, 242
Hunter, Donald L. 311
Hurwit, Jeffrey M. 70, 199
Hurwitz, Robert I. 290
Hutchison, James E. 65
Hwa, Rudolph C. 141, 317
Hyatt, Dennis R. 311
Hyman, Ray 149, 316
Hynes, Joseph A., Jr. 87, 118

Imamura, James N. 141, 317
Inman, Dean P. 261
Irvin, Larry K. 262
Isenberg, James A. 131, 317
Ismach, Arnold 271

Jackson, Ruth F. 88
Jacobs, David 118, 145, 167
Jacobson, Esther 54, 164, 199, 314
Jacobson, Jon L. 64, 122, 279
Jaeger, Mary K. 70
James, Robert C. 205
James, Stanley L. 96
Jantzen, Jens C. 131
Jenkins, Barbara Baxter 311

Jennings, Jesse D. 50
Jensen, Jody L. 96, 137, 317
Jette, George S. 214
Jewett, Wayne J. 192, 193, 211
Jiménez, Robert T. 95, 126, 261
Johannessen, Carl L. 102
Johannis, Theodore B., Jr. 167
Johnson, Benton 118, 153, 167
Johnson, David C. 65, 318
Johnson, Gloria E. 88
Johnson, JQ 307
Johnson, Karen J. 192
Johnson, Lyman T. 192, 211
Johnson, Mark 139
Johnson, Miriam M. 167
Johnson, Paul A. 84
Johnson, Stephen M. 137
Johnston, A. Dana 105
Johnston, Thomas L. 50
Jones, Beverly J. 203
Jones, Catherine M. 242
Jones, Donald C. 96
Jones, Stanton 214
Jones, Victoria A. 311
Juba, James P. 87
Julum, Jeffery 164
Jungjohann, Kathleen 253
Jung-Palandri, Angela 81

Kahle, Lynn R. 244
Kameenui, Edward J. 253
Kaminski, Ruth 261
Kantor, William M. 131
Karpinski, Gary S. 290
Kataoka, Hiroko C. 54, 81
Kaufman, Martin J. 247
Kays, M. Allan 105, 118
Keana, John F. W. 65
Keele, Steven 96, 137, 149, 316, 317
Keith, Robert E. 222
Keller, Homer T. 291
Kellett, Ronald W. 64, 192, 315, 318
Kellman, Michael E. 65, 315, 317
Kemp, Edward C. 311
Kempner, Kenneth M. 122, 253
Kensler, Gordon L. 203
Kessler, Lauren J. 174, 271, 316
Keutzer, Carolin 149, 261
Kevan, Stephen D. 141, 318
Keyes, Peter A. 192, 315
Kezer, James 57
Khang, Chulsoon 84
Kim, Hee-Jin 154
Kimball, R. Alan 114, 122, 162, 164
Kimble, Daniel P. 137, 149, 317
Kime, Robert E. 183
Kimmel, Charles B. 57, 137, 317
King, Raymond D. 238
Kintz, Linda 73, 87
Kirkpatrick, Laird C. 12, 279
Kissler, Gerald R. 253
Kitayama, Shinobu 54, 149, 316
Kitzhaber, Albert A. 88
Klassen, Timothy 311
Kleinsasser, William 192
Klemm, LeRoy H. 65
Kley, Miriam 205
Klinghammer, Sarah 127, 329
Klonoski, James R. 145
Kloppenberg, Lisa A. 279
Klos, Sheila M. 311
Klug, Gary A. 96, 137, 317
Kneen, Terry 249
Koch, Marianne J. 242
Koch, Richard M. 100, 131
Koenig, Thomas W. 65
Kohl, Stephen W. 54, 81
Kokis, George 205
Kolpin, Van W. 84, 118
Koreisha, Sergio 239
Kramer, Dean F. 290
Kraus, Richard 54, 145, 314
Krieg, Clarice E. 311
Kriesky, Jill K. 184
Krinsley, David 105
Krusoe, Sana 205
Kyr, Robert 171, 290, 292

Lachman, Charles H. 54, 120, 136, 199
Lacy, Frank R. 279
Ladau, Ronald 87
Laing, Ellen Johnston 199
Lallas, John E. 253
Lamon, William E. 183
Lampman, Tracy 11
Lande, Russell S. 57, 93
Lang, Robert G. 114
Lanier, Vincent 203
Large, Larry D. 253
Larison, M. Charlene 57, 179, 180
Larson, Steven 290
Larson, Wendy 54, 73, 81, 314
LaRusso, Dominic A. 172
Laskaya, Catherine Anne 87, 120, 136, 174
Latarski, Donald R. 291
Lauterbach, Diana 45, 203, 307
Lavery, Roger M. 271
Lawrence, Mary S. 279
Leahy, John V. 100, 131, 317
Lee, Chang-rae 80
Lees, Clare A. 73, 88, 136
Lefanowicz, Craig E. 12, 238
Lefevre, Harlan W. 141
Lehrman, Kenneth F. III 322
Lemert, James B. 39, 271
Lenn, Kathleen M. 311
Leonard, William C. 311
Leong, Albert 162, 164
Leppmann, Wolfgang A. 110
Lesage, Julia 73, 87, 174
Lesyk, Susan 183, 328, 329
Letcher-Glembo, Lisa 261
Leué, Cathleen S. 84, 318, 319
Levi, Don S. 139
Levy, Mark 99, 164, 290
Lewinsohn, Peter M. 149
Lewis, Timothy J. 253
Liberman, Kenneth B. 57, 153, 167
Libeskind, Shlomo 131
Lichtenstein, Edward 149
Liebs, Elke 110, 122, 174
Lieuallen, Roy E. 253
Lind, Curtis D. 307
Lindholm, Richard W. 240
Lindstrom, Howard L. 311
Littman, Richard A. 149
Lo, Virginia M. 75
Lobisser, Gregg 326
Lockard, Robert R. 311
Lockery, Shawn R. 57, 137, 317
Lodewick, Robin B. 311
Loeb, Henry L. 131
Logvin, Karen 325
Loken-Dahle, Lani 187
Lollini, Massimo 73, 155
Lombardi, V. Patteson 57
Long, James W. 65, 118, 180
Long, Richard J. 311
Long, Robert Hill 80
Losardo, Angela Giumento 261
Loughary, John W. 261
Love, Glen A. 57, 64, 87, 93
Lovell, Lloyd L. 253
Lovinger, Ronald J. 214
Lowe, Raymond N. 261
Lowenstam, Steven 70, 120
Loy, William G. 102
Lucktenberg, Kathryn 290
Luebkeman, Chris H. 193
Lukacs, John R. 50, 100, 178
Luke, Jeffrey S. 221, 318
Luks, Eugene M. 75
Luneski, Chris J. 238
Lutes, Donald H. 193
Lutz, Nancy M. 50, 54, 171
Lynch, Michael R. 57
Lyons, Richard M. 80
Lytle, Donald E. 12, 230, 242

Mace, Arthur E. 239
Mace, Miki 183
Mace, Patricia 102, 318
Mack, Coral L. 87
Mack, Lara 328
Maddex, Jack P. 114, 153
Madrid, Bruno V. 285
Mahoney, James V. 311
Maitland-Gholson, Jane C. 203
Mallinckrodt, Brent S. 261, 267
Malone, R. Matthew 221
Malony, Allen D. 75
Malsch, Derry 127
Mank, David M. 261
Margolis, Eric 167
Markley, Margaret 311
Marlow, Elisabeth A. 155, 174
Marrocco, Richard 137, 149, 317
Martin, Gary M. 290
Martin, Walter T. 167
Mason, Carol N. 232
Mate, Mavis Howe 114, 120, 136, 174, 315
Matsunaga, Steven R. 238
Matthews, Brian W. 141, 317
Matthews, Esther E. 261
Matthews, Kevin M. 193
Mattson, Robert H. 253
Mauro, Robert 12, 149, 316
Maveety, Beth E. 110

Maves, Lawrence C., Jr. 290
Maxwell, Ann C. 271
Maxwell, Sarah E. 12, 290
May, Barbara D. 126, 155, 174
May, Glenn A. 12, 39, 54, 114, 122, 171, 314
Mazo, Robert M. 65, 315, 317
McBirney, Alexander R. 106
McBride, Margaret L. 87
McClain, Yoko M. 81
McClure, Joel W., Jr. 141, 317
McCole, John 114
McCollough, Robert R. 311
McConnaughey, Bayard H. 58
McCready, Reyburn R. 311
McCue, Betty F. 183
McDaniels, David K. 141, 319
McDonald, Duncan L. G. 271
McDowell, Patricia F. 93, 102
McDowell, Sherri C. 26
McFee, June K. 203
McGough, Stephen C. 199, 203, 312
McGowen, Randall E. 114, 174, 316
McGuire, Timothy W. 229
McKenzie, A. Dean 199
McKernie, Grant F. 120, 172
McLauchlan, Gregory 93, 138, 167, 315
McLucas, Anne Dhu 99, 285, 290
McManus, John C. 291
McQuate, Robert 314
McTigue, Bernard F. 311
McWilliams, James R. 110
Meacham, James E. 102
Medler, Jerry F. 145
Meeks-Wagner, Douglas Ry 57, 317
Melnick, Robert Z. 210, 214
Melone, Nancy Paule 242
Merskin, Debra L. 271
Metzler, Kenneth T. 271
Meyer, Alan D. 242, 318
Meyer, Gary 75
Micklavzina, Stanley J. 141
Mikesell, Raymond 84, 93
Mikkelson, Wayne H. 240
Miller, Charles 326
Miller, Gretchen 222
Miller, James A. 291
Miller, Marian H. 183
Miller, Myra 183
Miller, Nancy 100, 182, 183
Mills, Thomas 122, 166, 186, 309
Milton, David 167
Mitchell, Ronald B. 145
Mitchell, Wendy 232
Mitchell, William C. 145
Mittman, Arthur 262
Mohr, James C. 114
Monroe, Scott M. 149
Mooney, Ralph James 279, 316
Moore, Carlisle 88
Moore, J. Robert 291
Moore, R. Terrance 222
Moore, Randall S. 291
Moreno-Black, Geraldine 50, 122, 171, 174
Morgen, Sandra L. 50, 167, 174, 315
Morrill, Weston H. 261, 325
Morris, Richard 162
Morris, Roger 11, 326
Morrison, Perry D. 311
Morrogh, Andrew 199
Morse, Carol Lynn 261
Morse, Dale 238
Moseley, Gerard F. 141, 321
Moseley, John T. 141, 315
Moses, Louis J. 149, 316
Moss, Madonna L. 50
Mossberg, Thomas W. 141, 315, 318
Moursund, David G. 183, 249, 253
Moursund, Earl E. 193
Moursund, Janet 261
Mowday, Richard T. 242
Moye, Gary W. 193
Munson, Corlee 183
Munz, Frederick W. 58
Murphy, Alexander B. 93, 102, 122
Murphy, Gordon J. 58

Naff, Monza L. 87, 118
Neal, Larry L. 57, 64, 137, 218
Neill, Michael 248
Nelson, Roy Paul 271
Nestvold, Karl J. 271
Newton, James Stephen 261
Nicholls, Roger A. 110
Nicholson, Kathleen D. 199
Nickel, Robert E. 262
Nicols, John 70, 114, 120
Nippold, Marilyn A. 261
Niven, Ivan M. 131
Nixon, C. Max 205
Nosler, Steve 328
Novick, Aaron 58, 317
Novitski, Edward 58
Noyes, Richard M. 65, 315
Nye, Robert E. 291
Nye, Vernice T. 253

O'Bannon, Gerald W. 65
O'Brien, Robert M. 39, 167, 171
O'Connell, Kenneth R. 118, 205
O'Day, Peter M. 57, 137, 317
O'Fallon, James M. 279
Okada, Frank S. 205
O'Keefe, Terrence B. 238
O'Kelley, Charles R., Jr. 39, 279
Olum, Paul 131
Orbell, John M. 118, 145, 316
Orr, William N. 105, 312
Osternig, Louis R. 39, 42, 96
Ostler, Jeffrey 93, 114
Overley, Jack C. 141
Owen, Harold 291
Owen, Stephen W. 291

Page, Catherine J. 65, 318
Painter, Richard W. 279
Palandri, Guido A. 311
Palm, Risa I. 49, 102, 316
Palmer, Theodore W. 131
Paris, Margaret L. 279
Park, Kwangjai 141
Parker, Robert G. 222
Partch, M. Megan 240
Pascal, C. Bennett 70
Patton, Clyde P. 102
Paul, Huibert 311
Paul, Kenneth H. 205
Payne, Doris L. 127
Peña, Robert B. 193, 319
Person, Lois E. 218
Peticolas, Warner L. 65, 315, 317
Peting, Donald L. 42, 99, 193, 210
Pettinari, James A. 193
Phelps, Mark M. 244
Phillips, Alan M. 291
Phillips, N. Christopher 131
Piccioni, Pasquale M. 193
Pickering, Richard C. 205
Pickett, Barbara 205
Piele, Philip K. 249, 253, 307
Pierron, Ione F. 254
Pierson, Stanley A. 114
Plant, Helmut R. 110
Platt, George M. 279
Plēsums, Guntis 193
Pologe, Steven 291
Pomeroy, Earl 114
Ponder, Stephen E. 93, 271
Ponto, Robert D. 291
Pope, Barbara Corrado 114, 118, 174, 316
Pope, Daniel A. 114, 315
Posner, Michael I. 127, 137, 149, 316, 317
Postlethwait, John H. 57
Poticha, Otto 193
Povey, David C. 221
Powell, Dan 205
Powell, John L. 141
Powers, Perry J. 155
Prentice, Margaret 205
Price, Edward T. 102
Prohaska, Sharr 210
Proskurowski, Andrzej 75
Proudfoot, Robert 95, 118, 122, 171
Psaki, F. Regina 73, 118, 120, 136, 155, 174
Puckett, Jessie L. 183
Pyle, Forest 73, 88, 120

Racette, George A. 240
Radcliffe, Janice 187
Ramírez, Elizabeth C. 95, 172
Ramsing, Kenneth D. 166, 171, 239, 314
Randolph, William D. 279
Rands, Ralph C. 254
Rankin, Richard J. 262
Rapaport, Dave 222
Rarick, Galen R. 271
Ravits, Martha A. 174
Ray, Milton L. 279
Rayfield, George W. 141, 318
Raymer, Michael G. 141, 166, 315, 318
Reaves, Jan L. 205
Reaves, Marilyn 205
Recker, George W. 291
Reed, Mark H. 93, 105
Reid, John B. 261
Reinmuth, James E. 239, 314
Reis, Elizabeth S. 114, 174
Reithel, Francis J. 65
Remington, Stephen J. 141, 317

Rendall, Steven 73, 155
Retallack, Gregory J. 93, 105
Reynolds, John S. 193, 319
Rhee, Song Nai 50
Rhoda, William P. 183
Rhodes, Larry E. 261
Ribe, Robert G. 93, 214, 222
Rice, Jack M. 105, 318
Rice, James L. 73, 99, 162, 164
Rice, Karla S. 187
Rich, Stuart U. 244
Richard, K. Keith 311
Richards, Larry E. 171, 239
Richins, W. Dwaine 244
Richmond, Geraldine L. 65, 315, 318
Rider, Morrette L. 291
Ritchey, Michael J. 229
Ritchey, Norval J. 183
Ritter, Jane M. 75
Roan, Neill Archer 203, 291, 292
Robeck, Mildred C. 254
Robert, William J. 244
Roberts, William 57, 137, 317
Robinson, Deanna M. 57, 122, 137, 271
Robinson, Horace W. 172
Rockett, William 88
Rodney, Lynn S. 218
Romero, Mary 95, 118, 167, 174, 315
Romney, Miles E. 254
Rondeau, Jennifer F. 73, 114, 136, 153
Rose, Janet 172
Rosen, Nathan 162, 164
Ross, Kenneth A. 131
Ross, Lawrence W., Jr. 244
Rossi, Lynne P. 88
Rossi, William J. 88, 93
Roth, Leland M. 99, 199, 210
Rothbart, Mary K. 149, 174, 316
Rothbart, Myron 149, 316
Rounds, Patricia 127, 164
Rousseve, Ronald J. 261
Rowe, George 88
Rowe, Kathleen K. 88
Rowell, John S. 193
Rudy, Paul P. 58
Ruff, Wallace M. 214
Rumrill, Steven S. 57, 318
Runge, Jody 328
Runkel, Claire 311
Runkel, Philip E. 254
Runyan, Anita 261
Rusby, Jim 285, 291
Rusch, Charles W. 93, 193
Russial, John T. 271
Russo, Michael V. 93, 242
Ryan, C. B. 205
Ryan, C. Patrick 105
Ryan, Cheyney C. 118, 138, 139
Ryan, William E. II 271

Salisbury, Ralph J. 88
Saltzman, H. Royce 291
Sampson, Roy J. 244
Sanders, J. T. 153
Sandin, Adolph A. 254
Saranpa, Kathy 110, 166
Sauceda, Marshall 329
Savage, Norman M. 105
Sayre, Gordon M. 73, 88
Schabtach, Eric 57
Schachter, Jacquelyn 127, 316
Schaughency, Elizabeth 261
Scheer, Bradley T. 58
Schellman, Charlotte 12
Schellman, John A. 65, 317
Scheuerell, Douglas 291
Schiff, Eric 203
Schlaadt, Richard G. 183
Schleicher, Charles 145
Schminke, Clarence W. 254
Schmuck, Richard A. 253, 261
Schreiner, Lois M. 311
Schultz, Karla L. 73, 110, 174, 316
Schuman, David 279
Schwarz, Ilsa E. 261
Schwarz, Robert H. 262
Scoles, Eugene F. 279
Scott, Frances G. 183
Searl, Gary H. 102
Segall, Zary 75
Seitz, Gary M. 131
Selker, Eric 57, 317
Sercel, Peter C. 141, 318
Sereno, Margaret E. 149, 316
Service, Rose Marie 311
Seubert, Frederick J. 242
Severson, Herbert H. 261
Shaffer, Michael B. 105
Shankman, Steven 70, 88, 120
Shanks, Alan 57, 318
Shapiro, Lynda P. 57, 93, 318
Shellenbarger, Guy 254
Shelton, Brad S. 131
Sheperd, George 253
Shepherd, John R. 64, 172
Sheridan, Diana B. 138, 315
Sheridan, George J., Jr. 114, 118, 120, 315
Sherman, Sharon R. 45, 88, 99, 153
Sherriffs, Ronald E. 64, 271
Sherwood, John C. 88
Shinn, Mark A. 261
Shipman, George W. 126, 185, 310, 311
Shumway-Cook, Anne 96
Shurtz, Nancy E. 279
Siegel, Barry N. 84
Sieradski, Allan J. 131
Sigler, Marcia J. 311
Sillman, Mary 205
Silva, Emilson C. D. 84
Silverman, Carol T. 50, 99, 122, 164, 174
Simmons, W. Sherwin 199, 316
Simonds, Ann G. 50
Simonds, Paul E. 50
Simons, Anne D. 118, 149
Simonsen, William 203, 221
Simpson, Paul B. 84
Simpson, William T. 65
Singell, Larry D., Jr. 84, 318
Singer, Kenneth M. 96
Siskin, H. Jay 155
Sisley, Becky L. 187
Sistrom, William R. 179
Skalnes, Lars 145
Slight-Gibney, Nancy 311
Slovic, Paul 93, 149, 316, 318
Smith, Donald T. 311
Smith, Everett G., Jr. 64, 102
Smith, James R. 185
Smith, Lawrence H. 12, 261, 324
Smith, Marian Elizabeth 120, 291
Smith, Richard J. 183
Smith, Robert E. 84
Smith, Robert W. 114
Smith, Ted D. 222, 311
Smith, Terry M. 311
Smith, Warren E. 183
Soderwall, Arnold L. 58
Soha, John W. 238
Sohlich, Wolfgang F. 73, 155
Sokoloff, David R. 141
Soper, Davison E. 141, 317
Sorenson, Lloyd 114
Soule, Edmund F. 311
Southwell, Priscilla 145, 174
Spaltenstein, J. Nicholas 131
Spigner, Clarence 50, 95, 122
Sprague, George F., Jr. 57, 317
Sprague, Karen U. 57, 100, 316, 317
Sprague, Vernon S. 183
Sprick, Randall S. 261
Spriggs, Mark T. 203, 244
Squires, Jane Kaplan 261
Stahl, Franklin W. 57, 317
Stambaugh, Laine 311
Staples, Lloyd W. 106
Stark, Peter L. 137, 311
Starkie, Edward H. 193
Starlin, D. Glenn 172
Stave, Thomas A. 64, 311
Stavitsky, Alan G. 12, 271
Steckler, Nicole A. 242
Steers, Richard M. 242
Steeves, H. Leslie 122, 174, 271, 315
Stein, Richard L. 88
Steinhardt, Victor 291
Stern, Theodore 50, 127, 171
Stevens, Kent A. 75, 137, 316, 317
Stevens, Tom H. 65, 317
Stevenson, Richard C. 88, 118
Stewart, William D., Jr. 185
Stirling, Isabel A. 311
Stockard, Jean 167, 174, 222, 253
Stolet, Jeffrey 285, 291, 316
Stone, Joe A. 84
Stone, Stephen 291
Stoner, Gary 261
Straka, Leslie 291
Strange, Marliss G. 12, 178, 180, 181
Strange, William C. 88
Straton, G . Douglas 154
Strom, David M. 141, 177
Sugai, George 253
Summers, Emory "Buzz" 328
Sundberg, Norman D. 57, 149, 171
Sundt, Christine L. 136, 311
Sundt, Richard A. 39, 136, 137, 199, 210
Sutherland, Shelley 326
Suttle, John E. 254

Suttmeier, Richard P. 54, 122, 145
Suzuki, Lisa 261
Swan, Peter N. 279
Swangard, Randy 242
Sylwester, Robert A. 253

Tabb, Bruce Harwood 311
Takahashi, Terry 57, 137, 316, 317
Tate, Robert F. 131
Taylor, Donald S. 88
Taylor, Marjorie 127, 149, 316
Taylor, Quintard, Jr. 114
Tedards, Anne 122, 291
Teich, Nathaniel 88, 174
Telsey, Nadia 253
Tenckhoff, Diana 54
Tepfer, Sanford S. 58
Terborg, James R. 230, 242
Terrell, Curtis 185
Terwilliger, Nora B. 57, 318
Textor, Robert B. 122, 171
Thallon, Robert L. 193, 315
Thatcher, Edward P. 311
Theibault, John 114
Thoma, Mark A. 84, 118
Thomas, Duane 80
Thomas, Stuart 131
Thompson, Augustine C. A. 120, 136, 153
Tice, James T. 193
Tick, Evan M. 75
Tindal, Gerald 253
Todd, Dennis 118
Tokuno, Kyoko 54, 136, 153
Tollenaar, Kenneth C. 222
Tomlin, Russell S. 88, 127, 316
Toobert, Saul 261
Toomey, Douglas R. 105
Trebon, Ronald E. 253, 307, 308
Triguiero, Kathleen L. M. 131
Trombley, Richard 291
Trotter, Robert M. 291
Troxel, Richard K. 96
Truax, Donald R. 131
Tuana, Nancy 139
Tubb, Monte 291
Tublitz, Nathan J. 57, 137, 317
Tucker, Don M. 149, 316
Tull, Donald S. 244
Tyler, David R. 65, 318

Udovic, Daniel 57
Ulrich, Celeste 183
Ungson, Gerardo R. 242, 307
Upham, Steadman 39, 50
Upshaw, James R. 271
Urban, Thomas F. 205
Urquhart, Alvin W. 102
Utsey, Glenda Fravel 193
Utsey, Michael D. 192, 193

Vakareliyska, Cynthia M. 162, 164
Valdez, Stephen K. 291
Van Buskirk, James M. 131
Van Handel, Michelle 291
van Heeckeren, Jennifer A. H. 240
Van Houten, Donald R. 167, 315
Van Rossen, Donald P. 183
Van Rysselberghe, Mary Lou 291
VanVoorhis, Frances 183
Vargas, Milagro 291
Veltman, Margaret A. 262
Verano, Luis F. 155
Versace, Gary T. 291
Vetri, Dominick R. 279
Via, Emory F. 184
Viegas, Kenneth 253
Vignola, Frank 141, 319
Vignoul, Edmond 27
Vitale, Paul G. 222
Vitulli, Marie A. 131
von Hippel, Peter H. 65, 317

Wachter, Claire L. 291
Wade, Joe 321, 330
Wade, Louise Carroll 114, 174
Waff, Harve S. 105
Wales, R. Max 271
Walker, Hill M. 261, 262, 267
Walker, Luise E. 311
Walter, Marion I. 131
Wang, Hsiao-Guang 311
Wanta, Paul 318
Wanta, Wayne M. 271
Ward, Lewis E., Jr. 131
Warpinski, Terri 93, 205, 316
Washington, Thomas U. 185
Wasko, Janet 64, 271, 278
Watson, John C. 120, 172
Watson, Mark R. 311
Watt, Carol D. 88
Waugh, Ruth 254
Weakley, Timothy 65
Weatherhead, A. Kingsley 88
Weatherhead, Ingrid A. 110
Webb, Carl C. 271
Weeks, Edward 221, 318
Weeks, Janis C. 57, 137, 317
Wegelin, Christof A. 88
Weise, Margaret J. 183
Weiss, Anita 54, 122, 153, 167, 171, 174
Weiss, Julian 136, 155
Weiss, Maureen R. 96, 171
Weiss, Robert L. 149
Welch, Mary C. "Polly" 193, 315
Weldon, Ray J. 105
Wenger, Robert S. 205
Wessells, Norman K. 57
Westerfield, Monte 57, 137, 317
Westling, Louise 87, 88, 93, 174
Westling, Wayne T. 57, 279
Weston, James A. 57, 137, 317
Whalen, Jack 127, 167, 316
Whalen, Marilyn 167
Wheeler, Thomas H. 271
Whitelaw, W. Ed 84
Whitlock, Cathy 93, 100, 102, 105
Wickes, George 88
Widenor, Marcus 184
Wiebe, Catherine 155
Wielesek, Richard A. 65
Williams, Astrid M. 110
Williams, James L. 324
Williams, Jeffrey 291
Williams, Jerry R. 172
Willingham, William B. 271
Willis, John H. 57
Wilson, Christopher B. 75, 100
Wilson, Malcolm 70
Wilson, Wesley W. 84
Wimber, Donald E. 58
Winter, Willis L., Jr. 271
Wisdom, John 139
Wisner, Herbert P. 58
Witte, John C. 80
Wixman, Ronald 99, 102, 122, 164, 171
Wohlgemuth, Elaine A. 261
Wojcik, Daniel N. 88, 99
Wolcott, Harry F. 50, 171
Wolfe, Alan S. 54, 73, 81, 174
Wolfe, Jerry M. 131
Wolfe, Raymond G., Jr. 65
Wolfgang, Ralph E. 291
Wood, A. Michelle 57, 93, 318
Wood, Hugh B. 254
Wood, Mary C. 93, 137, 279
Wood, Mary E. 88, 174, 316
Woodruff, Janet G. 183
Woods, Alexis 232
Woods, Jean M. 110, 126
Woods, William C. 291
Woollacott, Marjorie 96, 137, 317
Wooten, Edna P. 183
Wright, Charles R. B. 131
Wybourne, Martin 141, 318
Wycoff, Bradley K. 311

Xiang, Xiaojing 131
Xu, Daming 131, 171
Xu, Yuan 131

Young, Hilda Yee 11, 12, 137, 178, 180, 181
Young, Jenny 193, 210
Young, Philip D. 50, 122, 126, 127, 314, 316
Youngen, Lois J. 187, 328
Yung, Dicken 218
Yurevich, Fruim 162, 164
Yuzvinsky, Sergey 131

Zadoff, Susan 285
Zagorskaia, Liudmila 162
Zaninovich, M. George 122, 145, 164
Zanville, Holly K. 253
Zeller, Richard W. 137, 262
Zeng, Langche 145, 316
Zigler, Calvin J. 254
Ziliak, James 84
Zimmer, Linda K. 193, 211
Zimmerman, Robert L. 100, 118, 141, 317
Zinbarg, Richard 149
Zuck, Virpi 39, 110, 174
Zweig, Arnulf 139

Subject Index

Academic advising 15, 321–322
Academic advising, peer 321
Academic calendar 10, 284
Academic honors 13
Academic Learning Services, Center for 183–184, 328–329
  Courses 183–184
Academic majors 4, 18, 36
Academic minors 4, 19, 36
Academic planning 36–37
Academic policies 18–25
Academic standing 24, 321
Academic support program, law 281
Accelerated master's programs
  Business 233
Accounting 238–239
  Courses 238–239
  Faculty 238
Accreditation, university 1
ACT. *See* American College Test
Acting courses 173–174
ACTR. *See* American Council of Teachers of Russian
Admission 14–17
  Adult learners 15
  Application deadlines 14
  Application procedures 14–15
  Ethnic minority students 15, 329
  Freshman 14–15
  Graduate 15, 40–41
  International 41
  Nonresident 16
  Postbaccalaureate 16, 41
  Resident 16
  Specialized assistance 15
  Students with disabilities 15, 321–322
  Transfer 15
Admission procedures, graduate 40–41
Adult learners 15, 321
Adult services for the developmentally disabled 267
Advanced degrees 39–40
Advanced placement 25
Advanced Science and Technology Institute 314
Advertising Club 272, 322
Advertising courses 275–278
Advising 36–37, 321–322
Affiliated housing 35
Affirmative action 322
Air Force ROTC 184
Alpha Kappa Delta 12
Alpha Kappa Psi 229, 322
Alpha Lambda Delta 11
Alpha Phi Omega 13
Amazon Child Care Center 322
Amazon Cooperative Community Tenants 322
American College Test (ACT) 14
American Comparative Literature Association 74
American Council of Teachers of Russian (ACTR) 162
American English Institute 41, 129, 329
American Institute of Architecture Students 322
American Society of Interior Design 322
Ancient Order of the Druids 11
Anthropology
  Courses 51–54
  Faculty 50
  Graduate studies 51
  Undergraduate studies 50–51
Anthropology museum. *See* Oregon State Museum of Anthropology
Application (admission) deadlines 14
Application (admission) procedures 14–15, 41
Application fee 14, 15, 26, 40–41
Application for a degree 18, 43
Applied information management program 45, 230, 307
Archaeology 51–54
Architecture 192–199
  Courses 197–199
  Faculty 192–193
  Graduate studies 195–196
  Undergraduate studies 194–195
Architecture and Allied Arts, School of 191–227
  Courses 192
  Office of Research and Development 192
Archives, university 312
Army ROTC. *See* Military science
Art history 199–203
  Courses 201–203
  Faculty 199
  Graduate studies 200–201
  Undergraduate studies 200
Art, Museum of 1, 312–313
Arts and administration 203–205
  Courses 204–205
  Faculty 203
  Graduate studies 203
  Undergraduate studies 203–205
Arts and Sciences, College of 49–175
Arts management. *See* Arts and administration Graduate studies
Asian and Pacific Studies, Center for 314
Asian studies 54–56
  East Asian studies 54–55, 56
  Southeast Asian studies 55, 56
Asian-Pacific American Student Union 322
Asklepiads 12, 179
Associated Students of the University of Oregon (ASUO) 322–324
Associated Students President's Advisory Council 322
Association for Intercollegiate Athletics for Women 328
Association of American Universities 1
Astronomy courses 143
ASUO. *See* Associated Students of the University of Oregon
ASUO Child-Care Task Force 322
ASUO Executive 322
ASUO Health Insurance Committee 322
Athletics, intercollegiate 328
Attendance costs 27
Australian studies 57
Autzen Stadium 1
Avenu 322
Awards 13, 326

B.A. *See* Bachelor of arts
B.Arch. *See* Bachelor of architecture
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.) 194
Bachelor of arts (B.A.) 19–23
Bachelor of fine arts (B.F.A.) 205
Bachelor of interior architecture (B.I.Arch.) 211
Bachelor of landscape architecture (B.L.A.) 215
Bachelor of music (B.Mus.) 293–295
Bachelor of science (B.S.) 19–23
Bachelor's degree requirements 18–24. *See also* individual departments of instruction
  Bachelor of architecture 194
  Bachelor of arts 19–23
  Bachelor of fine arts 205
  Bachelor of landscape architecture 215
  Bachelor of music 293–295
  Bachelor of science 19–23
  Second bachelor's degree 23, 146, 231, 273
Beall Concert Hall 291
Behavior disorder program 258
Beta Alpha Psi 12, 229

Beta Gamma Sigma 12, 229
Bicycle registration 26
Big Brother/Big Sister Program of Mid-Oregon 322
Biochemistry 66–67, 67–68
Biology 57–64
  Courses 61–64
  Faculty 57–58
  Graduate studies 60–61
  Research institutes 60–61
  Undergraduate studies 58–60
Biophysical chemistry 68
Black Student Union 322
Bookstore. *See* University of Oregon Bookstore
Bowerman Family Building 1
Broadcasting courses 273, 275–278
Bulletin expiration 2
Business Administration, College of 229–245
  Courses 237
  Faculty 229
  Office of External Affairs 230
Business environment courses 245
Business statistics 239
Business, Undergraduate School of 230–232

Calendar, academic 10, 284
Campus and community resources 307–319
Campus Information Exchange 322
Campus map 350
Campus radio 1, 322
Canadian studies 64–65
Career assessment program 37, 324
Career information 37
Career Information System (CIS) 248
Career planning and placement 36, 324–325
Casanova Athletic Center 1
Cell biology 67–68
Center for Academic Learning Services. *See* Academic Learning Services, Center for
Center for Advanced Technology in Education 249
Center for Asian and Pacific Studies 314
Center for Housing Innovation 192, 315
Center for the Cognitive Neuroscience of Attention 316
Center for the Study of Women in Society 315
Center for the Study of Work, Economy, and Community 315
Center of Organization Development in Schools 258
Center on Human Development (CHD) 267, 325
  Early intervention program 264, 267
  Parent and child education program 267
  Specialized training program 267
  Speech-Language-Hearing Center 264, 267, 330
  University Affiliated Facility 267
  Western Regional Resource Center 267
Centers of excellence 316, 317, 318
Ceramics 207
Certificate in ethnic studies 95
Certificate in folklore 99
Certificate in folklore and ethnic studies 95
Certificate in Russian and East European area studies 165
Certificate in women's studies, graduate 175
Chamber Music Society 291
Change of program fee 26
Charles H. Lundquist Center for Business Development 229
CHD. *See* Center on Human Development
Chemical Physics Institute 68–69, 142, 315–316
Chemistry 65–70
  Courses 69–70
  Faculty 65
  Graduate studies 67–69
  Research areas 67–69
  Undergraduate studies 65–67
Chi Alpha Christian Fellowship 323
Child care 322, 325, 327
Child Development and Rehabilitation Center 264
Chiles business computing laboratory 229
Chinese 82
Chinese Student Association 323
CIEE. *See* Council on International Educational Exchange
Circle K International 13
Clark Honors College. *See* Robert Donald Clark Honors College
Classical civilization 71
Classics 70–73
  Classical archaeology 71–72
  Courses 72–73
  Faculty 70
  Graduate studies 72
  Undergraduate studies 70–72
Classics in English translation 72–73
Clearinghouse on Educational Management. *See* ERIC Clearinghouse on Educational Management
CLEP. *See* College-Level Examination Program
Clinical experience program, law 280
Clinical practicum facilities 264
Clinical psychology 151
Club sports 327
Cognitive and decision sciences institute. *See* Institute of Cognitive and Decision Sciences
Coif. *See* Order of the Coif
College Board 25
College Democrats 323
College Republicans 323
College-Level Examination Program (CLEP) 25
Commencement 325
Committee for Musical Arts 291, 323
Commonwealth of Independent States 162
Communication disorders and sciences 261, 262–264, 268
Community arts minor 203–205
Community education program 25, 26, 307
Comparative Literature 49, 74
Comparative literature program 73–75, 158
  Courses 74–75
  Faculty 73
  Graduate studies 74
  Undergraduate studies 74
Computational Intelligence Research Laboratory 316
Computer and information science 75–80
  Courses 78–80
  Faculty 75
  Graduate studies 77–78
  Undergraduate studies 76–77
Computer graphics 192
Computer literacy 231
Computer-aided design training program 308
Computing facilities 307
Concurrent degree programs, graduate 280–281
Concurrent degrees 19
Concurrent enrollment 25
Condon Museum of Geology 107, 312
ConDUCKtours 1
Conduct code, student 24, 326
Constitution Court 322
Continuation Center 1, 307–309, 313
  Division of Conferences and Special Programs 308
Continuing education 307–308
Continuous enrollment, graduate 42, 44, 47
Cooperatives 35
Corporate training program 308
Costs of university attendance 27
Council on International Educational Exchange (CIEE) 162
Counseling psychology
  Courses 268–270
  Faculty 261–270
Counseling services 325
Course numbering system 9, 41
Craft Center 327
Cranio-Facial Clinic 264
Creative writing 80
  Courses 80
  Faculty 80
  Graduate studies 80
Credit by examination 25, 26, 42
Credit, transfer of 15, 44, 272, 281
Credits 7
Crisis Center 323, 325
Cultural Forum 327

D.Ed. *See* Doctor of education
D.M.A. *See* Doctor of musical arts
Dance 285–290
  Courses 289–290
  Faculty 285
  Graduate studies 287–289
  Undergraduate studies 286–287
Dance Oregon 286, 323
Dance program for nonmajors 285
Danish 113
Danish international studies program 194
Daylighting center, regional 192
Dean's list 13
DeBusk Memorial Center 264, 267
Decision sciences 239–240
  Courses 239–240
  Faculty 239
Definitions 7
Degree, application for a (graduate) 43
Degree, application for a (undergraduate) 18
Degrees offered 4, 39–40
Delta Phi Alpha 12
Dental hygiene, preparatory 178
Dentistry, preparatory 178–179
Desktop publishing program 308
Developmental Delay Clinic 264
Disabled students. *See* Students with disabilities
Division of Conferences and Special Programs. *See* Continuation Center

Division of Learning and Instructional Leadership 247
Division of Special Education and Rehabilitation 247
Doctor of education (D.Ed.) 40, 47, 264
Doctor of jurisprudence (J.D.) 233, 279, 280
Doctor of musical arts (D.M.A.) 40, 47, 298–300
Doctor of philosophy (Ph.D.) 46–47
Doctoral degree procedures 47
Doctoral degree requirements 46–47. *See also* individual departments of instruction
Doctoral degrees 46–47
  Doctor of education 40, 47, 264
  Doctor of jurisprudence 233, 279, 280
  Doctor of musical arts 40, 47, 298–300
  Doctor of philosophy 46–47
Dormitories 34
Duck Athletic Fund 314, 328

Early intervention program 264, 265, 267
East Asian languages and literatures 81–83
  Courses 82–83
  Faculty 81
  Graduate studies 81–82
  Undergraduate studies 81
East Asian studies 54–55, 56
Economics 84–87
  Courses 86–87
  Faculty 84
  Graduate studies 85–86
  Undergraduate studies 84–85
Education, College of 247–270
Educational opportunities program 329
Educational policy and management 254, 323
  Courses 258–260
  Graduate student association 323
Educational studies 249
  Courses 251–252
Emerald. See *Oregon Daily Emerald*
Employment, student 33
EMU. *See* Erb Memorial Union
EMU Board 322
Endorsement programs, education
  Severely handicapped learner 265, 266–267
Energy studies in buildings laboratory 192
Engineering, preparatory 177–178
English 87–93
  Courses 90–93
  Faculty 87–88
  Graduate studies 89–90
  Undergraduate studies 88–89
English as a second language (ESL) 129, 329
Enrollment statistics 332
Environmental and natural resources law 280
Environmental studies 93–94
Environmental Studies Center 94
Environmental studies, interdisciplinary master's 45, 94
Equal opportunity 322
Erb Memorial Union (EMU) 326–327
ERIC Clearinghouse on Educational Management 249
ESCAPE (Every Student Caring About Personalized Education) 254, 323
Ethnic minority students 15, 329
Ethnic studies 95–96
  Certificate in 95
  Courses 95–96
Ethnic studies resource room 95
Eugene-Irkutsk Sister City Committee 165
Exchange students 330
Executive Leadership Program 258
Executive M.B.A. program, Oregon 232
Exercise and movement science 96–99
  Courses 98–99
  Faculty 96
  Graduate studies 96–98
  Undergraduate studies 96
Expository writing 90

Faculty Artist Series 291
Faculty Firesides 326
Family housing 34–35
Family services 325
FDSLP. *See* Federal Direct Student Loan Program
Federal Direct Consolidation Loan 30
Federal Direct Parent Loan for Undergraduate Students (Federal Direct PLUS) 30
Federal Direct Stafford Loan 29
Federal Direct Student Loan Program (FDSLP) 29
Federal Direct Unsubsidized Stafford Loan 29
Federal Pell Grant 29
Federal Supplemental Educational Opportunity Grant (FSEOG) 29
Federal Work-Study Program (FWSP) 29, 33
Fee refunds 27
Fees 26–27
Fellowships 43–44
Fibers courses 207
Fifth-year teacher preparation program 292
FIGs. *See* Freshman Interest Groups
Finance 240–242
  Courses 241–242
  Faculty 240
Financial aid 27–33
  Application deadlines 27
  Application procedures 27
  Eligibility 27–28
  Graduate 28, 43
  Grants 29, 30
  Loans 29, 30, 31
  Notification of 28
  Packages 28
  Programs 28–30
  Restricted funds 32–34
  Scholarships 31
  Undergraduate 28
  Unrestricted funds 32
  Work-study 29
Fine and applied arts 205–209
  Courses 207–209
  Faculty 205
  Graduate studies 206–207
  Undergraduate studies 205–206
Finnish 113
Folklore 99–100
  Certificate in 99
  Courses 100
Folklore and ethnic studies
  Graduate studies 45
Folklore archive. *See* Randall V. Mills Archive of Northwest Folklore
Footnotes 323
Foreign Language Resource Center 156
Foreign students. *See* International students
Foreign study. *See* Overseas study opportunities
Foreign-language teacher education 256. *See also* Licensure in foreign language teaching
Forensics 323
Forest Industries Management Center 229
Fraternities 35
French 156, 159–160
Freshman admission 14
Freshman application procedures 14
Freshman Interest Groups (FIGs) 321
Freshman Seminars 326
Friars 11
Friends of the Library 312
Friendship Family Program 309
FSEOG. *See* Federal Supplemental Educational Opportunity Grant
Fulbright grants 310
FWSP. *See* Federal Work-Study Program

Gay, Lesbian, and Bisexual Education and Support Services 326
GED. *See* Test of General Educational Development
General science 100–101
Generic courses 9
Geography 102–105
  Courses 104–105
  Faculty 102
  Graduate studies 103–104
  Undergraduate studies 102–103
Geological sciences 105–110
  Courses 108–110
  Faculty 105–106
  Graduate studies 107–108
  Undergraduate studies 106–107
German 111–113
Germanic languages and literatures 110–113
  Courses 112–113
  Faculty 110
  Graduate studies 112
  Undergraduate studies 111–112
Gifted. *See* Talented and gifted
GMAT. *See* Graduate Management Admission Test
Golden Key 11
GPA. *See* Grade point average
Grade point average (GPA) 14, 18
Graded credits 18
Grading system 18
Graduate Council 39
Graduate Funding Library 43
Graduate Management Admission Test (GMAT) 235
Graduate Record Examinations (GRE) 325
Graduate School 39–47
  Admission 15, 40–41
  Continuous enrollment 42, 47
    On-leave status 42–43
    Reregistration 43
  Credit by examination 42
  Degrees offered 39–40
  Doctoral degree procedures 47
  Doctoral degrees 46
  Fellowships 43
  Financial aid 43
  General requirements 41–43
  Grade requirements 42
  Interdisciplinary master's degree programs 45–46
  International students 41, 43
  Master's degrees 44–47
  Tuition, fees 26, 43

Graduate School of Management 232–237
Graduate Teaching Fellow Program 329
Graduate teaching fellowships (GTFs) 43–44
Graduation requirements 18–24
Grants 29
GRE. *See* Graduate Record Examinations
Greek 71, 72
Greek life advising 326
Greenhouses 61
Grievance resolution. *See* Office of Student Advocacy; Student Senate
Group requirements 19–23
GTFs. *See* Graduate teaching fellowships
Gymnastics 188

Hayward Field 1
Health center. *See* Student Health Center
Health insurance 27, 322, 328
Health services 327–328
HEP. *See* High School Equivalency Program
High School Equivalency Program (HEP) 329
High school preparation 14
Historic preservation 210
History 114–118
  Courses 115–118
  Faculty 114
  Graduate studies 115
  Undergraduate studies 114–115
History honors program 115
Holiday schedule 10
Honorary societies 11–13
Honors 11–13, 23, 326
Honors college. *See* Robert Donald Clark Honors College
Housing 34–36
  Cooperatives 35
  Family 34
  Fraternities and sororities 35
  Nonuniversity 35–36
  Residence halls 34
Housing innovation. *See* Center for Housing Innovation
Housing office. *See* University housing
Human development center. *See* Center on Human Development
Human development courses 183
Humanities Center 316
Humanities program 120–121

IFC. *See* Interfraternity Council
Imaginative writing 80
Incidental Fee Committee 322
Incompletes 18, 42
Independent study program 120
Indonesian 129
Industrial Associates Program 314
Industrial relations institute. *See* Institute of Industrial Relations
Industrial relations, interdisciplinary master's program 45, 235
Inorganic chemistry 68
Institute for a Sustainable Environment 192
Institute of Cognitive and Decision Sciences 129, 151, 316–317
Institute of Industrial Relations 230, 235
Institute of Molecular Biology 60, 67, 317
Institute of Neuroscience 61, 68, 317
Institute of Recreation Research and Service 218
Institute of Theoretical Science 68–69, 317
Instructional Media Center 312
Intensive English program 329
Inter-University Consortium for Political and Social Research 146
Intercollegiate athletics 328
Interdisciplinary doctoral degree program, special education 266
Interdisciplinary master's degree programs 45–46
Interdisciplinary program in classical civilization 72
Interfraternity Council (IFC) 323
Interior architecture 211–214
  Courses 213–214
  Graduate studies 212
  Undergraduate studies 211–212
International admission 15
International baccalaureate 25
International business program 232
International college 121–122
  Courses 122
International education and exchange 309–319
International Institute for Sport and Human Performance 98
International Research and Exchange Board (IREX) 164
International services. *See* International education and exchange
International Society for Technology in Education 249
International Student Association 323
International students 274, 309–319, 323
  Admission 15, 41
  Financial aid 43
  Health insurance 27, 41, 328
  Orientation 326
International studies 122–126
  Courses 125–126
  Faculty 122
  Graduate studies 124–125
  Undergraduate studies 122–124
International study. *See* Overseas study opportunities
Internships 37, 193, 325
Intramural sports 327
IntroDUCKtion 326
IREX. *See* International Research and Exchange Board
Italian 156, 160

J.D. *See* Doctor of jurisprudence
James H. Warsaw Sports Marketing Center 229
Japanese 83
Jazz studies 304
Jewelry and metalsmithing. *See* Metalsmithing and jewelry courses
Jewish Student Union 323
Joint-campus program, graduate 42
Journal of Environmental Law and Litigation 281, 284, 323
Journalism and Communication, School of 271–278
  Courses 275–278
  Faculty 271
  Graduate studies 273–275
  Undergraduate studies 272–273
Junior scholars 13

Kappa Tau Alpha 12
KWAX-FM 1

Labor Education and Research Center (LERC) 184–185, 314
  Courses 185
  Faculty 184
Land, Air, and Water Student Research Group 281
Landscape architecture 214–218
  Courses 217–218
  Faculty 214
  Graduate studies 216
  Undergraduate studies 215–216
Language Skills Diagnostic Test, journalism 272
Languages
  Bulgarian 164
  Chinese 82, 83
  Czech 164
  Danish 113
  Finnish 113
  French 159–160
  German 112–113
  Greek 72
  Indonesian 129
  Italian 160
  Japanese 83
  Latin 73
  Norwegian 113
  Polish 164
  Romanian 164
  Russian 163–164
  Serbo-Croatian 164
  Spanish 160–161
  Swedish 113
  Thai 129
  Ukrainian 164
Late registration fee 26
Latin 71, 73
Latin America Support Committee 323
Latin American studies 126–127
Latin honors 13, 24
Law, preparatory 182
Law Review, Oregon. See *Oregon Law Review*
Law School Admission Test (LSAT) 182, 281
Law School Data Assembly Service (LSDAS) 281
Law, School of 279–284
  Admission 281
  Degree requirements 280
  Faculty 279
  Scholarships and fellowships 283–284
  Tuition and fees 26, 282
Leadership classes 326
Learning and instructional leadership 253–260
  Educational policy and management 258–259
  Faculty 253–254
  Instructional programs 254–258
  Special-education exceptional learner 260
Leave of absence
  Architecture 194
  Graduate. *See* On-leave status, graduate
Legal services 323
Leighton Pool 1
Leisure studies and services 218–221
  Courses 220–221
  Faculty 218
  Graduate studies 219–220
  Undergraduate studies 219
LERC. *See* Labor Education and Research Center

Lesbian, Gay, and Bisexual Alliance 323
Librarianship, School of 312
Library courses 185
Library science, preparatory 182
Library, University of Oregon 1, 185, 310–312
Licensure in foreign language teaching
  French 157
  German 112
  Japanese 81
  Latin 71
  Russian 162
  Spanish 157
Licensure programs, education 262
  Foreign language teaching 256
  Music education 292
  School administrator 256
  Severely handicapped learner 266
  Speech pathology 263
Linguistics 127–130
  Courses 129–130
  Faculty 127
  Graduate studies 128–129
  Undergraduate studies 127–128
Loans, student 28–33
Long-term loans 31
Lorenzo West Ethnic Studies Resource Room 95
Lost-and-found service 326
LSAT. *See* Law School Admission Test
LSDAS. *See* Law School Data Assembly Service

M.A. *See* Master of arts
M.Arch. *See* Master of architecture
M.B.A. *See* Master of business administration
M.B.A. Association 323
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
M.U.P. *See* Master of urban planning
Magazine journalism 273
Majors 4, 18, 36
Malheur Field Station 61
Management 242–243
  Courses 242–243
  Faculty 242
Management, Graduate School of 232–237
Map 350
Marching band, Oregon 292, 300, 323
Marketing 244–245
  Courses 244–245
  Faculty 244
Marks (grading) 18, 42
Mass media studies 273
Master of architecture (M.Arch.) 195–196
Master of arts (M.A.) 44–46
Master of business administration (M.B.A.) 232–234, 280
Master of business administration, preparatory 182
Master of education (M.Ed.) 264
Master of fine arts (M.F.A.) 80, 173, 206
Master of interior architecture (M.I.Arch.) 212
Master of landscape architecture (M.L.A.) 216
Master of music (M.Mus.) 295
Master of science (M.S.) 44–46
Master of urban planning (M.U.P.) 223
Master's degree in arts management. *See* Arts and administration
Master's degree programs 44–46
Master's degree programs, interdisciplinary 45–46
Master's degree requirements 44–46. *See also* individual departments of instruction
  Master of architecture 195–196
  Master of arts 44–46
  Master of business administration 232–234, 280
  Master of education 264
  Master of fine arts 80, 173, 206
  Master of interior architecture 212
  Master of landscape architecture 216
  Master of music 295
  Master of science 44–46
  Master of urban planning 223
  Second master's degree 44
Materials Science Institute 68, 142, 318
Mathematics 131–136
  Courses 133–136
  Faculty 131
  Graduate studies 133
  Undergraduate studies 131–133
Mathematics Association of America 12
McArthur Court 1
MCAT. *See* Medical College Admission Test
MEChA 323
Mediation program 323
Mediation services 326
Medical College Admission Test (MCAT) 179
Medical services 327
Medicine, preparatory 179
Medieval studies 136
Men and Women Against Rape 323
Mentally retarded, education for 265, 266, 267
Metalsmithing and jewelry courses 207–208
Microcomputer program 308
Microform Publications 98
Micronesia and South Pacific program 137, 226
Military credit 25
Military science 185–186
  Courses 185–186
Minorities 329
Minority education. *See* Multicultural affairs
Minority Law Students Association 281, 323
Minors 4, 19, 36
Molecular biology 67–68
Molecular biology institute. *See* Institute of Molecular Biology
Moot Court 281
Mortar Board 12
Motor control 97. *See also* Exercise and movement science
Mu Phi Epsilon 12, 292
Multicultural affairs 329
Multicultural Center 323
Museum of Art 1, 312–313
Museum of Natural History 1, 313
Museums 312–313
  Condon Museum of Geology 107, 312
  Museum of Art 1, 312–313
  Museum of Natural History 1, 313
  Oregon State Museum of Anthropology 313–314
Music education
  Certification program 292
  Minor in elementary education 293
Music ensembles 292
Music fees 292–293
Music performance studies 293
Music, School of 290–305
  Courses 300–305
  Faculty 290–291
  Graduate studies 295–300
  Undergraduate studies 293–295
Music Today Festival 292
Muslim Student Association 323

National Collegiate Athletic Association (NCAA) 328
National Merit Scholarships 31
National Student Exchange (NSE) 330
Native American Student Union 323
Natural history museum. *See* Museum of Natural History
NCAA. *See* National Collegiate Athletic Association
Need grants 28
Neuroscience 68, 137
Neuroscience institute. *See* Institute of Neuroscience
Neurosciences, interdisciplinary study in 137
New student orientation 326
News-editorial courses 273
Nonresident tuition and fees 26
Nonuniversity housing 35–36
Northwest Association of Schools and Colleges 1
Northwest Regional Consortium for Southeast Asian Studies 55, 56
Northwest Review 49
Norwegian 113
NSE. *See* National Student Exchange
Nuclear medical technology, preparatory 179
Nurses, registered 180
Nursing, preparatory 180

OAT. *See* Optometry Admission Test
Observatory. *See* Pine Mountain Observatory
Occupational therapy, preparatory 181
Ocean and coastal law 280
Off-campus programs 307–308
Off-campus teacher and administrator education 308
Office of External Affairs. *See* Business Administration, College of
Office of Public Safety 328
Office of Research and Development. *See* Architecture and Allied Arts, School of
Office of Student Advocacy 323
OIMB. *See* Oregon Institute of Marine Biology
On-campus internships 37, 325
On-leave status, graduate 42–43
Optometry Admission Test (OAT) 181
Optometry, preparatory 181
Order of the Coif 12, 281
Oregon Bach Festival 292
Oregon Commentator 323
Oregon Daily Emerald 323
Oregon Executive M.B.A. Program 232
Oregon Institute of Marine Biology (OIMB) 1, 61, 318

Oregon Law Review 281
Oregon Marching Band. *See* Marching band, Oregon
Oregon Marine Student Association 323
Oregon School Study Council (OSSC) 249
Oregon State Museum of Anthropology 313–314
Oregon state system supplemental fee waiver 30
Oregon Student Lobby 323
Oregon Student Public Interest Research Group. *See* OSPIRG
Oregon Survey Research Laboratory 318
Organic chemistry 68
Organotransitional metal chemistry 68
Orientation and registration for new students 326
Orientation programs 326
OSPIRG (Oregon Student Public Interest Research Group) 323
OSSC. *See* Oregon School Study Council
Outdoor program 327
Overseas study opportunities
  Africa 187
  Argentina 186
  Asia 187
  Australia 57, 186, 309
  China 186, 309
  Colombia 186
  Commonwealth of Independent States 162
  Czech Republic, The 186, 309
  Denmark 186, 194, 229, 309
  Eastern Europe 162
  Ecuador 186, 309
  England 186, 309
  Europe 187
  Fiji 186
  Finland 111, 166, 186, 309
  France 156, 186, 309
  Germany 186, 194, 229, 309
  Hong Kong 186
  Hungary 186, 309
  Indonesia 186, 309
  Israel 186, 309
  Italy 156, 186, 194, 309
  Japan 186, 229, 310
  Kenya 186
  Korea 186, 229, 310
  Latin America 187
  Mexico 157, 186, 310
  Middle East 187
  Netherlands, The 186, 229, 310
  Norway 111, 166, 186, 310
  Oceania 187
  Philippines 186
  Poland 186, 310
  Russia 186, 310
  Scotland 187, 194, 310
  Spain 157, 187, 310
  Sweden 111, 166, 187, 310
  Tanzania 187
  Thailand 187, 310
  Togo 187
  Uruguay 187
  Vietnam 187, 310

Pacific islands archaeological project 137
Pacific islands studies 137–138
Pacific Rim Gamelan 291
Pacific-10 Conference 328
Painting courses 208
Panhellenic Council 323
Parent and child education program 267
Parents 326
Peace studies 138
Peer advising 219, 321
Pell grant, Federal 29
Performance, music 293
Perkins loan, Federal 29
Ph.D. *See* Doctor of philosophy
Pharmacy, preparatory 180
Phi Alpha Theta 12
Phi Beta 12, 292
Phi Beta Kappa Society 11
Phi Eta Sigma 11
Philosophy 139–140
  Courses 139–140
  Faculty 139
  Graduate studies 139
  Undergraduate studies 139
Philosophy Club 323
Photography 209
Photojournalism courses 275–278
Physical activities and recreational services 328
Physical activity and recreation services 187
  Faculty 187
  Physical education 187
  Recreation and intramurals 187
Physical chemistry 68–69
Physical education 187
Physical therapy, preparatory 181
Physics 141–144
  Courses 143–144
  Faculty 141
  Graduate studies 142–143
  Undergraduate studies 141–142
Pi Alpha Alpha 12
Pi Gamma Mu 12
Pi Kappa Lambda 292
Pine Mountain Observatory 1, 142
Planning, public policy and management (PPPM) 221–227
  Courses 226–227
  Faculty 221–222
  Graduate studies 223–226
  Undergraduate studies 222–223
Plant biology greenhouses 61
PLUS, Federal Direct. *See* Federal Direct Parent Loan for Undergraduate Students
Pocket Playhouse 172, 323
Podiatry, preparatory 181
Political and social research. *See* Inter-University Consortium for Political and Social Research
Political science 145–149
  Courses 147–149
  Faculty 145
  Graduate studies 146–147
  Undergraduate studies 145–146
Portland Center 313–314, 324
Postbaccalaureate admission 16
Postbaccalaureate study 16, 41
Postdoctoral fellowships 43
PPPM. *See* Planning, public policy and management
Prebusiness 230
Precollege program (Upward Bound) 330
Predental Club 179, 323
Predentistry 178–179
Preengineering preparation 142, 177–178
Prehealth sciences 59, 178–181, 323
Prejournalism preparation 272
Prelaw preparation 182, 281
Prelaw Society 323
Premajor, arts and sciences 49
Premajor status 15
Premedicine 179
Prenursing 180
Preparatory programs 177–183
  Dental hygiene 178
  Dentistry 178–179
  Engineering 177–178
  Engineering, preparatory 142
  Health sciences 178–181
  Health sciences, preparatory 59
  Law 182
  Library science 182
  Master of business administration 182
  Medical technology 179
  Medicine 179
  Nuclear medical technology 179
  Nursing 180
  Pharmacy 180
  Radiation therapy technology 180
  Social work 182–183
  Teacher education 183
  Veterinary medicine 180
  WICHE programs in the health sciences 181–183
    Occupational therapy 181
    Optometry 181
    Physical therapy 181
    Podiatry 181
Preteaching preparation 183
Preveterinary medicine 180
Printmaking courses 208
Prizes 13
Professional organizations 12–13
Program planning 36–37
Project Saferide 323
Psi Chi 12
Psychology 149–153
  Courses 151–153
  Faculty 149
  Graduate studies 151
  Undergraduate studies 149–151
Psychology clinic 151
Public affairs 225–226
Public policy and management 221–227
Public relations 273, 275
Public safety 328
Public service 225–226
Publications, student 323

Race, gender, non-European-American requirement 22–24
Radiation therapy technology, preparatory 180
Radio-television, journalism 273–278, 275
Randall V. Mills Archive of Northwest Folklore 99
Reader's guide to the undergraduate and graduate bulletin 7
Real estate 241
Recreation and intramurals 187
Recreation and sports 328
Recreation facilities 328
Recreation, tourism management, and design 191
Recreation, tourism management, and design program. *See* Leisure studies and services
Recreational programs 328

Reenrollment 24
REESC. *See* Russian and East European Studies Center
Regional Daylighting Center 192
Registered nurses 180
Registering for graduate credit 44
Registration 18
Religious studies 153–155
  Courses 154–155
  Faculty 153–154
  Graduate studies 154
  Undergraduate studies 154
Removal of incompletes 18, 42
Requirements policies 2
Research institutes
  Advanced Science and Technology Institute 314
  Center for Asian and Pacific Studies 314
  Center for Housing Innovation 315
  Center for the Cognitive Neuroscience of Attention 316
  Center for the Study of Women in Society 315
  Center for the Study of Work, Economy, and Community 315
  Chemical Physics Institute 68, 142, 315–316
  Computational Intelligence Research Laboratory 316
  Humanities Center 316
  Institute of Cognitive and Decision Sciences 316–317
  Institute of Molecular Biology 60, 67, 317
  Institute of Neuroscience 61, 68, 317
  Institute of Theoretical Science 68, 317
  Materials Science Institute 68, 142, 318
  Oregon Institute of Marine Biology 1, 318
  Oregon Survey Research Laboratory 318
  Other research facilities 319
  Social Science Instructional Laboratory 319
  Solar Energy Center 319
Research institutes and centers 314–319
Reservation of graduate credit 44
Residence halls 34
Residency 16–17, 43
Residency (degree requirements) 19, 44, 46
Resident status 16–17
Resident tuition and fees 26
Resource consultant program 258
Robert Donald Clark Honors College 24, 118–120
  Admission 119
  Courses 119–120
  Faculty 118
  Independent Study Program 120
  Requirements 119
Robinson Theatre 172
Romance languages 155–161
  Courses 158–161
  Faculty 155
  Graduate studies 157–158
  Undergraduate studies 155–157
ROTC, Army. *See* Military science
Russian 162–164
  Courses 163–164
  Faculty 162
  Graduate studies 163
  Undergraduate studies 162
Russian and East European studies 164–166
  Courses 164, 166
Russian and East European Studies Center (REESC) 164
Safety. *See* Public safety
Sample course listings 7
Sample programs 49
SAT. *See* Scholastic Assessment Test
Scandinavian 113
Scandinavian studies 166
Schedule of Classes, UO 24
Scholarships 31
Scholastic Assessment Test (SAT) 14
School administrator licensure 256
School and community services 267
School of Architecture and Allied Arts *Review* 192
School psychology 261, 266, 269
Science, general 100–101
Sculpture courses 208–209
Second bachelor's degree 23, 146, 231, 273
Second master's degree 44
Second Season 172
Secondary education. *See* individual departments
Secondary special education program 258
SELT. *See* Supplementary English Language Training
Services for students 321–330
Severely handicapped learner endorsement program 266–267
Short-term loans 31
Sigma Xi 12
Singapore Student Association 323
Sister University Project 323
Slavic studies 164
SLS. *See* Federal Supplemental Loan for Students
Social psychology of sport 97. *See* Exercise and movement science
Social Science Instructional Laboratory 319
Social service 182–183
Social work, preparatory 182–183
Sociology 167–170
  Courses 169–170
  Faculty 167
  Graduate studies 168–169
  Undergraduate studies 167–168
Solar Energy Center 319
Solar Energy Information Center 323
Sororities 35
Southeast Asian studies 55, 171
Spanish 156, 160
Special education and rehabilitation 261–270
  Courses 268–270
  Faculty 261–262
  Graduate studies 258, 262, 263–264, 264–265, 265–266, 266, 267
  Undergraduate studies 262, 262–263
Special education, minor in 257
Special fees 26
Special studies 183–189
Special-education developmental disabilities 261–262, 266
  Courses 270
Special-education exceptional learner 257–258
  Courses 260
Specialized admission assistance 15
Specialized training program 267
Speech-Language-Hearing Center 264, 267, 330
Sports, intramural 328
Sports medicine 97. *See* Exercise and movement science
Staff fees 26, 42
Stafford loan, Federal Direct 29
Stafford loan, Federal Direct Unsubsidized 29
State of Oregon need grants 30
Statistics 171–172
Student Activities Resource Office 327
Student athletes, services for 321
Student Bar Association 281, 323
Student Campaign for Disarmament 323
Student child-care subsidy 325
Student Conduct Code 24, 326
Student conduct program 326
Student Employment Office 33
Student exchange programs. *See* Western Interstate Commission for Higher Education
Student family housing 34
Student financial aid 27
Student government 322–324
Student Health Center 327–328
Student housing 34–36
Student Insurgent 324
Student loans 28–33, 272
Student lobby. *See* Oregon Student Lobby
Student organizations 322–324
Student publications 323
Student records policy 24, 43
Student Recycling Program 324
Student Senate 322
Student services 15, 321
Student union. *See* Erb Memorial Union
Student University Relations Council 330
Students for the Ethical Treatment of Animals 324
Students with disabilities 15, 321–322
Study abroad. *See* Overseas study opportunities
Style and Policy Manual for Theses and Dissertations 44, 46
Subject codes 8
Substance abuse prevention program 183
Summer Architecture Academy 194
Summer session 25, 280, 308–310
Supplemental educational opportunity grant, Federal 29
Supplementary English Language Training 329
Survival Center 324
Swedish 113

Talented and gifted 258
Teacher education preparation 183
Teaching English as a second language 129, 329–330
Technology Education Center 249–252
Telecommunication and film 278
Television, journalism 275–278
Test of English as a Foreign Language (TOEFL) 15, 329
Test of General Educational Development (GED) 14
Testing service 325
Thai 129
Theater arts 172–174
  Courses 173–174

Faculty 172
Graduate studies 173
Undergraduate studies 172–173
Theoretical chemistry 68–69
Theoretical science institute. *See* Institute of Theoretical Science
TOEFL. *See* Test of English as a Foreign Language
Transcript fees 26
Transcripts 25
Transfer of credit
Baccalaureate 44
Graduate 44
Journalism and communication 272
Law school 281
Undergraduate 15
Transfer students 15, 44–45, 272
Tuition and fees 26–27, 43
Graduate 26
Law school 26, 282
Refunds 27
Resident tuition 26
Senior citizens 26
Staff 26
Undergraduate 26
Tutorial services 329

Undergraduate admission 14–15
Undergraduate School of Business 230–232
Undergraduate transfers 15
Undergraduate tuition 26
University Affiliated Program 267
University Committee on International Studies 122
University housing 34–36
University long-term loans 31
University of Oregon Bookstore 314, 324
University of Oregon Library. *See* Library, University of Oregon
University short-term loans 31
University Singers 292
University Song and Dance Troupe 324
University Theatre 172, 324
UO Portland Center 45
UO YWCA 324
Upward Bound 330
Urban and regional planning 223–225
USSA 324

Vanguard Concert Series 292
Veteran affairs 330
Veterans Administration Hospital 264
Veterinary medicine, preparatory 180
Visual design courses 209

Western Interstate Commission for Higher Education 1, 181
Western Regional Resource Center 267
Westmoreland Tenants Council 324
WICHE. *See* Western Interstate Commission for Higher Education
WICHE library program 182
WICHE programs in the health sciences 181–183
WICHE regional graduate programs 42
William Lowell Putnam examination, mathematics 13, 133
Withdrawal from the university 27
Women in Communications, Inc. 324
Women in society. *See* Center for the Study of Women in Society
Women in Transition 324
Women's Center 324
Women's studies 174–175
Courses 175
Faculty 174
Graduate studies 175
Undergraduate studies 175
Work, economy, and community. *See* Center for the Study of Work, Economy, and Community
Work-study program, Federal 29
Writing 93

Yamada Language Center 138, 155, 256, 330
YWCA, UO 324

Residence Halls

Bean Complex (Caswell, DeBusk, Ganoe, Henderson, Moore, Parsons, Thornton, Willcox), B4

Carson Hall, B4

Earl Complex (McClure, Morton, Sheldon, Stafford, Young), C4

Hamilton Complex (Boynton, Burgess, Cloran, Collier, Dunn, McClain, Robbins, Spiller, Tingle, Watson), A4

Riley Hall, 650 E. 11th Avenue

University Inn, 1000 Patterson Street

Walton Complex (Adams, Clark, DeCou, Douglass, Dyment, Hawthorne, McAlister, Shafer, Smith, Sweetser), C4

Buildings

Agate Annex, D5
Agate Hall, D5
Allen Hall, C3
Beall Concert Hall, G3
Bookstore, UO, E2
Bowerman Family Building, C4
Casanova Athletic Center, 2727 Leo Harris Parkway
Cascade Annex, B3
Cascade Hall, B3
Chapman Hall, D3
Chiles Business Center, E2
Clinical Services Building, H4
Collier House, D3
Columbia Hall, C3
Computing Center, D2
Condon Hall, E2
Deady Hall, C2
Deschutes Hall, B4
Education Annex, G3
Education Building, G3
Erb Memorial Union (EMU), C3
Esslinger Hall, D4
Fenton Hall, D3
Friendly Hall, C3
Gerlinger Annex, E3
Gerlinger Hall, E3
Gilbert Hall, D2
Hendricks Hall, D3
High School Equivalency, C5
Huestis Hall, B3
Johnson Hall, D3
Klamath Hall, A3
Knight Library, F3
Labor Education and Research Center, C4
Law Center, C1
Lawrence Hall, B2
Lundquist Center for Business Development, D2
McArthur Court, E4
Military Science, C4
Museum of Art, 1430 Johnson Lane, E3
Museum of Natural History, 1680 E. 15th Avenue, C4
Music Building, G4
Onyx Bridge, B3
Oregon Hall, A4
Pacific Hall, B3
Physical Plant, 1295 Franklin Blvd.
Prince Lucien Campbell Hall (PLC), F3
Robinson Theatre, C2
Straub Hall, C4
Streisinger Hall, A3
Student Health Center Building, B4
Susan Campbell Hall, E3
UO Annex, E1
Villard Hall, B2
Volcanology Building, B3
Willamette Hall, B3

Offices and Services

Academic Advising and Student Services, Oregon, A4

Academic Affairs and Provost, Johnson, D3

Academic Learning Services, PLC, F3

Academic Support and Student Services, Oregon, A4

Administration, Johnson, D3

Admissions, Oregon, A4

Affirmative Action and Equal Opportunity, Oregon, A4

Alumni Association, UO, Agate, D5

American English Institute, Pacific, B3

Anthropology, Condon, E2

Architecture and Allied Arts, School of, Lawrence, B2

Arts and Sciences, College of, Friendly, C3

Asian Studies, PLC, F3

Associated Students of the University of Oregon, EMU, C3

Athletics, Intercollegiate, Casanova, 2727 Leo Harris Parkway

Australian Studies, PLC, F3

Biology, Klamath, A3

Bookstore, UO, 895 E. 13th Avenue, E2

Business Administration, College of, Gilbert, D2

Business Affairs, Oregon, A4

Canadian Studies, Hendricks, D3

Career Planning and Placement, Hendricks, D3

Chemistry, Klamath, A3

Classics, PLC, F3

Communications and Marketing, Office of, Johnson, D3

Comparative Literature, Villard, B2

Computer and Information Science, Deschutes, B4

Computing, University, Computing Center, D2

ConDUCKtours, Oregon, A4

Continuation Center, Oregon, A4

Counseling Center, University, Student Health Center, B4

Creative Writing, PLC, F3

Disabilities, Students with, Oregon, A4

East Asian Languages and Literatures, Friendly, C3

Economics, PLC, F3

Education, College of, Education Building, G3

English, PLC, F3

Environmental Studies, Condon, E2

Exercise and Movement Science, Esslinger, D4

Faculty Club, Collier, D3

Financial Aid, Student, Oregon, A4

Folklore, PLC, F3

Foundation, UO, Agate, D5

General Science, Oregon, A4

Geography, Condon, E2

Geological Sciences, Cascade, B3

Germanic Languages and Literatures, Friendly, C3

Graduate School, Chapman, D3

Health Center, Student Health Center, B4

High School Equivalency Program, 1685 E. 17th Avenue, C5

History, PLC, F3

Honors College, Clark, Chapman, D3

Housing, University, Walton, C4

Human Development, Center on, Clinical Services Building, H4

Human Resources, Oregon, A4

Humanities Center, PLC, F3

Humanities Program, PLC, F3

Instructional Media Center, Knight Library, F3

International Affairs, Johnson, D3

International College, Riley, 650 E. 11th Avenue

International Education and Exchange, Oregon, A4

International Studies, PLC, F3

Journalism and Communication, School of, Allen, C3

KWAX Radio Station, 2365 Bonnie View Drive

Labor Education and Research Center, 1675 Agate Street, C4

Latin American Studies, PLC, F3

Law, School of, Law Center, C1

Leighton Pool, Esslinger, E4

Library System, UO
- **Archives**, Fenton, D3
- **Architecture and Allied Arts**, Lawrence, B2
- **Knight**, F3
- **Law**, Law Center, C1
- **Map and Aerial Photography**, Condon, E2
- **Mathematics**, Fenton, D3
- **Science**, Klamath, A3

Linguistics, Straub, C4

Lundquist Center for Business Development, Gilbert, D2

Mathematics, Fenton, D3

Medieval Studies, PLC, F3

Military Science, 1679 Agate Street, C4

Multicultural Affairs, Oregon, A4

Music, School of, Music Building, G4

Neuroscience, Huestis, B3

Oregon Daily Emerald, EMU, C3

Oregon Quarterly, Chapman, D3

Oregon State System of Higher Education, Susan Campbell, E3

Orientation Office, Oregon, A4

Pacific Islands Studies, Gilbert, D2

Parking Permits (Public Safety), Straub, C4

Peace Studies, PLC, F3

Philosophy, PLC, F3

Physics, Willamette, B3

Planning, University, Physical Plant, 1295 Franklin Blvd.

Political Science, PLC, F3

Post Office, EMU, C3

President, Johnson, D3

Printing Services, Allen, C3

Psychology, Straub, C4

Public Affairs and Development, Johnson, D3

Public Safety, Straub, C4

Publications, University, Chapman, D3

Registrar, Oregon, A4

Religious Studies, Chapman, D3

Research, Johnson, D3

Research and Sponsored Programs, Riverfront Research Park

Romance Languages, Friendly, C3

Russian, Friendly, C3

Russian and East European Studies, Friendly, C3

Scandinavian Studies, Friendly, C3

Sociology, PLC, F3

Southeast Asian Studies, PLC, F3

Specialized Training Program, 1761 Alder Street, H4

Statistics, Gilbert, D2

Summer Session, Oregon, A4

Testing Office, Student Health Center, B4

Theater Arts, Villard, B2

Upward Bound, 1859 E. 15th Avenue

Women's Studies, Hendricks, D3

Work-Study, Hendricks, D3

Yamada Language Center, Pacific, B3

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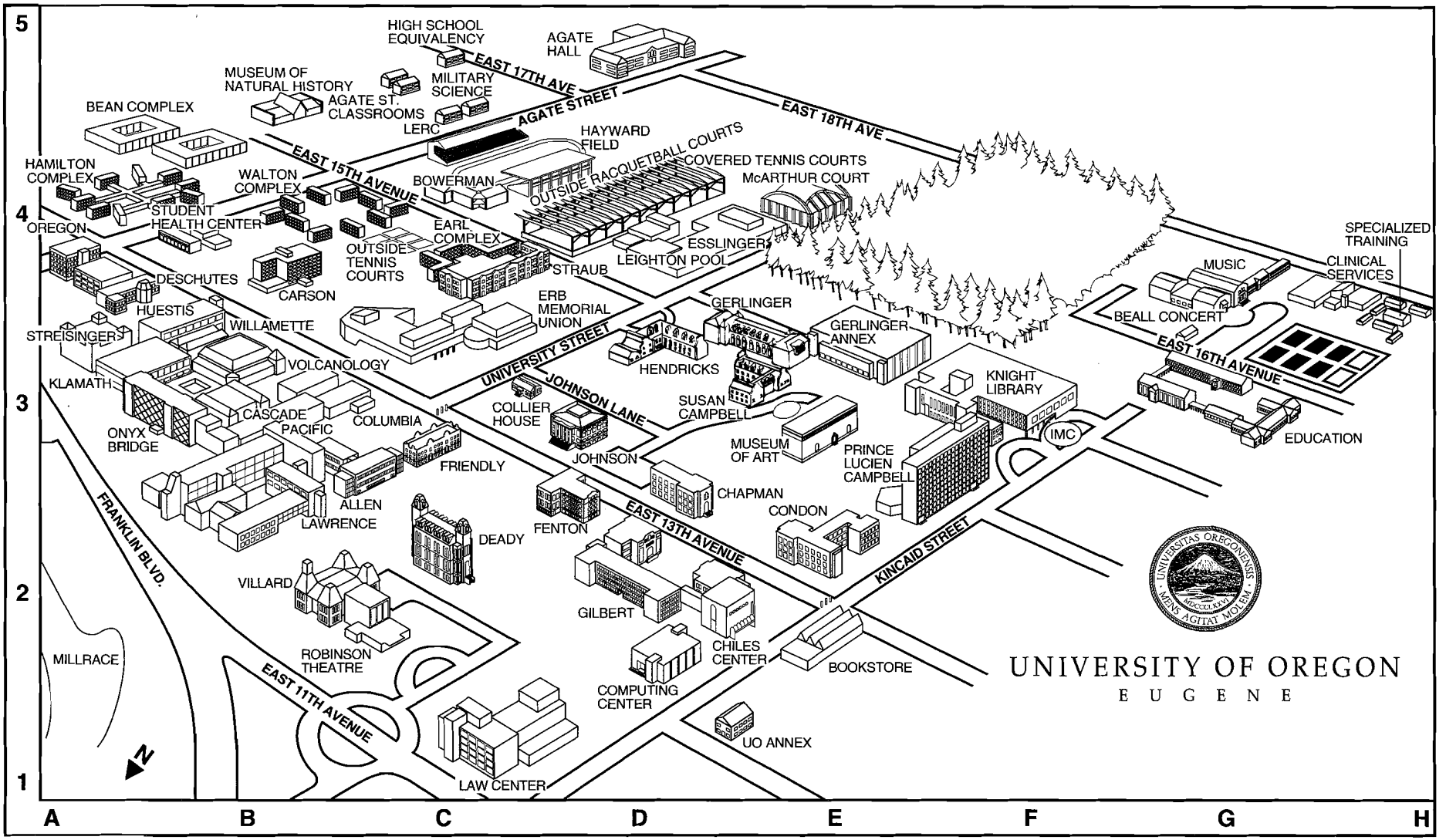
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