1989-90

University *of* Oregon

General Bulletin

This Catalog was not updated for faculty in 1989-1990. It reflects the catalog of 1988-1989.

Because the OSSHE was to go to Semesters in Fall 1990 No catalog for 89-90 was going to be published. However, when the Semester change was killed in late 1988 resulting in the production of this catalog.

Front cover photograph: The west entrance to Chapman Hall, which houses the Honors College, the Department of Religious Studies, the Graduate School, the Office of Research and Sponsored Programs, the Office of University Publications, and *Old Oregon* magazine. It is named for Charles Hiram Chapman, second president of the University of Oregon. Photograph by Jack Liu.

Back cover photograph: A student in a water color class uses Villard Hall, the second oldest building on the UO campus, as the backdrop for her painting. Built in 1885, it is listed in the National Register of Historic Landmarks. It is named for Henry Villard, president of the Northern Pacific Railroad and the University's first benefactor.

This bulletin was prepared with the assistance of the following:

Nan Coppock-Bland, Bulletin Editor
University Publications

Frances Milligan, Editor
University Publications

George Beltran, Designer
University Publications

Gwen Dalluge, Compositor
University Printing Department

Penny Ballesteros, Mechanical Compositor
University Printing Department

Northwest Web, Printer
Eugene

The University of Oregon's Statement of Purpose

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

To achieve these goals, the University of Oregon offers undergraduate and graduate programs in mathematical and computer sciences, the physical and biological sciences, the arts and humanities, and the social sciences. The University offers programs in the College of Arts and Sciences and in the professional schools of Architecture and Allied Arts (including Planning, Public Policy and Management), Business Administration, Education, Human Development and Performance, Journalism, Law, and Music. The professional fields build upon the core of the University's arts and sciences programs.

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

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

The University of Oregon is a member of the Association of Research Libraries, an association of the largest research libraries in the country. In addition, the University of Oregon's museums and libraries serve the entire state and also 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 our own; and responsible participation in a democratic society. Fundamental to the success of the University's educational mission is preserving and encouraging an atmosphere of intellectual freedom.

Affirmative Action

The University of Oregon affirms 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, handicap, 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 Director, Office of Affirmative Action, 472 Oregon Hall, University of Oregon, Eugene OR 97403; telephone (503) 686-3123.

Sexual Harassment

The University of Oregon does not tolerate sexual harassment. Students or employees who are offended or intimidated by sexually based behavior should contact the Affirmative Action director immediately for assistance.

Oregon State System of Higher Education

The Oregon State System of Higher Education (OSSHE) is governed by the Oregon 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 the two 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

Richard F. Hensley, Medford, 1991
President and Chair

Mark S. Dodson, Portland, 1989
Vice-President

Robert R. Adams, Corvallis, 1989

John W. Alltucker, Veneta, 1989

George E. Richardson, Jr., Portland, 1990

Members

Bob Bailey, The Dalles, 1992
Kasey K. Brooks,* Eugene, 1989
Tom Bruggere, Beaverton, 1992
Gary Johnston,* Long Creek, 1990
Rob Miller, Salem, 1992
Janice J. Wilson, Portland, 1991

Administrative Staff

Thomas A. Bartlett, Chancellor (686-5700), Eugene

W. T. Lemman, Executive Vice-Chancellor (686-5731), Eugene

Vice-Chancellor for Academic Affairs
(686-5791), Eugene

Vice-Chancellor for Public Affairs
(373-7494), Salem

John Owen, Vice-Chancellor for the Oregon Center for Advanced Technology Education (OCATE) (754-3617), Corvallis

Wilma Foster, Secretary to the Board of Higher Education (686-5796), 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, with specialized, professional, and technical programs centered at specific institutions.

The member institutions of the OSSHE are:

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
Larry J. Blake, President

Oregon State University, Corvallis
John V. Byrne, President

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Roger N. Edgington, Acting President

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

University of Oregon, Eugene
Myles Brand, President

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

An interinstitutional booklet, *Choice, Excellence, Opportunity*, lists fields of study at all State System institutions. For a free copy, write to

Office of School Relations
Oregon State System of Higher Education
PO Box 3175
Eugene OR 97403

Welcome to the University of Oregon

Learning and Research

Four generations of outstanding leaders and citizens have studied at the University of Oregon since it opened in 1876. Today's students, like the 300,000 who came before them, have access to the most current knowledge in classes, laboratories, and seminars conducted by active researchers. In turn, by sharing their research through teaching, professors 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 seven professional schools and colleges. Nearly 1,000 full-time faculty members, more than 600 part-time faculty members, and 1,500 graduate teaching and research assistants serve as mentors, colleagues, and friends to the 17,700 undergraduate and graduate students currently enrolled at the University.

Although most students are from Oregon, about 22.5 percent come from other states and 9.5 percent from other countries. The mix of backgrounds gives students a chance to know people they might not meet otherwise—a real asset in a world where national and international relations often affect everyday life.

Teaching, research, and a spirit of sharing are characteristics of the entire campus learning community. In the past year, faculty members and students engaged in active research programs have won for the University almost $62.7 million in research grants, primarily from federal agencies. UO science departments are winning national attention for their work in such areas as biomechanics, computers, genetics, lasers, and neuroscience. Education college specialists are working cooperatively with local school districts to extend the use of computers in teaching. The College of Business Administration has developed a major new emphasis in international business studies at both the undergraduate and graduate levels. The College of Arts and Sciences has, with the help of several major grants, increased its efforts to provide solid humanities education to more students.

The Campus

The University's 250-acre campus is an arboretum of more than 2,000 varieties of trees. Campus buildings range from Deady Hall, opened in 1876, to the Earle A. Chiles Business Center, completed in 1986. Construction of a three-building science complex, begun in June 1987, is expected to be completed by the end of 1989. The Museum of Natural History is housed in a brand new building at 15th Avenue and Columbia Street. Across campus is the Museum of Art, noted for its collections of Oriental and Northwest art, and the 1.7-million-volume University of Oregon Library, a member of the Association of Research Libraries and an important research facility for scholars all over the Northwest.

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

Guided tours of the University are offered by Information and Tour Services (ITS), located on the first floor of Oregon Hall, Monday through Friday, starting at 10:30 a.m. and 2:30 p.m. Tours at other times may be arranged by calling (503) 686-3014. In addition, ITS distributes campus maps and a variety of pamphlets describing University programs, sells University of Oregon bulletins, and has information about services, office locations, and general questions about the University.

Public Service

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

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

Several University programs are designed specifically to serve the public. The UO's fine arts radio station, KWAX-FM, is an affiliate of American Public Radio. In fall 1987 KWAX was named one of the top 10 public radio stations in the country in terms of the percentage of the population tuning in each week. KWBX-FM, a sister station in Bend, began broadcasting in September 1986. Together the two stations reach some 30,000 listeners weekly. A speakers' bureau helps groups around the state who are looking for speakers or commentators on various subjects. The University Forum program regularly sponsors public lectures by UO faculty members in many Oregon cities.

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

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

Accreditation

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

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

Contents

Bulletin Expiration and Requirements Policies

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

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

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

Undergraduate Students

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

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

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

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

Graduate Students

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

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

General Information

Welcome to the University of Oregon 1

Academic Majors and Minors 4

Reader's Guide to the General Bulletin 6

Academic Calendar 9

Entering the University 11
Admissions and Records
Registration and Academic Policies 13
Tuition and Fees 20
Student Financial Aid 22
Student Housing 28

Academic and Career Planning 30

Arts and Sciences

College of Arts and Sciences 33
American Studies 38
Anthropology 39
Arts and Letters 42
Asian Studies 43
Australian Studies 45
Biology
Canadian Studies 51
Chemistry 52
Classics 57
Greek, Latin
Comparative Literature 59
Computer and Information Science 60
East Asian Languages and Literatures 64
Chinese, Japanese
Economics 66
English, Writing 69
Environmental Studies 74
Folklore and Ethnic Studies 76
General Science 77
Geography 78
Geological Sciences 81
Germanic Languages and Literatures 86
German, Scandinavian
History 89
Honors College 93
Independent Study
Humanities 95
International Studies 96
Latin American Studies 99
Linguistics 100
Mathematics 103
Medieval Studies 108
Neuroscience
Peace Studies 109
Philosophy
Physics 111
Political Science 115
Psychology 119
Religious Studies 123
Romance Languages 125
French, Italian, Portuguese and Provençal, Spanish

Russian, Slavic 130
Russian and East European Studies 133
Sociology 134
Speech 138
Rhetoric and Communication, Telecommunication and Film, Theater Arts
Statistics 146
Women's Studies

Preparatory Programs and Special Studies
Preparatory Programs 148
Engineering, Preparatory
Health Sciences, Preparatory
Law, Preparatory 153
Library Science, Preparatory
Master of Business Administration, Preparatory
Social Work, Preparatory
Special Studies 154
Academic Learning Services
Air Force ROTC, Army ROTC
Continuing Education Off Campus
Labor Education and Research Center 155
Library
Microcomputer Laboratories 156
Military Science
Overseas Study 157

Professional Schools

School of Architecture and Allied Arts 159
Architecture 160
Art Education 166
Art History 168
Fine and Applied Arts 171
Historic Preservation 174
Interior Architecture 175
Landscape Architecture 178
Planning, Public Policy and Management 181

College of Business Administration 187
Undergraduate School of Business 188
Graduate School of Management 190
Institute of Industrial Relations 192
Accounting 195
Decision Sciences 196
Finance 197
Management 198
Marketing, Transportation, and Business Environment 200

College of Education 202
Counseling and Educational Psychology 203
Educational Policy and Management 207
Special Education and Rehabilitation 209
Speech Pathology-Audiology 211
Teacher Education 214
Curriculum and Instruction
Elementary Education 215
Secondary Education 216
Special Education

College of Human Development and Performance 224
Dance 225
Gerontology 229
Human Services 231
Leisure Studies and Services 233
Physical Education and Human Movement Studies 237
School and Community Health 244

School of Journalism 252

School of Law 257

School of Music 263
Music, Music Education, Music Performance

Graduate School 274
General Information 275
General Requirements and Policies 276
Graduate Tuition, Fees, and Financial Aid 277
Master's Degrees 278
Doctoral Degrees 280

Academic and Student Services

Campus and Community Resources 283
Continuation Center
Museums
Research Institutes 285
University Computing 289
University Library 290

Services for Students 293
Academic Advising and Student Services
Affirmative Action 294
Associated Students of the University of Oregon
Career Planning and Placement 296
Counseling
Erb Memorial Union
Health Services 297
International Services
Public Safety 298
Recreation and Sports
Special Services 299
Student Conduct 301
Student Development
Student University Relations Council 302
Tel-Info
UO Bookstore 303

Living in Oregon 305

Indexes

Faculty Index 306

Subject Index 311

Enrollment Statistics 317

Campus Map 318

Note: Names of University administrative officers appear on the inside back cover; board members and administrators of the Oregon State System of Higher Education are listed on the inside front cover.

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PO Box 3237
University of Oregon
Eugene OR 97403

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

The 1990-91 *General Bulletin* will be published in July 1990 and may be purchased in the same manner. The 1989-90 *School of Law Bulletin* will be published in September 1989. Address requests to the School of Law. The third publication in the University's bulletin series, *Oregon Insight*, will be published in October 1989. It is available from the Office of Admissions and Records. The 1990 *Summer Session Bulletin*, fourth in the series, will be published in March 1990. Address requests to Summer Session. The latter three publications are available at no charge.

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.

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Academic Majors and Minors

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

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

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

Majors, Minors, Options, and Certificates

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

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

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

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

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

Reader's Guide to the *General Bulletin*

Organization

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

Where To Find It

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

Still Can't Find It?

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

Definitions

The academic terms defined below are used throughout this bulletin.

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

Competency. A specific skill in a specific area.

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

Course. A subject, or an instructional subdivision of a subject, offered through a single term.

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

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

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

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

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

Grade Point Average (GPA). The GPA is determined by dividing the total points for all grades, A, B, C, D, F, and N (after 15 cumulative credits of N) by the total credits.

Grade Point Index (GPI). The GPI is determined by dividing the total points for all grades, including the N as no points, by the total credits.

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

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

Major. A primary field of specialized study.

Minor. A secondary field of specialized study.

Open-ended Courses. Those courses, numbered 196-200, 399-410, 501-510, and 605-610, for which credit is variable and the instructor's permission is usually required.

Option. A subarea of specialized study within a major or 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 professor.

Repeatable for Credit. Only course numbers designated **R** may be repeated for credit. In most cases, the circumstances under which a course may be repeated for credit are 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 to the UO School of Law.

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

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

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

Specialized Major. A major in a specific area of a larger discipline. An example is Decision Sciences: Business Statistics.

Stand-alone. A single approved group-satisfying course.

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

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

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

Courses

Abbreviations

The following abbreviations are used in course descriptions.

Arr: credits to be arranged
Coreq: corequisite
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 course number*] **Creative Problems In Interior Architecture** [*course title*] **(6)** [*course credits*] **P/N only.** [*grade option*] The planning processes by which interior spaces and forms are studied and executed. [*course description*] Prereq: ARCH 181, 182; IARC 204. [*prerequisites*]

370, 371 [*IARC course numbers*] **Materials of Interior Design** [*course title*] **(3,3)** [*credits each term*] The properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. [*course description*] Open to nonmajors with instructor's consent. [*enrollment limitation*] Prereq: ARCH 301. [*prerequisite*]

ARCH [*home-department course prefix*] **424** [*course number*] **(G)** [*major graduate credit*] **Advanced Design Development Media** [*course title*] **(3)** [*credits*] See description under Architecture. [*cross-reference*]

588 [*IARC course number*] **Advanced Interior Design** [*course title*] **(1-12R)** [*variable credits; repeatable for credit*] **P/N only.** [*grade option*] Studio-based investigation of special aspects of interior design. [*course description*] Prereq: fifth-year or graduate standing and instructor's consent. [*prerequisites*] Majors only. [*enrollment limitation*]

Course Prefixes

The following course prefixes 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 *Time Schedule of Classes*.

AAA	Architecture and Allied Arts
AAAP	Architecture and Allied Arts: Historic Preservation
ACTG	Accounting
ALS	Academic Learning Services
AMS	American Studies
ANTH	Anthropology
ARE	Art Education
ARH	Art History
ART	Fine and Applied Arts
ARTC	Art: Ceramics
ARTJ	Art: Metalsmithing and Jewelry
ARTP	Art: Painting
ARTR	Art: Printmaking

ARTS	Art: Sculpture
ARTV	Art: Visual Design
ARTW	Art: Weaving
BA	Business Administration
BE	Business Environment
BI	Biology
CH	Chemistry
CHN	Chinese
CI	Curriculum and Instruction
CIS	Computer and Information Science
CL	Classics
CLIT	Comparative Literature
CPSY	Counseling Psychology
DP	Dance: Professional
DS	Dance: Service
DSC	Decision Sciences
EC	Economics
EDPM	Educational Policy and Management
ELED	Elementary Education
ENG	English
EPSY	Educational Psychology
ES	Folklore and Ethnic Studies
FINL	Finance
FR	French
GEOG	Geography
GEOL	Geology
GER	German
GERO	Gerontology
GRK	Greek
HBR	Hebrew
HC	Honors College
HDEV	Human Development and Performance
HEP	Health Education: Professional
HES	Health Education: Service
HS	Human Services
HST	History
HUM	Humanities
IARC	Interior Architecture
INTL	International Studies
IST	Interdisciplinary Studies
ITAL	Italian
J	Journalism
JPN	Japanese
L	Law
LA	Landscape Architecture
LAT	Latin
LERC	Labor Education and Research Center
LIB	Library
LING	Linguistics
LSS	Leisure Studies and Services
MGMT	Management
MGRK	Modern Greek
MIL	Military Science
MKTG	Marketing
MTH	Mathematics
MUE	Music Education
MUP	Music Performance
MUS	Music
OCTR	Overseas Centers
PEAE	Physical Education Aerobics
PEAQ	Physical Education Aquatics
PEG	Physical Education Gymnastics
PEHA	Physical Education Human Action Studies
PEI	Physical Education Individual Activities
PEIA	Physical Education Intercollegiate Athletics
PEMA	Physical Education Martial Arts
PEMS	Physical Education Multi-Sport Activities
PEOL	Physical Education Outdoor Pursuits—Land
PEOW	Physical Education Outdoor Pursuits—Water
PEP	Physical Education Professional
PERS	Physical Education Racquet Sports
PERU	Physical Education Running
PETS	Physical Education Team Sports
PEW	Physical Education Weight Training
PEY	Physical Education Yoga Training
PH	Physics
PHL	Philosophy
PORT	Portuguese
PPPM	Planning, Public Policy and Management
PS	Political Science
PSY	Psychology
R	Religious Studies
RHCM	Rhetoric and Communication
RL	Romance Languages
RUSS	Russian
SCAN	Scandinavian
SEED	Secondary Education
SLAV	Slavic
SOC	Sociology
SPA	Speech Pathology-Audiology
SPAN	Spanish
SPED	Special Education (Mildly Handicapped)
SPER	Special Education and Rehabilitation
TA	Theater Arts
TCF	Telecommunication and Film
TRN	Transportation
WR	Writing
WST	Women's Studies

Course Numbering System

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.

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

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

100-399
Honors College courses are designated (H)

300-499
Upper-division (junior- and senior-level) courses. 400-level courses designated (G) or (M) may be offered for graduate credit. The (M) limits such credit to nonmajors; both majors and nonmajors may earn graduate credit in (G) courses

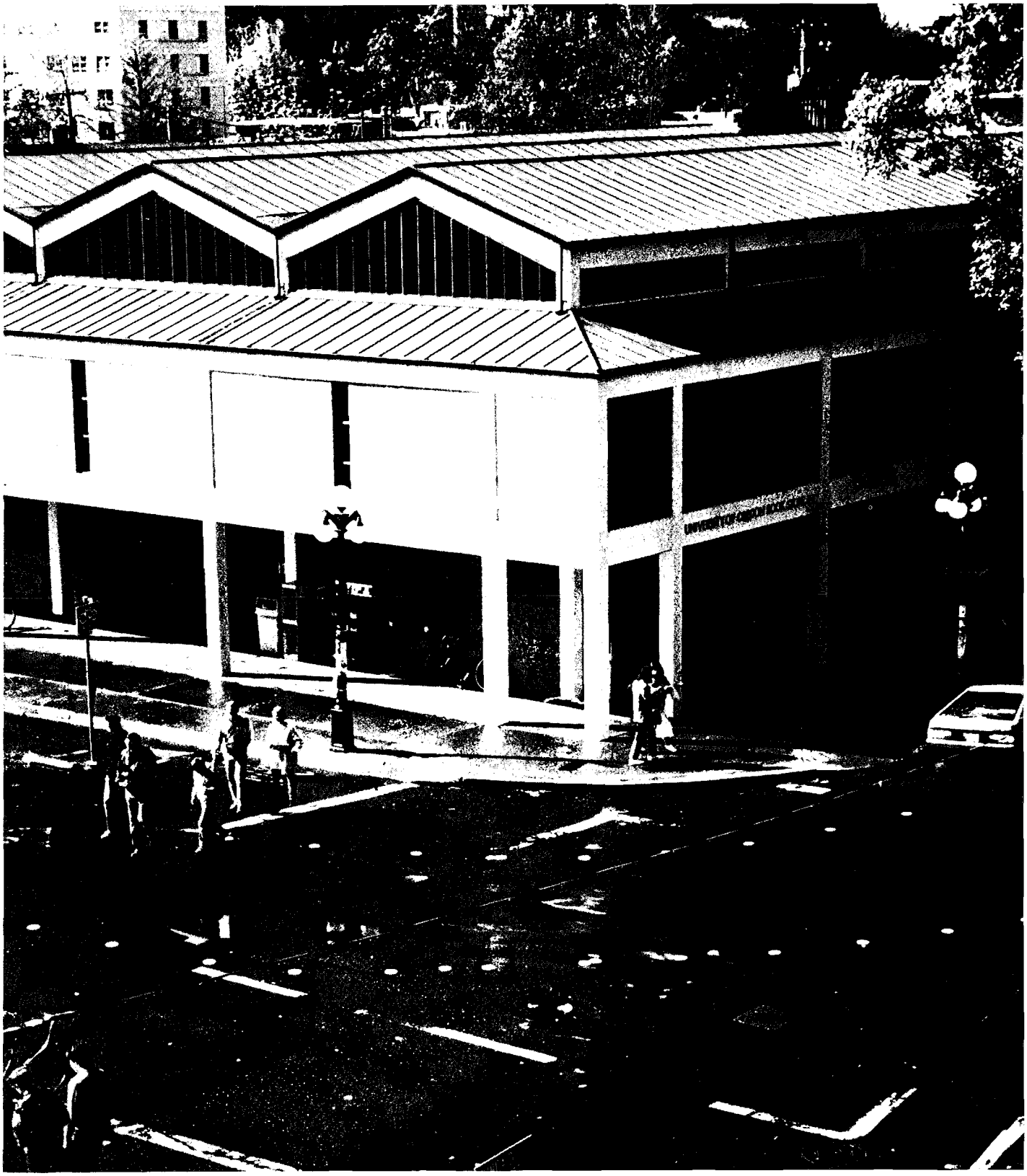
500-599
Graduate-level courses; seniors may be admitted by instructor's consent

600-699
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.

Open-ended Courses

Certain numbers are reserved for courses that may be repeated for credit (R) under the same number. Credit is assigned according to the work load in a particular course. Credit ranges indicate minimum and maximum credits available in a single course. Departments determine credit ranges unless specified below. Except in the School of Law, courses numbered 501 and 503 are offered pass/no pass only.

196	Field Studies (1-2R)
198	Workshop or Laboratory Projects or Colloquium (1-2R)
199	Special Studies: [Term Subject] (1-3R)
200	Innovative Education: [Term Subject] (1-3R)
399	Special Studies: [Term Subject] (1-4R)
400	Innovative Education: [Term Subject] (1-3R)
401	Research
403	Thesis
405	Reading and Conference: [Term Subject]
406	Field Studies or Special Problems
407	Seminar: [Term Subject]
408	Workshop or Laboratory Projects or Colloquium
409	Supervised Tutoring or Practicum: [Term Subject]
410	Experimental Course: [Term Subject]
501	Research
502	Supervised College Teaching
503	Thesis
505	Reading and Conference: [Term Subject]
506	Field Studies or Special Problems
507	Seminar: [Term Subject]
508	Workshop or Special Topics or Colloquium
509	Terminal Project or Practicum or Supervised Tutoring: [Term Subject]
510	Experimental Course: [Term Subject]
605	Reading and Conference: [Term Subject]
607	Seminar: [Term Subject]
608	Workshop or Special Topics or Colloquium
610	Experimental Course: [Term Subject]



The **University of Oregon Bookstore** will mark 69 years of service to students and to faculty and staff members in 1989. This is the tenth year the Bookstore has assisted in funding the *General Bulletin*'s full-color covers, which reiterates the Bookstore's continued support of the University's academic programs. Information concerning the Bookstore is in the **Services for Students** section of this bulletin.

Academic Calendar

Fall Term 1989

New Student Orientation
Sunday to Saturday, September 17-23

Registration
Thursday and Friday, September 21-22

Classes begin
Monday, September 25

Last day to pay fees without penalty
Wednesday, September 27

Last day for fall term registration
Friday, October 6

Last day to add courses
Friday, October 6

Last day to drop courses without recorded "W"
Friday, October 13

Thanksgiving vacation
Thursday to Sunday, November 23-26

Fall term final examinations
Monday to Saturday, December 11-16

Winter vacation
December 17 to January 3

Winter Term 1990

Registration
Thursday and Friday, January 4-5

Classes begin
Monday, January 8

Last day to pay fees without penalty
Wednesday, January 10

Last day for winter term registration
Friday, January 19

Last day to add courses
Friday, January 19

Last day to drop courses without recorded "W"
Friday, January 26

Winter term final examinations
Monday to Saturday, March 12-17

Spring vacation
March 18-25

Spring Term 1990

Registration
Monday and Tuesday, March 26-27

Classes begin
Wednesday, March 28

Last day to pay fees without penalty
Friday, March 30

Last day for spring term registration
Friday, April 6

Last day to add courses
Tuesday, April 10

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

Memorial Day holiday
Monday, May 28

Spring term final examinations
Monday to Saturday, June 4-9

Alumni Day
Saturday, June 9

Commencement Day
Sunday, June 10

Summer Session 1990

Registration
Monday, June 18

Classes begin
Tuesday, June 19

Last day to pay fees without penalty
Friday, June 22

Last day to add courses
Thursday, June 28

Last day for summer session registration
Friday, June 29

Independence Day holiday
Wednesday, July 4

Eight-week session ends
Friday, August 10

Summer session graduation convocation
Saturday, August 11

Eleven-week session ends
Friday, August 31

Labor Day holiday
Monday, September 3

Fall Term 1990

New Student Orientation
Sunday to Saturday, September 16-22

Registration
Thursday and Friday, September 20-21

Classes begin
Monday, September 24

Last day to pay fees without penalty
Wednesday, September 26

Last day for fall term registration
Friday, October 5

Last day to add courses
Friday, October 5

Last day to drop courses without recorded "W"
Friday, October 12

Thanksgiving vacation
Thursday to Sunday, November 22-25

Fall term final examinations
Monday to Saturday, December 10-15

Winter vacation
December 17 to January 2

1989

September

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

October

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8	9	10	11	12	13	14
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November

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December

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1990

January

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February

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October

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November

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1991

January

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February

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March

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April

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28	29	30				

May

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26	27	28	29	30	31	

June

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23	24	25	26	27	28	29
30						

Entering the University

Admissions and Records

240 Oregon Hall
Telephone (503) 686-3201
James Buch, Director
Martha Pitts, Associate Director

Admission requirements apply to all students seeking to enroll at the University of Oregon. Several professional schools, departments, and special programs have additional admission requirements. Students who plan to enter the University as majors in Architecture, Interior Architecture, Landscape Architecture, Music, or Physical Education, or who hope to enroll in the 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.

Application Deadlines

Term	Application Deadline
Fall 1988	May 1, 1988
Winter 1989	December 22, 1988
Spring 1989	March 24, 1989
Fall 1989	April 15, 1989
Winter 1990	December 22, 1989
Spring 1990	March 11, 1990
Fall 1990	April 15, 1990

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

Students planning to major in *Architecture or Interior Architecture* must apply to the University by *January 15* of the year for which they seek admission. All departmental application materials must be filed with the *Architecture Department* by *February 1* for undergraduates and graduate students. Undergraduates applying for admission to major in *Landscape Architecture* must file for University admission by *February 1* and must have all departmental materials to the Department by *March 1*. Graduate applicants to *Landscape Architecture* must file both the application for University admission and departmental materials by *February 1*.

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

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

Freshman Admission

Freshman Application Procedures

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

1. A completed application for admission and a nonrefundable $25.00 application fee
2. At the time of application, a transcript showing at least six semesters of the applicant's high school record
3. The results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT)
2. A final transcript of the applicant's high school record certifying graduation

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

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

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

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

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

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

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

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

Freshman Admission Requirements

1. To be admitted to the University of Oregon, students must have
   a. Graduated from a standard or accredited high school *and*
   b. Completed the subject requirements outlined above *and*
   c. Obtained a score of 30 on the Test of Standard Written English (TSWE) or a score of 12 on the English portion of the American College Test (ACT)
2. Students must also meet one of the following requirements:
   a. A 3.00 high school grade point average (GPA) or better in all high school subjects taken toward graduation *or*
   b. A predicted first-term GPA of 2.00 or better, based on a combination of high school GPA and SAT or ACT scores

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

Placement Examinations

New freshmen and transfer students who have earned fewer than 30 quarter credits are required to submit the results of the SAT or the ACT. The Test of Standard Written English (TSWE), a part of the SAT, is used for placement in the University's required writing courses. Therefore, students who have only taken the ACT and transfers who have not completed an English composition course are required to take the TSWE on the UO campus. The TSWE is given each term during registration.

Special testing arrangements can be made for physically limited applicants. For physically limited applicants who are unable to take the

test, the University applies alternate admission criteria.

Contact your guidance counselor or the Office of Admissions and Records for information on SAT and ACT test dates.

Students who have taken two or more years of a foreign language should take the College Entrance Examination Boards (CEEB) Achievement Test in that language. The score is used to help students determine their college entry level in the language. Students with a high CEEB foreign language score can sometimes waive the language requirement for the bachelor of arts degree (see Bachelor's Degree Requirements).

Advanced Placement Program

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

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

Transfer Admission

Students who have completed 12 or more credits of graded, transferable work with a minimum GPA of 2.00 (2.25 for nonresidents) may be admitted if their high school records meet the requirements specified under Freshman Admission, above. Those whose records do not meet these requirements must complete a minimum of 30 transferable college credits, 24 of which must be graded, with a cumulative GPA of 2.00 (2.25 for nonresidents) to qualify.

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

A student may be placed on probation if his or her supplementary transcripts do not meet the minimum admission requirements. 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.

Premajor Status

The departments listed below admit new students only as premajors. The premajor student is eligible to take advantage of the department's advising services and, in most cases, complete lower-division course work required for the major. Each of these departments then screens enrolled premajor students who have completed some University study and decides if they will be advanced to major status. Professional schools and departments with premajor admission requirements are the College of Business Administration; School of Journalism; and the Human Services, Leisure Studies and Services, Physical Education and Human Movement Studies, and School and Community Health departments.

A few departments in the College of Arts and Sciences, e.g., the Department of Computer and Information Science and the Department of Economics, have 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.

Transfer of Credit

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

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

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

Transfer Application Procedures

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

1. A completed application for admission and a nonrefundable $25.00 application fee
2. An official transcript from each college and university attended (an official transcript is one sent directly to the Office of Admissions and Records by the college or university attended)

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

International Admission

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

TOEFL
PO Box 899
Princeton NJ 08540
USA

For undergraduates, a GPA of 2.25 is required to transfer from an American university or college. To obtain application forms, graduate applicants should write directly to the departments or schools in which they plan to study.

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

Specialized Admission Assistance

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

Adult Learners. Inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall; telephone (503) 686-3211, or the Office of Admissions and Records, 240 Oregon Hall; telephone (503) 686-3201. See also the **Academic Advising and Student Services** section of this bulletin.

Ethnic Minority Students. Inquire at the Council for Minority Education, 314 Oregon Hall; telephone (503) 686-3479. 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) 686-3211. See also the **Academic Advising and Student Services** section of this bulletin.

Graduate Admission

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

Postbaccalaureate Admission

Students who have earned a bachelor's degree and want to earn a second undergraduate degree, or take additional work without entering a formal degree or certification program, may be admitted with postbaccalaureate nongraduate (G6) status. These students pay appropriate undergraduate fees. Applications and information are available from the Office of Admissions and Records.

Residence Classification

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

Determination of Residence

580-10-030 *(1) For purposes of admission and instruction fee assessment, Department institutions shall classify all students (except students attending a summer session) as Oregon resident or nonresident.*

(2) For this purpose, an Oregon resident is a person

with a bona fide fixed and permanent physical presence established and maintained in Oregon. Determination of residence includes finding it to be the place where the student intends to remain and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere and shall be based on consideration of all relevant objective factors, including but not limited to: abandonment of prior out-of-state residence; history, duration and nature of noneducational activities in Oregon; sources of financial support, including location of source of support and amounts of support; location of family; ownership of real property; presence of household goods; filing of Oregon income tax return; and place of vehicle and voter registration. Residence is not established by mere attendance at an institution of higher education and physical presence in the state while attending such an institution.

(3) A person who resides continuously in Oregon for at least six consecutive months immediately prior to the time of initial registration and who also qualifies as an Oregon resident under section (2) of this rule, shall be considered a resident unless the person attended a public or private institution of higher education during any part of the six-month period.

(4) A person who resides continuously in Oregon for twelve consecutive months immediately prior to the term for which residence status is requested and who also qualifies as an Oregon resident under the other requirements of section (2) of this rule shall be considered a resident even if the person attended an institution of higher education during the twelve-month period.

(5) The objective factors described in section (2) of this rule will also be used to determine whether a resident who has moved from the state has established a non-Oregon residence.

(6) If institution records show that the residence of a person or the person's legal custodian is outside of Oregon, the person shall continue to be classified as a nonresident until entitlement to resident classification is shown. The burden of proof is upon the person to show that the classification should be changed.

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 who reside in this state while assigned to duty at any base, station, shore establishment or other facility in this state or while serving as members of the crew of a ship which has an Oregon port of shore establishment as its home port or permanent station shall be considered residents for purposes of the instruction fee.

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

(4) An Oregon resident who has been in the armed services and assigned to duty outside of Oregon must return to Oregon within sixty days after completing the armed services 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 of a person who is a resident under section (2) of this rule shall be considered an Oregon resident. The spouse of a person who is a resident under section (2) of this rule may be considered an Oregon resident if the residency standards of OAR 580-10-030 are otherwise met.

Residence Classification of Aliens

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

(2) Under 580-10-030, an alien possessing a nonimmigrant or temporary, i.e., B, C, D, F, H, J, L, or M, visa cannot be classified as a resident.

Changes in Residence Classification

580-10-041 *(1) A person who enrolls in a Department institution within one year after graduating from an Oregon high school shall be considered a resident provided the student attended the Oregon high school one school year immediately prior to graduation from the high school.*

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

(3) A person whose nonresident legal custodian establishes a permanent Oregon residence during a term when the person is enrolled at a Department institution may register as a resident person at the beginning of the next term.

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

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

(6) Nonresident legal custodian means a parent or other person with guardian responsibilities for another person as determined by Oregon or other applicable laws.

For further information about residence rules, call or visit the Office of Admissions and Records.

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

Registration and Academic Policies

220 Oregon Hall
Telephone (503) 686-3195
Herbert Chereck, Registrar
Kathryn Johnson, Associate Registrar
Mark Turner, Assistant Registrar
Dave Puckett, Assistant to the Registrar

Academic Year

The University divides the academic year into three terms of approximately 12 weeks each (except for the School of Law, which uses a semester calendar).

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

Students may enter the University at the beginning of any term, with the exception of architecture students, who should see Application Deadlines under **Admissions and Records.** For freshmen and transfer students who enter fall term, the University has an annual New Student Orientation and recommends that all new students attend. See the **Academic Calendar** detailed list of this and other important events 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 *Time Schedule of Classes and Student Handbook*, which is furnished to each student at registration.

This publication, the *1988-90 University of Oregon General Bulletin*, is a biennial statement of University rules, regulations, and calendars that become effective at the opening of the fall term 1988. 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. 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 and are subject to change for students not in continuous enrollment.

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 *Time 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 on either a graded or a pass/no pass (P/N) basis. Graded work is designated A, B, C, D, or F. Pass/no pass work is designated P or N. See Bachelor's

Degree Requirements for regulations on graded credits.

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

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

Graded

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

Pass/No Pass

Student work may be graded as follows: P (pass), satisfactory performance (C− or better for undergraduates, B− or better for graduates), or N (no pass), unsatisfactory performance, no credit awarded (D+ or worse for undergraduates, C+ or worse for graduates). This bulletin and the *Time Schedule of Classes* designate those courses that are available only on a pass/no pass basis. Passing credits are also awarded for advanced placement work and for work taken at another collegiate institution if the director of Admissions and Records cannot equate the quality of the work to the University grading system.

Marks

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

W (withdrawal). A student-initiated mark. Students may withdraw from a course by filing the proper forms in the Office of the Registrar in accordance with University regulations. See the *Time 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 Points

For the convenience of students wanting such information, the following are the numerical equivalents of grades: A, 4 points a credit; B, 3 points a credit; C, 2 points a credit; D, 1 point a credit; and F, no points a credit. To calculate the grade point average (GPA), total points are divided by the total credits, including the Fs. To calculate a grade point index (GPI), include the N as no points. Unless specified otherwise by individual departments, a plus (+) or minus (-) does not affect either the GPA or the GPI.

Application for a Degree

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

Such 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 course schedules to ensure completion of all requirements.

All grade changes, removals of incompletes, and transfer work necessary for completion of degree requirements must be on file in the Office of the Registrar by the Friday following the end of the term of graduation. Corrections to the academic record will be made *only* during the 30 days following the granting of the degree.

Bachelor's Degree Requirements

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

University Requirements

Credits

186 credits with passing grades are required for the bachelor of arts, bachelor of science, bachelor of education, bachelor of music, and bachelor of physical education. 220 credits are required for the bachelor of fine arts, bachelor of interior architecture, and bachelor of landscape architecture. For students admitted summer 1987 and thereafter, 231 credits are required for the bachelor of architecture.

Academic Major

All bachelor's degrees must be awarded with a major. Minimum requirements are 36 credits in the major, including 24 in upper-division work. Specific requirements are listed under individual departments. Although the University of Oregon does not award concurrent degrees (e.g., B.A. and B.S.), a student may be awarded a bachelor's degree with more than one major by completing all general University degree requirements appropriate to the designated degree and all requirements in each major as specified by the appropriate 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 received.

Upper-Division Work

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

Residency

After completing 126 credits of the 186 required, 160 credits of the 220 required, or 171 credits of the 231 required, each student must complete 45 credits at the University as a formally admitted student. Credits earned through the Community Education Program do not satisfy this requirement.

Graded Credits

125 graded credits must be earned.

A minimum of 45 graded credits must be earned at the University of Oregon as a formally admitted student. Credits earned through the Community Education Program do not qualify. Courses required in the major and designated P/N only in the *Time Schedule of Classes* may be counted toward the 45-credit requirement only if the 125-credit requirement has been satisfied.

Satisfactory Work

Graduation from the University does not depend on a grade point average. Instead, two percentage standards must be met:

1. 85 percent of all work completed at the University of Oregon must be passed with grades of A, B, C, D, or P. Marks of I, X, and Y do not count as work completed
2. 75 percent of all work completed at the University of Oregon must be passed with grades of A, B, C, or P

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 policy in the **English** section of this bulletin.

Health Education. One course, either a designated HES 199 course (see *Time Schedule of Classes*) or HES 211 or HES 250 or, for elementary education majors only, HEP 440. Appeals for exceptions to the health education requirement should be directed to the Department of School and Community Health, 250 Esslinger Hall, University of Oregon, Eugene OR 97403.

Requirements for Bachelor of Arts and Bachelor of Science

Students must choose to graduate with a specific degree (for example, Bachelor of Arts in Chemistry or Bachelor of Science in Chemistry). See degrees listed in the **Academic Majors and Minors** section of this bulletin.

Bachelor of Arts (B.A.) Requirements

The B.A. degree requires 36 credits of language and literature and proficiency in a foreign language.

1. The language and literature requirement can be satisfied only by the following fields of study: Chinese, Classics, comparative literature, English, Germanic languages and literatures, Honors College (HC 101-103, 211-213), Japanese, linguistics (LING 150), Romance languages, Russian, speech (excluding RHCM 321-323, TCF 241-243), writing

   Note: The language and literature fields are not identical to the arts and letters group.

2. The foreign language requirement may be met in one of the following ways:
   a. 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
   b. 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
   c. 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 122 or 123

Bachelor of Science (B.S.) Requirements

1. The B.S. degree requires 36 credits from approved social science fields *or* 36 credits from approved science fields.
   a. Approved social science fields are anthropology (except courses listed under science), economics, ethnic studies, geography (except courses listed under science), history, Honors College (HC 204-206), linguistics (LING 290, 295, 311, 490), philosophy, political science, psychology (except courses listed under science), religious studies, sociology, speech (RHCM 321-323, TCF 241-243), women's studies. *Note:* The social science fields are not identical to the social science group
   b. Approved science fields are anthropology (ANTH 110-113, 211, 223, 320-324, 375, 470, 474-480), biology, chemistry, computer and information science, general science, geography (GEOG 101, 301-303, 482, 485, 487, 489), geology, Honors College (HC 207-209), linguistics (LING 411, 421, 426, 450-452, 460, 470), mathematics, physics, psychology (PSY 202, 203, 217, 218, 302, 304, 305, and courses of at least 3 credits numbered 430-450). *Note:* The science fields are not identical to the science group
2. *All* newly admitted undergraduate students must demonstrate proficiency in mathematics in one of the following ways:
   a. Satisfactory completion of an examination, administered by the Department of Mathematics, demonstrating mathematical competency equivalent to that attained at the end of one year of college-level mathematics
   b. Satisfactory completion (C– or P or better) of *three* of the following courses or their transfer equivalents: MTH 101, 102, 115*, 150, 151, 152, 153, 156, 157, 190, 191, 192, 201, 207, 208, 209, 231, 232; CIS 122, 133, 134, 210, 211, 212, 234. Elementary Education majors may complete the requirement by taking MTH 121, 122, 123

   ***Exclusion:** MTH 115 does *not* count toward the requirement for students who take MTH 101 or 102
   c. Satisfactory completion (C– or P or better) of one of the following or its transfer equivalent: MTH 102, 115, 207, 231; CIS 122, 133, 134, 211 *and* satisfactory completion of one more course from the list in b above, except MTH 101 or 115
   d. Satisfactory completion (C– or P or better) of *one* of the following courses or its transfer equivalent: MTH 201, 208, 232; CIS 211, 234

Note: CIS 210, 211, 212 have corequisites. Students may not enroll for credit in courses that are prerequisites for those in which they are concurrently enrolled or for which credit has already been received. For example, a student may not receive credit for MTH 101 following successful completion of MTH 207 or its transfer equivalent; credit will be deducted for MTH 101. For questions about other similar situations, contact a Mathematics adviser.

Group Requirements

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

Group-satisfying requirements are determined by the college or school in which the degree is granted.

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

Group Requirements: Plan I

Plan I applies to all new students who have been formally admitted and enrolled at the University.

COLLEGE OF ARTS AND SCIENCES AND COLLEGE OF BUSINESS ADMINISTRATION MAJORS
Students must complete one cluster and three additional approved stand-alone courses in each of three groups: arts and letters, social science, and science—18 total courses.
PROFESSIONAL SCHOOL AND COLLEGE MAJORS EXCEPT BUSINESS ADMINISTRATION
Students must complete three approved courses in each of three groups—arts and letters, social science, and science—and an additional three courses in any one or combination of groups. The 12 total courses must include two clusters in different groups.

Clusters

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

Group I: Arts and Letters

American Studies

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

Art History

STAND-ALONES
ARH 201, 202, 203 Survey of the Visual Arts
ARH 204, 205, 206 History of Western Art
ARH 207, 208, 209 History of Oriental Art
ARH 311, 312, 313 History of Western Architecture
ARH 341 History of Modern Art
ARH 381 History of Photography
CLUSTERS
ARH 201, 202, 203
ARH 204, 205, 206
ARH 207, 208, 209
ARH 311, 312, 313
See also Interdisciplinary Arts and Letters Cluster

Classics: Greek

STAND-ALONES
GRK 301, 302, 303 Authors: [Term Subject]
NO CLUSTERS

Classics: Latin

STAND-ALONES
LAT 301, 302, 303 Authors: [Term Subject]
NO CLUSTERS

Classics in English Translation

STAND-ALONES
CL 301 Greek and Roman Epic
CL 302 Greek and Roman Tragedy
CL 303 Literature: Greek Philosophy
CL 304 Classical Comedy
CL 305 Latin Literature
CL 321 Classic Myths
CLUSTER
Choose three from CL 301, 302, 303, 304, 305

Comparative Literature

STAND-ALONES
CLIT 201, 202, 203 Comparative Literature: Epic, Drama, Fiction
CLUSTER
CLIT 201, 202, 203

Dance

STAND-ALONES
DP 251 Introduction to Dance
NO CLUSTERS

East Asian Languages and Literatures: Chinese

STAND-ALONES
CHN 201, 202, 203 Second-Year Chinese
CHN 305 Classical Chinese Thought and Literature
CHN 306 Political Tradition of Chinese Literature
CHN 307 20th-Century Chinese Literature
CHN 330, 331, 332 Chinese Composition and Conversation
CLUSTER
CHN 305, 306, 307

East Asian Languages and Literatures: Japanese

STAND-ALONES
JPN 106 Accelerated Japanese
JPN 201, 202, 203 Second-Year Japanese
JPN 210, 211 Japan: A Cultural Odyssey I, II
JPN 301, 302, 303 Introduction to Japanese Literature
JPN 327, 328, 329 Japanese Composition and Conversation
CLUSTER
JPN 301, 302, 303

English

STAND-ALONES
ENG 104, 105, 106 Introduction to Literature
ENG 107, 108, 109 World Literature
ENG 151 Introduction to Afro-American Literature
ENG 201, 202, 203 Shakespeare
ENG 204, 205, 206 Survey of English Literature
ENG 240 Introduction to Native American Literature
ENG 250 Introduction to Folklore and Myth
ENG 253, 254, 255 Survey of American Literature
ENG 301 Tragedy
ENG 302 Romance
ENG 303 Epic
ENG 304 Comedy
ENG 305 Satire
ENG 310 Afro-American Prose
ENG 311 Afro-American Poetry
ENG 312 Afro-American Drama
ENG 321, 322, 323 English Novel
ENG 360 Women Writers
ENG 391, 392, 393 American Novel
ENG 394, 395, 396 20th-Century Literature
CLUSTERS
ENG 104, 105, 106
ENG 107, 108, 109
ENG 151, 240, 250
ENG 201, 202, 203
ENG 204, 205, 206
ENG 253, 254, 255
Choose three from ENG 301, 302, 303, 304, 305
ENG 310, 311, 312
ENG 394, 395, 396

Germanic Languages and Literatures: German

STAND-ALONES
GER 201, 202, 203 Second-Year German
GER 204, 205 Intensive Second-Year German
GER 250 Goethe and His Contemporaries in Translation
GER 251 Thomas Mann, Kafka, and Hesse in Translation
GER 252 Brecht and Modern German Drama in Translation
GER 255 Medieval German Literature in Translation
GER 257 Contemporary German Fiction in Translation
GER 301, 302, 303 Masterpieces of German Literature
GER 324, 325, 326 Introduction to German Literature
GER 334, 335, 336 German Composition and Conversation
GER 340, 341 German Culture and Civilization
CLUSTERS
Choose three from GER 250, 251, 252, 255, 257
GER 301, 302, 303

Germanic Languages and Literatures: Scandinavian

STAND-ALONES
SCAN 204, 205, 206 Second-Year Norwegian
SCAN 207, 208, 209 Second-Year Swedish
SCAN 214, 215, 216 Second-Year Danish
SCAN 351 Ibsen to Hamsun in Translation
SCAN 352 August Strindberg to Ingmar Bergman in Translation
SCAN 353 Readings in Translation: Scandinavian Literature and Society
SCAN 354, 355, 356 Third-Year Norwegian
SCAN 357, 358, 359 Third-Year Swedish
CLUSTER
SCAN 351, 352, 353

Humanities

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

Interdisciplinary Arts and Letters Cluster

"Italian Art and Literature"
ARH 205 History of Western Art
ITAL 307, 308 Survey of Italian Literature

Linguistics

STAND-ALONE
LING 150 Structure of English Words
NO CLUSTERS

Music

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

Philosophy

STAND-ALONES
PHL 201, 202, 203 Introduction to Philosophy: Ethics, Theory of Knowledge, Metaphysics
PHL 204 Introduction to Philosophy of Religion
PHL 212 Existentialism
PHL 222 Elementary Aesthetics
PHL 301, 302, 303 History of Ancient Philosophy
PHL 304, 305, 306 History of Modern Philosophy
CLUSTERS

Religious Studies

STAND-ALONES
R 111 Introduction to the Study of the Bible
NO CLUSTERS

Romance Languages: French

STAND-ALONES
FR 201, 202, 203 Second-Year French
FR 301, 302, 303 Introduction to French Literature
FR 304, 305, 306 The French Novel
FR 317 French Poetry
FR 318 Contemporary French Theater
FR 319 Baudelaire, Verlaine, Rimbaud
FR 320 Short Fiction
FR 321, 322, 323 French Composition and Conversation
CLUSTERS
FR 301, 302, 303
FR 318, 320, and either 317 or 319

Romance Languages: Italian

STAND-ALONES
ITAL 204, 205, 206 Second-Year Italian
ITAL 307, 308, 309 Survey of Italian Literature
ITAL 374, 375, 376 Italian Composition and Conversation
ITAL 377, 378, 379 Introduction to Italian Literature
CLUSTER
ITAL 307, 308, 309
See also Interdisciplinary Arts and Letters Cluster

Romance Languages: Spanish

STAND-ALONES
SPAN 207, 208, 209 Second-Year Spanish
SPAN 219, 220 Second-Year Spanish (intensive)
SPAN 311 Introduction to the Reading of Spanish Literature
SPAN 312 Medieval Spanish Literature
SPAN 313 The Golden Age
SPAN 314 Modern Spanish Literature
SPAN 315 Introduction to Spanish-American Literature
SPAN 328 Chicano Literature
SPAN 347, 348, 349 Spanish Composition and Conversation
SPAN 360 Cervantes
CLUSTERS
SPAN 311 and any two from 312, 313, 314, 315, 360

Russian

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

Speech: Rhetoric and Communication

STAND-ALONES
RHCM 301, 302, 303 Theory and Literature of Rhetoric
CLUSTER
RHCM 301, 302, 303

Speech: Telecommunication and Film

STAND-ALONES
TCF 255, 256, 257 History of the Motion Picture
TCF 292, 293, 294 The Great Filmmakers
CLUSTER
TCF 255, 256, 257

Speech: Theater Arts

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

Note: Inquire at the department about possible substitution of a minor or second major in Linguistics, Philosophy, Speech: Rhetoric and Communication, or Speech: Telecommunication and Film for an arts and letters cluster. A minor or second major in any other department listed under the arts and letters group may be substituted for an arts and letters cluster.

Group II: Social Science

Anthropology

STAND-ALONES
ANTH 107 Introduction to Archaeology
ANTH 120 Introduction to Cultural Anthropology
ANTH 121 Introduction to Language and Culture
ANTH 215 Archaeological Analysis and Interpretation
ANTH 301 Ethnology of Hunters and Gatherers
ANTH 302 Ethnology of Tribal Societies
ANTH 303 Ethnology of Peasant Societies
ANTH 314 Women and Culture I: Politics, Production, and Power
ANTH 315 Women and Culture II: Creativity and Symbols
ANTH 350 Asian and Pacific Archaeology
CLUSTERS
ANTH 107, 120, 121
ANTH 301, 302, 303

Dance

STAND-ALONE
DP 257 Cultural Backgrounds of Folk Dance, Music, and Art
NO CLUSTERS

Economics

STAND-ALONES
EC 101 Economics of Current Social Issues
EC 201 Introduction to Economic Analysis: Microeconomics
EC 202 Introduction to Economic Analysis: Macroeconomics
EC 203 Introductory Economic Analysis
EC 311 Money and Banking
EC 315 Urban Economic Problems
EC 329 Introduction to Public Economics
EC 332 Issues in Resource Economics
EC 333 Issues in Environmental Economics
EC 335 Human Capital: Problems and Issues
EC 340 Introduction to International Economics
EC 344 Labor Market Issues
EC 350 The Market System and Its Critics
EC 357 Problems and Issues in the Developing Economies
EC 360 Private Industry and Public Policy
EC 370 The Evolution of Economic Ideas
EC 390 The Rise of the Western Economies
CLUSTERS
EC 201, 202, and any one of the 300-level stand-alones

Folklore and Ethnic Studies

STAND-ALONES
ES 101, 102 Introduction to Ethnicity and Ethnic Communities
ES 103 Ethnic Groups and the American Experience
CLUSTER
ES 101, 102, 103

Geography

STAND-ALONES
GEOG 103 Landscape, Environment, and Culture
GEOG 105 Urban Environment
GEOG 201 Geography of Europe
GEOG 202 Geography of Latin America
GEOG 203 Geography of Asia
GEOG 204 Geography of the Soviet Union
GEOG 205 Geography of Africa
GEOG 206 Geography of Oregon
GEOG 207 Geography of the United States
GEOG 208 Geography of Eastern Europe
CLUSTERS
GEOG 103, 105, and one from 201–208

History

STAND-ALONES
HST 101, 102, 103 History of Western Civilization
HST 110, 111, 112 World History
HST 201, 202, 203 History of the United States
HST 216 War and the Modern World
HST 221, 222, 223 Afro-American History
HST 290 Foundations of East Asian Civilization
HST 291 China, Past and Present
HST 292 Japan, Past and Present
HST 301, 302, 303 Europe since 1789
HST 304, 305, 306 English History
HST 321, 322 History of American Foreign Relations since 1941
HST 331 Perceptions and Roles of Women from the Greeks through the 17th Century
HST 332 Women and Social Movements in Europe from 1750 to the Present
HST 350, 351, 352 History of Latin America
HST 374 History of Religious Life in the United States
CLUSTERS
HST 101, 102, 103
HST 110, 111, 112
HST 201, 202, 203
HST 221, 222, 223
HST 290, 291, 292
HST 301, 302, 303
HST 350, 351, 352
See also Interdisciplinary Social Science Cluster

Interdisciplinary Social Science Cluster

"International Relations"
Choose three from:
HST 321, 322 History of American Foreign Relations since 1941
PS 205 International Relations
PS 325 United States Foreign Policy

Linguistics

STAND-ALONES
LING 290 Introduction to Linguistics
LING 295 Language, Culture, and Society
LING 311 Languages of the World
CLUSTER
LING 290, 295, 311

Philosophy

STAND-ALONES
PHL 205 Contemporary Moral Issues
PHL 210 Free Will and Determinism
PHL 221 Elementary Logic
PHL 307, 308 Social and Political Philosophy
PHL 325, 326 Philosophy of Language
PHL 339, 340 Introduction to Philosophy of Science
NO CLUSTERS

Political Science

STAND-ALONES
PS 101 Modern World Governments
PS 201 American Government
PS 202 Introduction to Political Theory
PS 203 State and Local Government
PS 204 Introduction to Comparative Politics
PS 205 International Relations
PS 207 Introduction to Political Science
PS 225 Political Ideologies
PS 230 Introduction to Urban Politics
PS 240 Introduction to Public Policy
PS 280 Introduction to Political Psychology
PS 321 Introduction to Political Analysis
PS 325 United States Foreign Policy
PS 326 Theories of International Politics
PS 335 Communist Political Systems
PS 347 Political Power, Influence, and Control
PS 351 Introduction to Public Administration
CLUSTERS
PS 201 and two from 203, 230, 240
PS 202 or 207 and two from 225, 280, 347
PS 204 or 205 and two from 325, 326, 335
See also Interdisciplinary Social Science Cluster

Psychology

STAND-ALONES
PSY 204, 205 Psychology as a Social Science
PSY 310 Personality and Psychopathology
PSY 311 Child Development
PSY 357 Pseudopsychologies
CLUSTERS
PSY 204, 205 and one from 310, 311, 357

Religious Studies

STAND-ALONES
R 201, 202, 203 Great Religions of the World
R 301 Religions of India
R 302 Chinese Religions
R 303 Japanese Religions
R 311, 312, 313 Ancient Near Eastern and Mediterranean Religions I, II, III
R 321, 322, 323 History of Christianity
R 324, 325 History of Eastern Christianity
CLUSTERS
R 201, 202, 203
R 301, 302, 303

Sociology

STAND-ALONES
SOC 201 Introduction to Sociology
SOC 206 Introduction to Social Psychology
SOC 210 Communities, Population, and Resources
SOC 211 Social Deviancy and Social Control
SOC 212 Race, Class, and Ethnic Groups in America
SOC 213 Organizations and Occupations
SOC 214 Education and Society
SOC 215 Social Issues and Social Movements
SOC 216 Introduction to the Sociology of Women
SOC 301 American Society
SOC 303 World Population and Social Structure
SOC 304 The Community
SOC 314 Socialization and Society
CLUSTERS
SOC 201, 206, 211
SOC 201 and two from 210, 212, 213, 215

Speech: Rhetoric and Communication

STAND-ALONES
RHCM 321 The Logic of Argument
RHCM 322 Persuasion
RHCM 323 Group Communication
NO CLUSTERS

Speech: Telecommunication and Film

STAND-ALONES
TCF 241, 242, 243 Communication, Technology, and Society
CLUSTER
TCF 241, 242, 243

Women's Studies

STAND-ALONES
WST 101 Introduction to Women's Studies
WST 333, 334 History of Women in the United States I, II
CLUSTER
WST 101, 333, 334

Note: A minor or second major in the following may be substituted for a social science cluster: Economics, Ethnic Studies, History, Peace Studies, Religious Studies, Sociology, Women's Studies. Students should inquire at the Anthropology, Geography, Linguistics, Psychology, and Speech (Telecommunication and Film) departments regarding possible substitution of a minor or second major in these disciplines for a social science cluster. A minor or second major containing courses from two groups may be substituted for a cluster in only one of the groups.

Group III: Science

Anthropology

STAND-ALONES
ANTH 110 Introduction to Human Evolution
ANTH 111 Evolution of Monkeys and Apes
ANTH 112 Introduction to Human Sociobiology
ANTH 113 Evolution of Human Sexuality
ANTH 223 Human Adaptation
ANTH 322 Human Biological Variation
CLUSTERS
Choose three from ANTH 110, 111, 112, 113
See also Interdisciplinary Science Clusters

Biology

STAND-ALONES
BI 102 Human Biology: Reproduction and Development
BI 103 Human Biology: Physiology
BI 107 Human Biology: Genetics
BI 108 Human Biology: The Environment
BI 112 Cells and Inheritance: Biology of Cancer
BI 113 Cells and Inheritance: Life of the Cell
BI 114 Cells and Inheritance: Physical Basis of Life
BI 120 Explaining Life's Diversity: Evolution
BI 121 Explaining Life's Diversity: Ecology
BI 122 Explaining Life's Diversity: Plants
BI 123 Explaining Life's Diversity: Animals
BI 124 Explaining Life's Diversity: Animal Behavior
BI 141 Habitats: Life of the Forest
BI 142 Habitats: Freshwater Biology
BI 143 Habitats: Marine Biology
BI 155 Fishes: A Resource
BI 156 Natural History of Birds
BI 157 Flora of Western Oregon
BI 160 Biology of Common Plants
BI 201 General Biology I: How Cells Work
BI 202 General Biology II: How Organisms Function
BI 203 General Biology III: The Living World
BI 242 Paleobiology and Evolution of Plants
CLUSTERS
BI 102 or 112 and any two from 103, 107, 108
BI 102 or 112, and 113, 114
BI 120 or 121, 122, and either 123 or 124
BI 141, 142, 143
BI 201, 202, 203
See also Interdisciplinary Science Clusters

Chemistry

STAND-ALONES
CH 101, 102, 103 Survey of General, Organic, and Biochemistry
CH 104, 105, 106 General Chemistry
CH 121 Chemistry, Nutrition, and World Food
CH 123 Chemical Origins of Life
CH 204, 205, 206 General Chemistry
CLUSTERS
CH 101, 102, 103
CH 101, 105, 106
CH 104, 102, 103
CH 104, 105, 106
CH 204, 205, 206
See also Interdisciplinary Science Clusters

Computer and Information Science

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

Geography

STAND-ALONES
GEOG 101 The Natural Environment
GEOG 301 Geomorphology
GEOG 302 Climatology
GEOG 303 Biogeography
CLUSTERS
Choose three from GEOG 101, 301, 302, 303
See also Interdisciplinary Science Clusters

Geological Sciences

STAND-ALONES
GEOL 101 General Geology: The Earth's Dynamic Interior
GEOL 102 General Geology: The Face of the Earth
GEOL 103 General Geology: Earth History
GEOL 201, 202, 203 General Geology
GEOL 291 Rocks and Minerals
GEOL 304 The Fossil Record
GEOL 321 Mineral Resources and the Environment
GEOL 350 Mountains and Glaciers
GEOL 351 Volcanoes and Earthquakes
GEOL 352 Geology of Oregon and the Pacific Northwest
GEOL 353 Oceanography
GEOL 354 Geology of the Moon and Planets
CLUSTERS
GEOL 101, 102, 103
GEOL 201, 202, 203
Choose three from GEOL 350, 351, 352, 353
See also Interdisciplinary Science Clusters

Interdisciplinary Science Clusters
"Energy and Environment"
PH 114 Physics of Energy and Environment
PH 116 The Sun as a Future Energy Source
Either PH 115 The Energy Laboratory or GEOL 321 Mineral Resources and the Environment

"Food, Plants, and Humanity"
BI 160 Biology of Common Plants
CH 121 Chemistry, Nutrition, and World Food
GEOG 101 The Natural Environment

"Human Biology"
Either ANTH 110 Introduction to Human Evolution or BI 102 Human Biology: Reproduction and Development
BI 107 Human Biology: Genetics
Either ANTH 223 Human Adaptation or ANTH 322 Human Biological Variation

"Origins"
Choose three from:
BI 120 Explaining Life's Diversity: Evolution
BI 242 Paleobiology and Evolution of Plants
CH 123 Chemical Origins of Life
GEOL 304 The Fossil Record

Mathematics

STAND-ALONES
MTH 150 Introduction to Probability
MTH 151 Combinatorics
MTH 152 Mathematical Symmetry
MTH 153 Introduction to Game Theory
MTH 154 Mathematical Milestones
MTH 156 Concepts of Statistics
MTH 157 Elementary Theory of Numbers
MTH 201, 202, 203 Calculus
MTH 207, 208 Calculus for the Nonphysical Sciences
MTH 209 Probability and Statistics with Calculus
MTH 231, 232, 233 Elements of Discrete Mathematics

CLUSTERS
MTH 201; either 202 or 208; and either 203 or 209
MTH 207, 208, 209

Physics

STAND-ALONES
PH 101, 102, 103 Essentials of Physics
PH 108, 109 Elementary Astronomy
PH 112 Space, Time, and Motion
PH 114 Physics of Energy and Environment
PH 115 The Energy Laboratory
PH 116 The Sun as a Future Energy Source
PH 118 Physics of Light and Color
PH 120 Frontiers in Astronomy
PH 121 Lasers
PH 131 Physics of Sound and Music
PH 154, 155, 156 Physical Science Survey
PH 201, 202, 203 General Physics
PH 207, 208, 209 Introduction to Astronomy and Astrophysics
PH 211, 212, 213 General Physics with Calculus
PH 220 Cosmology

CLUSTERS
PH 101, 102, 103
PH 108, 109, 120
PH 154, 155, 156
PH 201, 202, 203
PH 207, 208, 209
PH 211, 212, 213
See also Interdisciplinary Science Clusters

Psychology

STAND-ALONES
PSY 202, 203 Psychology as a Science
PSY 304 Biological Psychology

CLUSTER
PSY 202, 203, 304

Note: A minor or second major in the following may be substituted for a science cluster: Biology, Chemistry, Computer and Information Science, Environmental Studies, General Science, Geological Sciences, Mathematics, Physics. Students should inquire at the Anthropology, Geography, Linguistics, and Psychology Departments regarding possible substitution of a minor or second major in these disciplines for a science cluster. A minor or second major containing courses from two groups may be substituted for a cluster in only one of the groups.

General Limitations

1. A maximum of 108 credits may be transferred from an accredited junior or community college
2. A maximum of 60 credits may be earned in correspondence study
3. A maximum of 48 credits in law, medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree
4. A maximum of 24 credits may be earned in any of the following areas (a, b, and c) with not more than 12 in any one area:
   a. Lower-division vocational technical courses
   b. Physical Education activity courses, except for majors in the Leisure Studies and Services, Physical Education and Human Movement Studies, and School and Community Health Departments
   c. Studio instruction in music, except for majors in Music
5. For Music majors, a maximum of 24 credits in studio instruction, of which not more than 12 may be taken in the student's freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree
6. A maximum of 12 credits in ALS (Academic Learning Services) courses may be counted toward the 186, 220, or 231 required for a bachelor's degree
7. All grade changes, removal of incompletes, or transfer work essential to completion of degree requirements must be filed in the Office of the Registrar by the Friday following the end of the term of graduation. Any other changes of grades, including removal of incompletes, must be filed in the Office of the Registrar within 30 days after the granting of a degree
8. Undergraduate credits earned by credit by examination (course challenge) and the College-Level Examination Program (CLEP) are counted toward the satisfaction of all bachelor's degree requirements except residency and the 45 graded credits at the University of Oregon. The University grants pass credit for successful completion of CLEP examinations
9. Courses cannot be repeated for credit unless otherwise 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 open 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 must be petitioned through the Academic Requirements Committee

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. 85 percent of all work graded A, B, C, D, F, P, N must be passed with grades of A, B, C, D, P (I, W, X, Y, N are not counted as work completed)
3. If the 85 percent requirement is met, then 75 percent of all work completed must be passed with grades of A, B, C, P
4. 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
5. 75 percent of all course work required in the second degree major must be completed after the conferral of the first degree
6. The bachelor of arts degree requires 36 credits of language and literature and proficiency in a foreign language. The bachelor of science degree requires 36 credits of science or 36 credits of social science and proficiency in mathematics

Bachelor's Degrees with Honors

Departmental Honors. Departments in the College of Arts and Sciences that offer a bachelor's degree with honors include Anthropology, Chinese, Comparative Literature, Economics, English, Germanic Languages and Literatures, History, Japanese, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages (French, Italian, Spanish), Russian, Sociology, and Speech. All departments in the professional schools and colleges award bachelor's degrees with honors. For specific requirements, see the departmental sections.

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

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

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

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

Academic Standing

Within the period covered by this bulletin, the University anticipates implementing a grade point average (GPA) system to determine academic standing. Until the GPA system is implemented, the percentage rules described below will be used to determine academic standing. These guidelines will be published in each term's *Time Schedule of Classes and Student Handbook*.

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

Academic Warning

Academic warning is given as a courtesy to advise a student of potential difficulty. Subsequent action is not dependent upon the student receiving a warning notice, nor does the warning become part of the permanent academic record. Academic warning is contingent on meeting any one of the following conditions:

1. Earning the following number of credits of unsatisfactory UO grades (D, F, N) in relation to the cumulative UO credits earned:

Total UO Credits of Unsatisfactory Grades	Cumulative UO Credits
8	0-44
12	45-89
16	90-134
17	135+

2. Earning 6 or more credits of D, F, N, or any combination in these in one term
3. Passing (A, B, C, P) less than 65 percent of the course work attempted (graded A, B, C, D, F, P, N or marked I, Y) for the term

Students on academic warning are limited to a study load of 18 or fewer credits.

Academic Probation

Academic probation is given and recorded on the student's permanent academic record whenever any of the following conditions exists:

1. Earning the following number of credits of unsatisfactory grades (D, F, N), since fall 1969, in relation to the cumulative UO credits earned:

Total UO Credits of Unsatisfactory Grades	Cumulative UO Credits
12	0-44
18	45-89
24	90-134
25	135+

2. Earning 6 or more credits of D, F, N, or any combination of these in each of two consecutive terms
3. Passing (A, B, C, P) less than 65 percent of the course work attempted (graded A, B, C, D, P, F, N or marked I, Y) in each of two consecutive terms
4. For a student with junior classification or above, passing (A, B, C, P) less than 80 percent of the course work completed (A, B, C, D, P, F, N). *Exception:* Students with 0-24 credits at the University of Oregon

Transfer students whose prior records would have placed them on academic warning or probation at the UO may be "admitted on academic probation." Students are notified when such action has been taken, and the action appears on their permanent academic records.

Students on academic probation are limited to a study load of 18 or fewer credits.

Conditions for Removal from Academic Probation

1. A full-time student must (a) satisfactorily complete 24 credits in two consecutive terms of enrollment and (b) be ineligible for academic probation or academic disqualification
2. A part-time student must (a) satisfactorily complete 3 credits in each of three terms in residence (except summer sessions, when 6 credits must be earned) and (b) be ineligible for academic probation or disqualification
3. Academic probation *may* be canceled when (a) errors in the preceding term's record are corrected or (b) incompletes are removed within three weeks of the beginning of the immediately following term and when (c) changes resulting from (a) or (b) raise the academic record above probationary levels

Academic Disqualification

A student on academic probation may be academically disqualified whenever any of the following conditions exists:

1. Earning the following number of credits of unsatisfactory UO grades (D, F, N) in relation to the cumulative UO credits earned:

Total UO Credits of Unsatisfactory	Cumulative UO Credits
15	0-44
21	45-89
27	90-134
28	135+

2. Earning 6 or more credits of D, F, N, or any combination of these during the current term
3. Passing (A, B, C, P) less than 75 percent of the course work attempted (graded A, B, C, D, P, F, N or marked I, Y)
4. For a student with junior classification or above, passing (A, B, C, P) less than 80 percent of the course work completed (A, B, C, D, P, F, N)
5. Determination by the Scholastic Review Committee 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

Exceptions to Academic Regulations

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

Time Schedule and Handbook

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

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

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

Registering for Classes

Registration

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

Freshman Preregistration

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

Reenrollment

Students planning to register in a term of the regular academic year after an absence of a term or more must notify the Office of Admissions and Records by filing a reenrollment card several weeks before registration to allow time for the preparation of registration materials.

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

Summer Session

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

Transcripts

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

Concurrent Enrollment

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

Alternate Ways to Earn Credit

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

Advanced Placement

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

College-Level Examination Program

For some courses, departments have authorized the use of subject examinations prepared by the College-Level Examination Program (CLEP). Examinations are available, for example, in American history, principles of economics, calculus, and biology. Students who have not completed their sophomore year (fewer than 90 credits) may also take CLEP general examinations in the humanities, sciences, and social sciences. A score of 500 or better on each general examination earns 9 credits toward graduation and may fulfill a portion of the group requirements for the bachelor's degree.

The University will accept for transfer credit, upon admission to the University, the successful completion of CLEP subject and general examinations by students.

Credit by Examination

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

1. The student's petition to the Academic Requirements Committee (available through 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 $40.00 per course.
4. The student is allowed only one opportunity to qualify for credit by examination in any given course.
5. The student may request that the credit be recorded as a pass (P = satisfactory) or graded A, B, C, D, consistent with options listed in the *Time Schedule of Classes.*
6. Credit by examination may not be counted toward the satisfaction of the residency requirement or the requirement of 45 graded credits at the University of Oregon. The grading option for credit by examination is on the basis of the course listing in the *Time 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 Project, or Colloquium (198), Special Studies (199), courses numbered 50-99, 200, 399-410, first-year foreign languages, or MTH 95.
8. A student may not receive credit by examination in courses that
   a. would substantially duplicate credit already received *or*
   b. are more elementary than courses in which previous credit has been received or status has been established.
9. A student must be formally admitted and registered for classes during the term in which the examination is administered.

Community Education Program

Individuals who want to enroll for a limited number (7 or fewer credits) of regular University courses without the formality of 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. Further information on regulations governing enrollment and credit is available at the Continuation Center, 333 Oregon Hall, telephone (503) 686-5614.

Tuition and Fees

First Floor, Oregon Hall
Telephone (503) 686-3165
Sherri C. McDowell, Director, Business Affairs
D. L. Thomas, Assistant Business Manager

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 1987-88, the health service fee was $36.00, the incidental fee was $70.00, the building fee was $12.50. Each Law student paid a $54.00 health service fee, a $105.00 incidental fee, and an $18.75 building fee. The fees are subject to change for 1988-89.

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 a student is registered; medical attention at the Student Health Center at reduced rates; and use of gymnasium equipment, suits, and laundry service for Physical Education courses.

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

Tuition Schedule

Undergraduate

Tuition	Resident	Nonresident
Full-time registration (one term):		
12-21 credits	$ 518.50	$1,446.50
Part-time registration:		
1 credit	110.00	187.00
2 credits	146.00	300.00
3 credits	182.00	413.00
4 credits	218.00	526.00
5 credits	254.00	639.00
6 credits	291.00	753.00
7 credits	327.00	866.00
8 credits	369.00	988.00
9 credits	406.00	1,102.00
10 credits	443.00	1,216.00
11 credits	480.00	1,330.00
Each additional credit beyond 21	33.00	110.00

Graduate

Tuition	Resident	Nonresident
Full-time registration (one term):		
9-16 credits	$ 751.50	$1,193.50
Part-time registration:		
1 credit	147.00	196.00
2 credits	221.00	319.00
3 credits	295.00	442.00
4 credits	370.00	566.00
5 credits	444.00	689.00
6 credits	518.00	812.00
7 credits	592.00	935.00
8 credits	675.00	1,068.00
Each additional credit beyond 16	70.00	119.00
Graduate assistant (9-16 credits)	118.50	118.50

Law School

Tuition	Resident	Nonresident
Full-time registration (one semester):		
9-16 credits	$1,427.75	$2,090.75
1 credit	253.50	327.50
2 credits	398.00	546.00
3 credits	542.50	764.50
4 credits	687.00	983.00
5 credits	831.50	1,201.50
6 credits	976.00	1,420.00
7 credits	1,120.50	1,638.50
8 credits	1,278.00	1,867.00
Each additional credit beyond 16	105.00	179.00

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 usual conditions of undergraduate or graduate study, and it is payable as specified in the *Time Schedule of Classes* or other official notices during registration each term. Special fees are paid under the special conditions noted. The University's policies on student charges and refunds follow the guidelines recommended by the American Council on Education. Details of the policies are available at the Office of Business Affairs, 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 amounts listed for tuition are tentative. When this bulletin went to press, the Oregon State Board of Higher Education had not yet approved tuition levels for the 1988-90 academic years. The Board reserves the right to make changes in the tuition schedule. The final tuition schedule will appear in the fall term *Time Schedule of Classes* and other supplementary publications.

General Deposit

All students who enroll for academic credit (except Community Education Program students, staff members, and auditors) must make a general deposit of $50.00 payable at the time of registration. The deposit is required for protection of the University against loss of or damage to institutional property such as laboratory equipment, uniforms, library books, and locker keys, and against failure to pay promptly charges and assessments such as library fines, campus traffic fines, and Student Health Center charges. If at any time charges against this deposit exceed $40.00, the student may be called upon to reestablish the original amount. Refund policies are stated in the *Time Schedule of Classes* and under Tuition and Fee Refunds below. A separate $50.00 deposit is required of all residence hall tenants.

Deferred Tuition

Students who have difficulty paying tuition at the time of registration may apply *in person* for a deferred tuition loan, one-third to be paid at registration. The balance is payable in two equal installments during the term. A service charge of $6.00 is assessed.

Excluded from the deferred tuition loan are room and board, family housing rent, fines, deposits (including general deposit), program changes, and other special charges and fees.

Complete details of the deferred tuition loan program appear in the *Time Schedule of Classes.*

Community Education Program

Tuition for Community Education Program students enrolling for 7 or fewer credits is determined by the level of the courses taken. Courses accepted for graduate credit are assessed at the graduate tuition level; all others are assessed at the undergraduate level. A general deposit is not required.

Special Fees

Special fees, fines, penalties, service charges, and other additional charges for specific classes, services, or supplies not covered in the tuition fee, as well as certain fines and penalties, are set forth on a list, available in any departmental office 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: $25.00. Required of students not previously enrolled at the University of Oregon and payable when the application for admission is submitted. The fee is nonrefundable.

Auditor. Fees for students registering solely as auditors are assessed on the basis of course level. A student's academic record carries no entry of audited courses.

Fees for other students are assessed according to the Tuition Schedule.

Bicycles. Bicycle registration with the Office of Public Safety is mandatory; there is no charge for a permanent permit. Bicycle racks and ramps are provided throughout the campus, and the development of cycling paths is under way both on campus and in the community.

Copies of the complete University bicycle parking regulations and fines are available at the Office of Public Safety.

Change of Program: $8.00. Required for each course withdrawal in a student's official program.

Counseling and Testing: $10.00.

Credit by Examination: $40.00 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: $1.00-$25.00. Approved exceptions to procedural deadlines are subject to this fee.

Graduate Qualifying Examination: $1.00-$15.00. Assessed to students taking the Graduate Record Examinations (GRE) or other standard tests of ability to do graduate work.

Late Registration: $15.00. Students registering late will be charged a fee of $15.00 for the first late day plus $5.00 for each late day thereafter. Registration paid by a returned check is subject to a $10.00 charge as well as the late-registration fine to the day the check is paid. The regulation applies to both full-time and part-time students. The late-registration fee policy is on file at the Office of Business Affairs, Oregon Hall. Following are the term deadlines for registering and paying fees without penalty in 1988-89: fall 1988, September 28; winter 1989, January 9; spring 1989, March 31. 1989-90 deadlines are September 27 for fall 1989, January 10 for winter 1990, and March 30 for spring 1990.

Parking Fees. A minimal amount of parking space is available near residence halls and on city streets. Students using University parking lots must purchase and display proper parking permits. One-year student parking permits are $25.00 for automobiles and $18.00 for motorcycles. Student permits are $11.00 for summer session only. All parking fees are subject to change.

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

A city bus system connects the University with most community areas.

Reinstatement: $2.00. Assessed whenever a student is permitted to continue studies after having had registration canceled for failure to comply with University regulations.

Replacement of Certificate of Paid Tuition: $2.00.

Replacement of Photo I.D. Card: $6.00.

Returned Check: $10.00. Charge imposed on the writer of any check that is returned to the University by the bank. Exceptions are bank or University errors. If not paid within 30 days, returned checks may be subject to a fine of $100 to $500.

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

Staff: $11.00 per credit. University employees are permitted to enroll in University classes with the approval of their department head. Employees may enroll for a maximum of 10 credits. The fee is nonrefundable.

Transcripts: $5.00. The first official copy of a student's University academic record is $5.00. Each additional copy furnished at the same time is $1.00. The University reserves the right to withhold transcripts of those who have unpaid financial obligations to the institution. Debtors who are contesting their accounts should contact the Collections Department for counseling and written appeal instruction. The Collections Department is located in the Office of Business Affairs on the first floor of Oregon Hall. The mailing address is Collections Department, Office of Business Affairs, PO Box 3237, University of Oregon, Eugene OR 97403; telephone (503) 686-3215.

Tuition and Fee Refunds

In the event of complete withdrawal from the University or a reduction in course load, refunds may be granted to students in accordance with the refund schedule on file in the Office of Business Affairs, Oregon Hall. Refunds may take from four to six weeks to process. All refunds are subject to the following regulations. The University has an appeals process for students or parents contending that individual

circumstances warrant exceptions from published policy. For assistance, inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall.

1. Withdrawal or course reduction does not automatically result in a refund. Any claim for refund must be made in writing no later than the end of the following term.
2. 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 control of the student.
3. No refunds will be made for any amount less than $1.00.
4. Refunds of incidental fees and health service fees are subject to return of the Certificate of Paid Tuition and removal of the term sticker on the photo ID card.
5. In case of complete withdrawal, students who received financial aid are responsible for repayment of that aid in accordance with the University Financial Aid Repayment Policy. See *Time Schedule of Classes* for details.

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

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

If circumstances of withdrawal or course-load reduction are beyond the student's control, petitions for exception to the refund policy may be obtained from the Tuition Refund Clerk, Accounting Department, Office of Business Affairs, 119 Oregon Hall.

General Deposit Refund

The $50.00 general deposit, less any deduction for outstanding debts, is refundable in the term following the term of withdrawal if a request is made in writing to the Office of Business Affairs. Otherwise an automatic refund is made not earlier than the sixth week following the close of the academic year.

Student Financial Aid

260 Oregon Hall
Telephone (503) 686-3221
Edmond Vignoul, Director
James Gilmour, Associate Director
Elizabeth Bickford, E. Carol Richard, and Charlene Simpson, Assistant Directors
Tom Alex, Violet Johnson, and Betty Wiegner, Counselors

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 on a drop-in basis and by appointment. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday.

Attendance Costs

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

Budgets established for financial aid purposes are based on average expenses, except for tuition and fees. Some students have higher costs in one category or another. For example, students in the School of Architecture and Allied Arts, some of the science departments, and the School of Music have expenses ranging from $30.00 to $300 per year for equipment, supplies, and field trips in addition to books. Students living alone in an apartment or at the University Inn may spend more than the budgeted amount for meals and housing.

An annual general deposit of $50.00 is required to cover breakage, library fines, and other miscellaneous charges. It is payable at fall term registration. The unused portion, if any, is returned approximately six weeks following the end of the school year.

Residence hall room and board for 1987-88 ranged from $2,368 to $4,194. Cooperative housing costs were generally less than the minimum residence hall rate. Sorority and fraternity costs were somewhat higher than the minimum residence hall rate.

Health insurance is optional for United States citizens. International students are required to purchase health insurance. Coverage by the term or for a full 12-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 vacation and weekend travel; theater, movie, and athletic tickets and other entertainment; and such incidentals as laundry, toilet articles, gifts, and dining out.

Note: The figures in the following table were the tuition and fees for a full-time student in 1987-88. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education and may be increased in 1988-89 and 1989-90. See the Tuition and Fees section of this bulletin.

Student Classification	**One Term**	**Three Terms**
Undergraduate resident	$ 518.50	$1,555.50
Undergraduate nonresident	1,446.50	4,339.50
Graduate resident	751.50	2,254.50
Graduate nonresident	1,193.50	3,580.50
Graduate assistant	118.50	355.50
Law resident (semester)	1,431.50	2,863.00
Law nonresident (semester)	2,094.50	4,189.00

The expenses in the following tables are those used by the Office of Student Financial Aid to estimate a student's educational cost for the 1988-89 academic year.

Meals and Housing	**One Term**	**Three Terms**
Student commuter living with parents	$ 500.00	$1,500.00
Student living in University residence halls	855.00	2,565.00
Student living off campus	1,155.00	3,465.00

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 12 years of age who is living with the student.

Books and Supplies	**One Term**	**Three Terms**
Graduates and undergraduates	$125.00	$ 375.00
Law (semester)	265.00	530.00
Miscellaneous Personal Expenses		
Graduates and undergraduates	$390.00	$1,170.00

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

Applying for Financial Aid

Undergraduate Students

1. Complete the Financial Aid Form (FAF) and send it with the correct fee to the College Scholarship Service for analysis. FAFs are available from most financial aid offices or high school counselors.
2. Check the box on the FAF that instructs the College Scholarship Service to send copies of the FAF to the Pell Grant Program.
3. On the FAF, request that the University of Oregon receive a copy.
4. If an Oregon resident, request that the Oregon State Scholarship Commission receive the information.
5. Transfer students must supply financial aid records from all other postsecondary schools they have attended. The appropriate forms, available at any financial aid office, must be completed in part by the student and sent to each postsecondary institution previously attended. The record is completed in that school's financial aid office and returned to the University.

Graduate Students

1. Complete a Financial Aid Form (FAF) and send it with the correct fee to the College Scholarship Service for analysis.
2. On the FAF, request that the University of Oregon receive a copy.

3. Students must supply financial aid records from all other postsecondary schools they have attended. The appropriate forms, available at any financial aid office, must be completed in part by the student and sent to each postsecondary institution previously attended. The record is completed in that school's financial aid office and returned to the University.

Deadlines

To be given priority consideration for the Perkins Loan, College Work-Study Program, and Supplemental Educational Opportunity Grant for all or part of any given academic year, a copy of the Financial Aid Form and need analysis from the College Scholarship Service (and financial aid records, if any) must be in 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, the FAF must be received by the College Scholarship Service no later than February 15.

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 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 will be 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. If a student does not have this resource, an appointment should be made to discuss this financial situation with a financial aid counselor.

Assessing Financial Aid Eligibility

The University uses the method mandated 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 is designed so that students receive consistent and equitable treatment. Financial aid counselors review unique circumstances on an individual basis.

Financial aid eligibility is determined by subtracting the student's resources from the cost of education. Student resources include parents' contribution, if any, the student's own contribution, the contribution of a spouse, and other sources of financial assistance.

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

Student Contribution. The student's anticipated contribution for living and educational expenses for the academic year is based on (a) income from the previous calendar year and (b) a percentage of any assets. The calculations do not include College Work-Study funds earned while attending school. This contribution includes the following:

1. A minimum of $900 ($700 for a first-year undergraduate), or a percentage of earnings minus taxes, whichever is larger. This standard is for a dependent student.
2. For independent students with no dependents, the expected contribution is a percentage of earnings minus taxes and a standard maintenance allowance, or a minimum of $1,200, whichever is larger.
3. For independent students with dependents (this includes married couples with no children) the expected contribution is determined after making allowances to income for taxes and maintenance, based on family size and number of family members in college. Other allowances to income that may be considered are medical and dental expenses, employment expenses for a single parent or working student and spouse, and elementary and secondary school tuition.
4. Also considered income are such direct payments as social security benefits, veterans' benefits, and welfare; scholarships, grants, and loans from other sources; tuition waivers; graduate teaching fellowships; and in-kind value of services in exchange for food and housing.

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

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

Financial Aid Packages

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

Undergraduates

Pell Grants, University scholarships that are not from an academic department, and State Need Grants or Cash Awards 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 Form that a student is eligible for a Pell Grant but has not submitted a Student Aid Report to the Office of Student Financial Aid, an estimate of the amount of the Pell Grant will be included in the offer. When the Student Aid Report and any other necessary documents are filed, the financial aid package will be revised to include the actual amount of the Pell Grant.

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

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

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

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

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

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

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

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

Graduate Students

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

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

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

Guaranteed Student Loan (GSL). A suggested amount may be included in the financial aid package. The maximum amount is $7,500 a year; $54,750 combined total for undergraduate and graduate study.

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

Notification of Financial Aid

Notifications of financial aid eligibility are mailed between April 15 and May 1 to all students who have supplied the necessary information to the Office of Student Financial Aid 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. Notifications to students may be delayed pending notice of appropriations from the federal government.

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 tax forms, to verify the information on the application.

To student applicants who are not eligible, a letter is sent suggesting other sources of funds. If aid funds are depleted and assistance is no longer possible, applicants are notified by mail and informed of alternative sources of assistance.

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

An explanation of revision and appeal policies and procedures is included with the Offer of Financial Assistance. The federal regulations covering financial aid programs, the explanation of the Congressional method of determining student and family contributions, and the University policies and procedures for offering financial aid are available in the Office of Student Financial Aid. Students are welcome to review them at any time during office hours.

Students may make an appointment to discuss with a counselor either eligibility or financial aid offers, or both, by calling the Office of Student Financial Aid at (503) 686-3221.

Financial Aid Programs

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

Pell Grant Program

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

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

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

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

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

To apply for a Pell Grant students can use the Financial Aid Form or the Application for Student Financial Aid.

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

Supplemental Educational Opportunity Grant (SEOG)

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

SEOG funds are given to the University by the federal government to award to eligible students.

College Work-Study Program (CWSP)

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

The amount a student may earn is determined by eligibility for aid. Students earn an hourly wage based on the kind of work and their skills and experience. Students may work a maximum of 20 hours a week while school is in session.

Campus offices and off-campus agencies that are nonprofit and perform services in the public interest list available jobs with the Work-Study Placement Office, 1511 Agate Street. Funds are deposited with the University by the federal government to pay a portion of the student wages; the remainder is paid by the employer.

Carl D. Perkins Loan

The Perkins Loan (formerly the National Direct Student Loan) program provides long-term, low-interest loans to eligible students who are admitted to a program leading to a degree or certificate and enrolled in good standing at least half time.

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

Repayment of a Perkins Loan begins six months (nine months for new borrowers) after the student ceases to be enrolled at least half time. The minimum repayment is $30.00 a month, or $90.00 a quarter, because the University bills quarterly throughout the year. The maximum repayment period is 10 years. However, the actual amount of payments and the length of the repayment period depend upon the size of the debt. Interest on loans made on or after October 1, 1981, is charged during the repayment period at the rate of 5 percent a year on the unpaid balance.

Repayment of a Perkins Loan that is not delinquent or in default may be deferred if a borrower is enrolled at least half time in an eligible institution. A Perkins Loan made on or after October 1, 1981, may be deferred for no more than three years for any of the following borrowers:

1. A member of the U.S. Armed Forces or an officer in the U.S. Public Health Service Commissioned Corps or a person on active duty in the National Oceanic and Atmospheric Administration Corps
2. A full-time volunteer in the Peace Corps or a service determined by federal regulation to be comparable to service in the Peace Corps or under the Domestic Volunteer Service Act
3. A borrower who is temporarily totally disabled or unable to secure employment because it is necessary to provide care for a dependent who is temporarily totally disabled

The Perkins Loan may be deferred for no more than two years if the borrower is serving an internship required to begin professional service or practice.

The Perkins Loan may be deferred up to six months for parental leave and up to 12 months for mothers with preschool-age children who are just entering or reentering the work force and who earn no more than $1.00 an hour above the minimum wage.

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

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

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

Guaranteed Student Loan (GSL)

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

The University and the lending institution determine the amount the student may borrow. The maximums are $2,625 an academic year for the first two years, $4,000 an academic year for the remaining years of undergraduate study, up to a total of $17,250; $7,500 an academic year for graduates, $54,750 combined total for both undergraduate and graduate study.

Repayment begins six months following graduation or termination of at least half-time enrollment. New borrowers who are enrolled in programs beginning on or after July 1, 1988, will be charged 8 percent interest per year for the first four years of repayment and 10 percent per year on the unpaid balance beginning the fifth year of repayment. Students who have outstanding loans at 7 or 9 percent interest continue at these rates. For students who have outstanding loans made prior to January 1, 1981, the grace period continues to be nine months. For loans made on or after October 1, 1981, the minimum monthly payment is $50.00. For outstanding loans made prior to that date the minimum monthly payment is $30.00. The maximum repayment period is 10 years. However, the actual amount of payments and the length of the repayment period depend upon the size of the debt and the arrangements with the lender. The federal government pays the interest until repayment begins. Borrowers are assessed a 5 percent origination fee, to offset a portion of the federal interest contribution, in addition to a finance charge for each loan.

Deferring Repayment. Repayment of a GSL that is not in default may be deferred if the borrower is enrolled full time at an eligible institution. Further information should be obtained from the lender about deferment for

1. Active duty in the United States Armed Forces or U.S. Public Health Service
2. Volunteer service in the Peace Corps or comparable programs as designated by the Title I Domestic Volunteer Service Act of 1973
3. Active duty in the National Oceanic and Atmospheric Administration Corps
4. Teaching full time in a public or private elementary or secondary school in a teacher shortage area
5. Mothers who have preschool-age children, are just entering or reentering the work force, and do not earn more than $1.00 an hour above the minimum wage
6. Parental leave

The lender should also be consulted about deferment during a period when the borrower is temporarily totally disabled, is unemployed, or must care for a dependent who is temporarily totally disabled.

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

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

Processing these loans takes four to twelve weeks.

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

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

Independent students and parents of dependent undergraduate students may borrow a maximum of $4,000 a year or the school's estimated cost of attendance, less any other financial aid the student may receive, for an aggregate total of $20,000.

The interest on the loans is variable, based on the one-year Treasury Bill rate plus 3.75 percent, not to exceed 12 percent per annum, with the first payment to be made within 60 days of the date of disbursement. The borrower is allowed at least five, but no more than 10, years to repay and must meet the federal minimum of $600 a year. However, the actual amount of payments and length of repayment period depend upon the size of the debt and arrangements with the lender.

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

Deferring Repayment. Student borrowers may qualify for deferments of principal repayment for periods when the student borrower is in full-time study at a school participating in the program, is studying under an eligible graduate fellowship program, or is taking courses of study under an eligible rehabilitation training program for disabled individuals. Further information should be obtained from the lender about deferment for

1. Active duty in the United States Armed Forces or National Oceanic and Atmospheric Administration Corps
2. Volunteer service in the Peace Corps, VISTA, ACTION, or a comparable tax-exempt organization
3. Full-time teaching in a teacher shortage area
4. Temporary disability
5. Duty as an officer in the Commissioned Corps of the U.S. Public Health Service
6. Receiving limited earnings because of maternal care for preschool-age children
7. Parental leave

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

To apply for an SLS or PLUS loan:

Applications used by Oregon and Washington banks for the Supplemental Loan for Students and Parent Loan for Undergraduate Students are available in the Office of Student Financial Aid, and addresses for obtaining forms from other lenders are also available in that office. In addition, the University requires completion of a separate supplemental form. Borrowers are assessed a finance charge for each application. Processing these loans takes four to six weeks.

State of Oregon Cash Awards and Need Grants

Cash Awards are made to resident undergraduates who demonstrate high potential for academic success based on high school grade point averages and scores on either the Scholastic Aptitude Test or the American College Test and who are also eligible for financial aid. The award amount for the 1988-89 academic year was $780.

Need Grants are awarded to eligible undergraduate Oregon residents who have also applied for Pell Grants. Grant amounts for the 1988-89 academic year ranged from $312 to $834.

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

To apply for a Need Grant or a Cash Award:

1. Complete a Financial Aid Form and submit it with the required fee to the College Scholarship Service.
2. Include on the form the instruction that the Oregon State Scholarship Commission is to receive the information.
3. Mark the box indicating that information is to be sent to the U.S. Department of Education for determination of Pell Grant eligibility.

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

Academic Progress

Students receiving financial aid are required to maintain satisfactory academic progress toward the completion of their degree programs within a reasonable period of time as established by the University. A full-time undergraduate student must complete satisfactorily

a minimum of 12 credits a term. A full-time graduate student must complete satisfactorily a minimum of 9 credits a term (or semester, for a law student).

Students may receive financial assistance as undergraduates only as long as the cumulative number of credits attained, including any transfer credits, is less than the number normally required for the completion of the bachelor's degree (186 credits for four-year programs, 220 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 stipend, are offered to outstanding graduate students by many departments. The College of Arts and Sciences annually solicits and screens applicants for Rhodes, Marshall, and Mellon graduate fellowships.

Scholarships Awarded through the Office of Student Financial Aid

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

A single application form is used for all the scholarships in this group. Application and recommendation forms are available in the Office of Student Financial Aid. The deadline for submitting a scholarship application and other necessary documents is February 1 for the 1989-90 academic year.

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

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

Presidential Scholarships

In 1983 the University established the Presidential Scholarship Program to recognize and reward outstanding Oregon high school graduates. Candidates are nominated by their high school principals and counselors and invited to apply for the scholarships. The University Scholarship Committee selects candidates to receive $1,000 scholarships for each of their four years at the University. Selection is based on academic achievement and leadership. To retain the scholarships for four years, recipients are expected to maintain a high level of academic performance at the University.

National Merit Scholarships

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

UO Loan Fund

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

Each year the Fund has increased from interest on loans or investments of available cash. On June 30, 1987, the total Loan Fund balance was $1,225,919. 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 amount of $200 may be borrowed for 30 to 90 days. A small service charge is assessed on the loans.

Borrowers must meet the following eligibility requirements:

1. Enrolled at least half time (6 credits, undergraduate; 5 credits, graduate)
2. No other outstanding short-term loan
3. No current or past delinquent University accounts
4. No more than one previous short-term loan during the academic year

A late charge is assessed if payment is not made by the due date. Interest at 1 percent a month accrues on the unpaid balance, beginning six months after the due date.

Long-Term Loans

The University Long-Term Loan Program provides loans with graduated borrowing limits: $500 for freshmen and sophomores, $1,000 for juniors and seniors, and $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 5 percent annually on the unpaid principal balance during at least half-time enrollment. The interest accrues at 7 percent annually on the unpaid principal when the borrower terminates enrollment at the University. A late charge of $5.00 is assessed on each installment not paid by the due date. A $10.00 service charge is assessed.

Loans are repayable in 24 equal monthly installments, and the initial payment is due the first day of the fourth month after the borrower terminates enrollment. Terms of the University Long-Term Loan Program are subject to change.

Available Loans

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

Unrestricted Funds

Unrestricted funds are considered within the general Loan Fund and are disbursed according to the policies described above. The unrestricted fund balance on June 30, 1987, was $915,651.44.

Alice Wrisley and Adelaide Church
A. P. McKinley Student Loan Fund
Associated Women Students
Benjamin Reed Estate
Bruce and Emma Brundage Short-Term Loan
Carson IV 1967-68
Catherine C. Fleming Fund
Charles A. Howard
Charles C. Rikhoff, Jr. Student Loan Fund
Class of 1911
Class of 1931
Class of 1932
Class of 1933
Class of 1934
Class of 1940 Endowment
Class of 1941 Endowment Fund
Class of 1942 Endowment Fund
David Turtledove Memorial
Day Churchman Memorial Student Loan Fund
Dean's Discretionary Fund
Disadvantaged Student Fund
Elizabeth Dudley Whitten Memorial
Eugene Fortnightly Club
Eugene Women's Choral Club Loan Fund
Eulalie Crosby Barnett Loan Fund
George C. Widmer Fund
Ida Lakin Bear Estate
Ida Stauffer Bequest
J. A. Murray Bequest
Joseph and George Widmer Fund
Lane Trust Loan Fund
Leullia Potts Estate
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. The restricted fund balance on June 30, 1987, was $310,268.03.

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 6 percent 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.

Dads' 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 Cossman Fund. Long- or short-term loans subject to the University loan rules and regulations. Interest earnings may be used for scholarships.

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

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

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

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

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

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

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

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

Indian Student Loan Fund. Maximum loan is $50.00 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 regular loan policy.

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

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

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

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

Mary E. McCornack Music Loan Fund. Regular 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 pre-medicine and who intend to specialize in internal medicine. Loans issued in accordance with University loan policy.

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

***Oregon Journal* Fund.** Long-term loans for students enrolled in the School of Journalism with a GPA of at least 2.50. Borrowers are to be recommended by the dean of the School of Journalism. No interest charges while enrolled at the University of Oregon, and no interest for two years after leaving the University. If any portion of the loan remains unpaid two years after a student leaves the University, the loan balance bears interest at the regular 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 60 days.

Phi Beta Alumnae Fund. Loans to students majoring in Music, Rhetoric and Communication, or Theater Arts.

Phi Kappa Psi Gift. Loans for Phi Kappa Psi members only with a GPA 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, $25.00-$50.00, for short periods; University loan regulations apply.

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

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

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

University of Oregon School of Law. Advance to United Student Aid Fund, which provides additional loan funds at 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.

Student Employment

Two-thirds of University of Oregon students are employed in part-time work. The information that follows is intended to help students looking for employment either on campus or in the community. The College Work-Study Program is not included here because it is limited to those students who have applied for financial aid and have been awarded work-study certification based on their financial aid eligibility.

The **Job Location and Development Program** locates and develops part-time, temporary positions for University students. The office is at 1511 Agate Street; telephone (503) 686-3214. To obtain job referral information or make an appointment to discuss specific job interests, students must show verification of University of Oregon admission or enrollment and complete a Student Employment Registration card.

The **Student Employment Office**, which is a part of the Oregon State Employment Division, helps University students, their spouses, and dependents find part-time work. No fee is charged. Students who want employment should visit this office upon arrival at the University and after determining class schedules. Openings are usually available in child care, gardening, restaurant work, and typing. Most other part-time jobs fluctuate with the general employment situation in the Eugene area. Address of the office is 1511 Agate Street; telephone (503) 686-3239.

Residence Halls. Food service and resident assistant positions for both men and women are available in the residence halls. 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, for both men and women, 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. Students wanting these positions should apply directly to University Housing, Walton Hall.

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

Physical Plant. Students, both women and men, who want custodial or grounds maintenance work should inquire at the Student Employment Office, University of Oregon.

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. Grader positions are also handled by the departments or by individual instructors.

Community Employment

Students may be able to find jobs as apartment managers and sales clerks. Employment also is available in local restaurants and taverns. There are a limited number of free-lance engagements for musicians, actors, and other entertainers. Students with the necessary skills and equipment produce a wide variety of craft items for sale at local markets, retail outlets, and specialty shops, and at periodic outdoor events.

Student Housing

Walton Hall
Telephone (503) 686-4277
Marjory A. Ramey, Director
Fred Babcock, Food Service Director
Donald Moon Lee, Associate Director
Ronald L. Tendick, Business Manager
Richard Romm, Residence Life Director
Nancy Wright, Facilities Director

University of Oregon students may choose their own living arrangements from a variety of accommodations provided by the University and the community. Students living in the residence halls and other University-owned housing are expected to adhere to regulations established by University Housing. 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 Marian 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, including units reserved for freshmen, upper-division, and graduate students. A limited number of single rooms is available. Some living areas in the University Inn are segregated by sex. Other complexes devote the living units entirely to one sex or the other, and several halls have entire floors reserved alternately for men or for women. Special-interest halls house students interested in academic pursuit, creative arts, outdoor pursuits, international studies, music, fitness, and cross-cultural programs.

Residence Hall Facilities and Services

The residence halls provide 19 meals a week, except during vacations. Common areas contain color television, table tennis, vending machines, computer terminals; basketball standards, tennis courts; coin-operated washers and free dryers, ironing boards; locked storage space for luggage; pay phones and phones for campus calls on each floor. Rooms are furnished with bed linens and pillows, carpeting, draperies, desk lamps, study chairs, wastebaskets, and, in single rooms, lounge chairs. Private phones, bunk beds, and refrigerators are available at an extra charge.

Residence Hall Costs

These charges are payable either at the beginning of the term or in two installments, the first at the beginning, the second at a fixed date during the term. Payments become delinquent after 10 calendar days. A late fine of $15.00 is assessed for delinquent payments. If fees are not paid within 15 days of the due date, University eviction and collection procedures are initiated.

Residence hall rates* for 1988-89 are listed below. Rates may be increased during 1989-90 if costs exceed present estimates.

	Multiple Room and Board	Single Room and Board
Fall	$1,117	$1,451
Winter	746	969
Spring	623	808
Total	$2,486	$3,228

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

	Economy Multiple	Economy Single	Large Single
Fall	$1,451	$1,886	$1,976
Winter	969	1,258	1,318
Spring	808	1,049	1,099
Total	$3,228	$4,193	$4,393

*Included is a $4.00 hall charge each term for social programs to be determined by the residents in each unit.

Reservations and Contracts

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

The residence hall application form must be accompanied by a $50.00 deposit. Address inquiries to

University Housing
University of Oregon
Eugene OR 97403

Cancellations. Cancellations of reservations must be received in writing at University Housing no later than September 1 for fall term, December 1 for winter term, or March 1 for spring term. For cancellations that meet these deadlines, $35.00 of the $50.00 deposit is refunded; $15.00 of the deposit is retained as a processing fee. If notification of cancellation is received after the deadlines, the entire $50.00 deposit is forfeited.

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

Rooms are available only to those who agree to room and board in a residence hall throughout the entire school year (except summer session; see 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 $1.00 a day for the remaining days in the school year; in either case, the $50.00 deposit is forfeited. Students who withdraw from the University are released from their contracts.

Refund Policy. Charges for room and board are made on a full-term basis. For students who withdraw from the residence hall and the University up to 10 days before the end of the term, any unearned room and board payments are refunded according to an established schedule available at University Housing. Board charges during an absence from Eugene of 10 or more consecutive full days are refunded at the rate of $2.00 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 Christmas vacation and spring breaks may be moved to one central unit and are charged an additional fee (Christmas, $50.00; spring, $25.00; subject to change).

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

During summer, residence hall facilities are available to married couples at the regular double room and board rate for each person. In addition, housing and food services are available to workshop and conference groups. Address inquiries to

University Housing
University of Oregon
Eugene OR 97403

Family Housing

University Apartments

University-owned apartment housing is available to married students with or without children and to single students with children.

Westmoreland, three miles from campus, consists of 406 one- and two-bedroom furnished apartments. Rent is $119 and $148 a month (subject to change) and includes water and garbage-hauling service. The apartments have electric heat and appliances. The grounds are landscaped and maintained. There is city bus service to campus. An elementary school and shopping areas are nearby.

Amazon, an older complex within walking distance of campus, has 243 unfurnished two-bedroom apartments. Rent is $124 a month (subject to change) and includes water and garbage-hauling service. Residents provide stoves and refrigerators; rental appliances are available from the University. Schools and parks are nearby. Parking at Amazon and Westmoreland is limited.

A $50.00 security deposit is required for Amazon and Westmoreland housing at the time of assignment.

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

Those applicants with a net income low enough to qualify for financial aid will be given special consideration in assignment. All assignments are made on the basis of class level, with graduate students having the first priority and undergraduates next priority. Date of applica-

tion is used to assign each priority classification. Assignment is generally possible during the school year.

Occupancy is restricted to members of an immediate family, and the following maximums are allowed in resident occupancy: one-bedroom apartments allow two adults and one child under the age of one year; two-bedroom apartments allow two adults, two children over the age of one year, and one child under the age of one year.

East Campus Housing

The University also owns more than 100 houses in a four-block area east of the campus. These units are rented by University Housing to student families according to a lottery conducted each term. Pets are permitted in most units. The rental contract is on a term basis and currently includes a $70.00 security deposit.

All rental rates are subject to change by the Oregon State Board of Higher Education; the Board reserves the right to increase charges during the 1988-89 year if actual expenses of housing operations exceed budgeted expenses. Address inquiries to

University Housing
University of Oregon
Eugene OR 97403

Affiliated Housing

Fraternities and Sororities

Information about fraternities and sororities affiliated with the University is available from the Office of Student Development, 364 Oregon Hall; telephone (503) 686-3216.

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

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

Membership selection, known as "rush," which includes house visits, is scheduled 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) 686-3701 or -3888, or call the Office of Student Development, (503) 686-3216. 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 Omicron Pi, Alpha Phi, Chi Omega, Delta Delta Delta, Delta Gamma, Delta Zeta, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, and Pi Beta Phi.

Active fraternities are Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Tau Delta, Delta Upsilon, Kappa Sigma, Lambda Chi Alpha, Phi Delta Theta, Phi Gamma Delta, Phi Kappa Psi, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, Tau Kappa Epsilon, and Theta Chi.

Off-Campus Private Housing

Through its free rent referral service, the Associated Students of the University of Oregon (ASUO) Off-Campus Housing office can help students who are interested in renting a place off campus. Listings of houses, duplexes, apartments, studios, quads, rooms and roommates, and cooperatives are posted on bulletin boards outside Suite 5 of the Erb Memorial Union (EMU). In addition to the referral service, Off-Campus Housing has available, free of charge, model rental agreements, inventory and condition reports, *Renter's Handbook*s, and a courtesy telephone. Following are a variety of off-campus housing situations to consider.

Houses and Duplexes. This type of housing is probably the most difficult to find, especially near campus. Rents range from $200 to $600, depending on number of bedrooms and proximity to campus.

Apartments. Apartments are abundant in the Eugene-Springfield area. Many are located close to campus; however, these normally have higher rental rates than those in the outlying areas. Following are average monthly rental rates for area apartments: one-bedroom, $200-275; two-bedroom, $275-400; and three-bedroom, $375 or more. Many of these apartments require nine- to 12-month leases, refundable cleaning deposits or nonrefundable fees, or security deposits. Many do not allow children or pets.

Studios and Quads. A studio is a single-room apartment with private kitchen and bath facilities. Rents for studio apartments range from $175 to $275 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 $159 to $280 a month during the 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. There is also a large number of rooms available in private homes. Shared housing costs anywhere from $110 to $250 a month. Usually, enough choices are available that a student can afford to be selective in finding a good housing situation.

Cooperatives. Although not University owned or operated, cooperative houses offer an inexpensive student living alternative because each member shares in the household and management duties. There are now six cooperatives:

The houses are Campbell Club, a coed house at 1670 Alder Street, 683-3453; Chelsea House, a coed Newman Center cooperative at 1306 E. 18th Avenue, 343-7384 or -8094; Christus House, a Christian coed living unit at 1834 Potter Street, 687-0145; Janet Smith Cooperative House, a coed house at 1790 Alder Street, 683-3777; Parr Tower, a coed residence at 1648 Alder Street, 345-9163; and Philadelphia House, a Christian men's cooperative at 1598 Orchard Street, 344-8344. All six are adjacent to the campus.

Students wanting further information about individual cooperatives should write to the houses at the above addresses, Eugene OR 97401, or call area code (503) followed by the appropriate telephone number listed above.

The Register-Guard, the *Oregon Daily Emerald,* and the *Springfield News* carry classified advertisements of rentals. The classifieds should be checked daily because the best places are rented quickly. Students may want to call realtors directly to find out about their rental units. Realtors' names, addresses, and telephone numbers are listed with the Off-Campus Housing office and in the yellow pages of the Eugene-Springfield telephone directory.

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

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

Inquire at the ASUO Off-Campus Housing office for further advice on deposits, written leases, inventory and condition reports, or any problem that may arise between student tenant and landlord. For more information call the office at (503) 686-3731, stop by Suite 5 on the ground floor of the EMU, or write to Off-Campus Housing, Erb Memorial Union, University of Oregon, Eugene OR 97403.

Academic and Career Planning

Advising

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

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

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

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

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

General Principles in Program Planning

1. To graduate in four years (12 terms), students should average 15 or 16 credits per 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 about 45 hours each 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 *Time 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. Mathematics should be started in the freshman year.
5. A foreign language, whether required 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 Honors College, and departmental orientation courses. These courses and programs should be investigated early during the first year. Freshman Interest Groups and Freshman Seminars are described in the **Academic Advising and Student Services** section of this bulletin. For information about the Honors College, see that section of this bulletin.
8. It is sound planning to design a program that combines courses demanding extensive reading, daily exercises, laboratory work, and lengthy papers.
9. Planning might also include the use of University resources for improving skills in reading, computation, note taking, test taking, and writing.

Academic Majors, Minors, and Careers

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

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

Establishing Goals

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

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

Identifying a Career

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

Enrolling in basic, introductory-level courses provides students considerable information on their performance and interests.

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

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

Gathering Career Information

Career information resources available to students include:

Career Information Center, in the Career Planning and Placement Service, with information on more than 40,000 career areas organized for easy exploration.

College to Career—Job-Finding Strategies (CPSY 199), a Special Studies course, discusses résumé writing, interview skill building, and information interviewing and job-search strategies.

Workshops and seminars, offered by the Career Planning and Placement Service and by the Office of Academic Advising and Student Services, are for students in the exploratory stages of planning or in the final stages of preparation for work or graduate school.

Employer presentations are scheduled throughout the year. Representatives describe

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, health, and at least half of group or cluster requirements. **Decide** on a major by the middle of your sophomore year, seek assistance as needed from Office of Academic Advising and Student Services. Please note that some majors require more than two and one-half years of planned study. **Consider** taking some upper-division (300- and 400-level) course work during your sophomore year. **Pick up** a free copy of *Focus Your Education* in 244 Hendricks Hall or 164 Oregon Hall. **Pick up** a transcript and progress report, prepared by the Office of the Registrar, in your major department (fall term, sophomores).	**Obtain** information about careers through career planning seminars, workshops, career alternatives class, and employer presentations. **Discuss** career options with your major adviser and other faculty members. **Examine** career information related to your major by using career information resources at the Career Planning and Placement Service. **Talk** to family and friends about their professions and how they entered them. **Enroll** in Special Studies: Career-Life Planning (CPSY 199). **Apply** for summer work related to your 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 your major department (fall term). **Consult** with your departmental adviser on progress in your 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—Job-Finding Strategies (CPSY 199). **Arrange** an internship or practicum through your major department, the Career Planning and Placement Service, or a professional organization. **Interview** individuals doing work of interest to you and talk with your instructors. **Begin** developing job search, résumé writing, and interview skills. **Apply** for summer work related to your 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 Career Faire held early each fall term.
Senior Year 135+ credits	**Pick up** a transcript and progress report, prepared by the Registrar's Office, in your major department (fall term). **Consult** with your departmental adviser on progress in your 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).	**Register** for Special Studies: College to Career—Job-Finding Strategies (CPSY 199) (fall or winter term). **Check** with the Career Planning and Placement Service for current job listings and the campus interview schedule. **Arrange** interviews with organizations scheduled for Career Planning and Placement Service visits. **Design and begin** job search. **Visit** the Career Faire held early each fall term.

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

Testing Career Decisions

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

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

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

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

Placement Services

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

College of Arts and Sciences

114 Friendly Hall
Telephone (503) 686-3902
Donald R. Van Houten, Dean
Marianne S. Nicols, Associate Dean for Fiscal Affairs
Richard L. Stein, Associate Dean for Undergraduate Studies
Theodore W. Palmer, Associate Dean for Academic Personnel
Jane M. Scheidecker, Associate Dean for Development

The College of Arts and Sciences is a central academic division of the University of Oregon. It enrolls a majority of UO students and provides the nucleus of basic courses in a wide variety of programs, ranging from traditional liberal arts to professional and preprofessional study. 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. As President Paul Olum has commented, this strong liberal arts core represents "the strength and excellence of the University of Oregon."

Liberal Education

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

With all this in mind, the College of Arts and Sciences urges students, in close consultation with their advisers, to develop academic programs that maintain a balance between general preparation and more specific personal career goals. Careful consideration is required in choosing courses to satisfy the University's general education group requirements and in choosing those 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, Geography, Geological Sciences, Germanic Languages and Literatures, History, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Religious Studies, Romance Languages, Russian, Sociology, and Speech.

The College supports numerous interdisciplinary and special programs: American Studies, Arts and Letters, Asian Studies, Australian Studies, Canadian Studies, Comparative Literature, Environmental Studies, Folklore and Ethnic Studies, Humanities, International Studies, General Science, Latin American Studies, Medieval Studies, Neuroscience, Peace Studies, Russian and East European Studies, Statistics, and Women's Studies.

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

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

Journals

The College of Arts and Sciences cooperates in the publication of two distinguished journals at the University. *Comparative Literature* provides a 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, and especially from the Northwest. It has been published three times a year for the past 30 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 upon a major or even the general direction of their future academic work. Such students—officially termed Arts and Sciences premajors—are assigned academic advisers through the Office of Academic Advising and Student Services, which also assigns them to special advisers from various departments in the College of Arts and Sciences.

Sample Programs

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

Sample Programs: Arts and Sciences

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

The B.A. degree requires proficiency in a foreign language and 36 credits in language and literature. The B.S. degree requires 36 credits in science or social science and proficiency in mathematics.

Bachelor of Arts in an Arts and Letters Discipline

	Fall	Winter	Spring	Remarks
Freshman Year	English Composition (WR 121) Foreign language A&L cluster course SS cluster course Electives in mathematics, computer science, or science	Health requirement Foreign language A&L cluster course SS cluster course Electives in mathematics, computer science, or science	English Composition (WR 122) Foreign language A&L cluster course SS cluster course Electives in mathematics, computer science, or science	First-year or higher Look for interrelated clusters, e.g., World Literature (ENG 107, 108, 109) and History of Western Civilization HST (101, 102, 103). Possibly group satisfying
Sophomore Year	Foreign language S cluster course SS course Elective	Foreign language S cluster course SS course Elective	Foreign language S cluster course SS course Elective	Second-year or higher Choose some courses to help select a major

Bachelor of Science in a Social Science Discipline

Freshman Year	English Composition (WR 121) SS cluster course Mathematics or computer science A&L cluster course Elective	Health requirement SS cluster course Mathematics or computer science A&L cluster course Elective	English Composition (WR 122) SS cluster course Mathematics or computer science A&L cluster course Elective	Group-satisfying courses, e.g., the cluster Calculus for the Nonphysical Sciences (MTH 207, 208) and Probability and Statistics with Calculus (MTH 209) May be group satisfying
Sophomore Year	SS course S cluster course A&L course Elective	SS course S cluster course A&L course Elective	SS course S cluster course A&L course Elective	Choose some courses to help select a major

Bachelor of Science in a Science Discipline

Freshman Year	English Composition (WR 121) Calculus (MTH 201) S cluster course plus appropriate laboratory SS cluster course Elective	English Composition (WR 122) Calculus (MTH 202) S cluster course plus appropriate laboratory SS cluster course Elective	Health requirement Calculus (MTH 203) or Probability and Statistics with Calculus (MTH 209) S cluster course plus appropriate laboratory SS cluster course Elective	A&L group-satisfying courses or a foreign language
Sophomore Year	Additional mathematics or computer science S group-satisfying course A&L cluster course SS group-satisfying course Elective	Additional mathematics or computer science S group-satisfying course A&L cluster course SS group-satisfying course Elective	Additional mathematics or computer science S group-satisfying course A&L cluster course SS group-satisfying course Elective	Choose some courses to help select a major

Sample Programs: Professional Schools and Colleges

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

The B.A. degree requires proficiency in a foreign language and 36 credits in language and literature. The B.S. degree requires 36 credits in science or social science and proficiency in mathematics.

Possible Business Majors: Bachelor of Science

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

	Fall	Winter	Spring	Remarks
Freshman Year	English Composition (WR 121)	Health requirement	English Composition (WR 122)	
	Mathematics	Mathematics	Mathematics	College Algebra (MTH 101), Calculus for the Nonphysical Sciences (MTH 207, 208), Probability and Statistics with Calculus (MTH 209), beginning at appropriate level
	SS group-satisfying course	SS group-satisfying course	SS group-satisfying course	Sociology, psychology, or anthropology
	A&L cluster course	A&L cluster course	A&L cluster course	
	Fundamentals of Management (MGMT 201) or Environment of Business (BE 125)	Fundamentals of Speech Communication (RHCM 121) or Fundamentals of Public Speaking (RHCM 122)	Elective	
Sophomore Year	Mathematics	Mathematics or Introduction to Business Information Processing (CIS 131)	Mathematics or CIS 131	MTH 101, 207, 208, 209, beginning at appropriate level
	Introduction to Economic Analysis: Microeconomics (EC 201)	Introduction to Economic Analysis: Macroeconomics (EC 202)		
	Introduction to Law (BE 226)	Introduction to Accounting (ACTG 221)	Managerial Accounting (ACTG 260)	
	A&L group-satisfying course	A&L group-satisfying course	A&L group-satisfying course	
	S group-satisfying course	S group-satisfying course	S group-satisfying course	

Possible Journalism Majors: Bachelor of Arts or Science

Freshman Year	English Composition (WR 121)	Health requirement	English Composition (WR 122)	
	Mathematics or foreign language or both	Mathematics or foreign language or both	Mathematics or foreign language or both	College Algebra (MTH 101) recommended prior to EC 201
	Literature	Literature	Literature	A&L cluster
	History	History	History	Possible cluster. Three history courses required in Journalism premajor
	Elective	Elective	Introduction to Economic Analysis: Microeconomics (EC 201)	Electives are for students taking either a foreign language or mathematics, not both. See **Journalism** section of this bulletin
Sophomore Year	Literature	Literature	Literature	Six literature courses required in Journalism premajor
	Introduction to Economic Analysis: Macroeconomics (EC 202)	Economics elective	Elective	Three economics courses required in Journalism premajor
	Mathematics or foreign language or both	Mathematics or foreign language or both	Mathematics or foreign language or both	
	Grammar for Journalists (J 250)	Elective	Elective	E.g., The Mass Media and Society (J 224), Production for Publication (J 321), Principles of Advertising (J 341)
	S group-satisfying course	S group-satisfying course	S group-satisfying course	May be a cluster

Architecture and Allied Arts: Bachelor's Degrees

The School of Architecture and Allied Arts (AAA) offers opportunities for study in the history, teaching, and practice of the arts as well as professional education in architecture; interior architecture; landscape architecture; and planning, public policy and management. Each AAA department has a distinctive character. Nonmajors are encouraged to enroll in the following courses: Survey of the Visual Arts (ARH 201, 202, 203); History of Western Art (ARH 204, 205, 206); History of Oriental Art (ARH 207, 208, 209); Drawing (ART 291), Basic Design (ART 295), Drawing and Modeling (ART 297); Ceramics (ARTC 255); Jewelry and Metalsmithing (ARTJ 257); Painting (ARTP 290); Water Color (ART 292); Elementary Sculpture (ARTS 293); Weaving (ARTW 256); Survey of Interior Design (IARC 204); Introduction to Landscape Architecture (LA 225).

All Architecture and Allied Arts departments recommend a studio art course such as Drawing (ART 291) and at least one 200-level sequence in art history. Professional school degrees require three group-satisfying courses in each group—arts and letters (A&L), social science (SS), and science (S)—and an additional three courses in any one group or combination of groups. The 12 total courses must include two clusters in different groups.

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

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

	Fall	Winter	Spring	Remarks
Freshman Year	English Composition (WR 121)	English Composition (WR 122)	Community Health (HES 211)	
	Survey of the Visual Arts (ARH 201)	Survey of the Visual Arts (ARH 202)	Survey of the Visual Arts (ARH 203)	A&L cluster in spatial, two-dimensional, and plastic arts
	Introduction to Landscape Architecture (LA 225)	Survey of Interior Design (IARC 204)	Elective	
	S or mathematics or computer science	S or mathematics or computer science	S or mathematics or computer science	S cluster
	Drawing (ART 291)	Basic Design (ART 295)	Drawing (ART 291)	Or other studio courses
Sophomore Year	American Government (PS 201)	Understanding Landscapes (LA 260)	Essential Considerations in Architecture (ARCH 102)	Architecture premajors take PH 201, 202, 203
	SS cluster course	SS cluster course	SS cluster course	
	Mathematics or foreign language	Mathematics or foreign language	Mathematics or foreign language	
	Water Color (ARTP 292)	Water Color (ARTP 292)	Elective	Or other fine and applied arts studio courses
	Elective	Elective	Elective	

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

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

Elementary Education: Professional Objective

Freshman and Sophomore Years	Because the Elementary Education program is being redesigned, it is not possible to provide a sample program. However, prospective elementary school teachers should note that, effective January 1988, they need to complete an academic major outside the College of Education for a B.S., or B.A. degree as one component of their preparation for public school teaching. For details and requirements, prospective teachers should consult advisers in their major departments and in the Division of Teacher Education Office of Student Services.	Freshmen and sophomores should do the following: 1. Take writing, health, and group stand-alone and cluster courses to satisfy University graduation requirements 2. Begin course work in an academic major to earn credit toward a bachelor's degree 3. Plan an ESCAPE practicum after consulting an adviser in 117 Education Building

Leisure Studies and Services: Bachelor of Arts or Science

	Fall	Winter	Spring	Remarks
Freshman Year	English Composition (WR 121)	Personal Health (HES 250)	English Composition (WR 122)	
	S course	S course	S course	Possible cluster
	A&L course	A&L course	A&L course	Possible cluster
	Leisure in Society (LSS 150)		Professional Foundations of Leisure (LSS 251) or Programming and Leading Leisure Services (LSS 270)	
	Physical education	Introduction to Sociology (SOC 201)	Psychology as a Social Science (PSY 204)	SOC 201 and PSY 204 may be part of a cluster
	Mathematics or foreign language or both	Mathematics or foreign language or both	Mathematics or foreign language or both	See LSS peer or faculty adviser
Sophomore Year	Additional A&L, SS, S to complete 36-credit requirement	Additional A&L, SS, S to complete 36-credit requirement	Additional A&L, SS, S to complete 36-credit requirement	
	Fundamentals of Small-Group Communication (RHCM 123)			Any term
	Professional Foundations of Leisure (LSS 251) or Programming and Leisure Services (LSS 270)	LSS elective	LSS elective	
	Mathematics or foreign language or both	Mathematics or foreign language or both	Mathematics or foreign language or both	
	Electives	Electives	Electives	At least 32 credits

Physical Education: Bachelor of Science

	Fall	Winter	Spring	Remarks
Freshman Year	English Composition (WR 121)	English Composition (WR 122 or 123)	A&L course	University requirements
	Professional Activities: Fundamentals of Movement (PEP 194)	Professional Activities: Aquatic Foundations (PEP 194)	Professional Activities: Dance Heritage (PEP 194)	Major requirements
	General Biology with laboratory (BI 201 and 207)	General Biology with laboratory (BI 202 and 208)	General Biology with laboratory (BI 203 and 209)	Some programs require General Chemistry rather then General Biology, some require either sequence, and some require both sequences; see adviser
	Mathematics	Mathematics	Mathematics	Requirement for B.S.
	SS cluster course	SS cluster course	SS cluster course	Several program options require a psychology cluster
Sophomore	Professional Activities: Conditioning (PEP 294)	Professional Activities elective	Professional Activities elective	Major requirement: see adviser
	Biology requirement	Biology requirement		See adviser
	S electives	S electives	S electives	To meet 36-credit science field requirement
	Specific PEP courses	Specific PEP courses	Specific PEP courses	See adviser

American Studies

406 Prince Lucien Campbell Hall
Telephone (503) 686-3963
Sam B. Girgus, Program Director

American Studies Advisory Council

Paul B. Armstrong, English
Richard Maxwell Brown, History
Edwin L. Coleman II, English
C. H. Edson, Educational Policy and Management
Sonja K. Foss, Speech
Sam B. Girgus, English
Marion Sherman Goldman, Sociology
Kenneth I. Helphand, Landscape Architecture
Lauren J. Kessler, Journalism
James R. Klonoski, Political Science
Glen A. Love, English
Daniel A. Pope, History
Leland M. Roth, Art History
Sharon R. Sherman, English and Religious Studies
Robert E. Smith, Economics
Alvin W. Urquhart, Geography

The American Studies Program is an interdisciplinary bachelor's degree program built around a core course sequence that is team taught by faculty members in the arts, humanities, and social sciences. Complementing this core are courses taught by participating faculty members in the College of Arts and Sciences (Anthropology, English, Folklore and Ethnic Studies, Geography, History, Political Science, Romance Languages, Sociology, Speech), the School of Architecture and Allied Arts (Architecture, Art History, Landscape Architecture), the College of Education (Educational Policy and Management), the College of Human Development and Performance (Dance), the School of Journalism, the School of Law, and the School of Music. Through this interdisciplinary approach, students can build a flexible program of study designed to help them understand the complexities of American culture and discover how America has become what it is today.

Undergraduate Studies

In consultation with an American Studies adviser, students majoring in American Studies plan an individualized program leading to the bachelor of arts (B.A.) degree. The program must include University-required courses in health and writing and courses fulfilling group and cluster requirements, and it must meet all other requirements for the B.A. degree, including foreign language. For further information, see the Requirements for Bachelor of Arts Degree in the **Registration and Academic Policies** section of this bulletin.

Requirements for both majors and minors in American Studies are outlined below. Formal approval of each student's program—either major or minor—is granted by the American Studies Advisory Council, which oversees the American Studies Program. Council members are representative of the many disciplines of American studies. Sample programs of study appear on the American Studies advising handout, available in the American Studies office.

Major Requirements

The American Studies major requires completion of 45 credits, including 15 in American Studies Program courses and 30 from related disciplines. Program courses are an introductory core sequence, a seminar on American studies issues, and a senior thesis.

Program Courses **15 credits**

Introduction to American Studies (AMS 101, 102, 103)	9
Seminar (AMS 407)	3
Thesis (AMS 403)	3

Related Courses **30 credits**

The remaining 30 credits, 21 of which must be upper division, are to be selected from the following four areas, with a minimum of two courses from each area: arts and humanities, history, literature, and social science. In addition, six of the 10 courses must be focused on two organizational themes (three courses each). For example, a student might choose to study a historical period (e.g., the 1920s or the 19th century) and a special topic (e.g., industrialization, ethnicity, social patterns, or land use).

Minor Requirements

The minor in American Studies is suitable especially, but not exclusively, for students with majors in business or journalism and those who plan careers in law or government service. The minor requires completion of 24 credits: 9 credits (three courses) in the core AMS sequence and 15 upper-division credits in the four areas described under Major Requirements, above. Students must take at least one course in each of the four areas, and three of the five courses must focus on a common historical period or theme.

Courses from Other Departments

Listed below are courses that might be used to fulfill the 30-credit requirement for the major or the 15-credit requirement for the minor. *Note:* The lists are illustrative and include only the first term of recommended sequences.

Arts and Humanities

Architecture. Settlement Patterns (ARCH 431)

Art History. American Painting and Sculpture (ARH 354), Architecture of Urban America (ARH 379), 20th-Century Art (ARH 446), 17th-Century American Architecture (ARH 471), 18th-Century American Architecture (ARH 472), 19th-Century American Architecture (ARH 473), 20th-Century American Architecture (ARH 474)

Landscape Architecture. Contemporary American Landscape (LA 491)

Music. Special Studies: Music since 1900 (MUS 199), Introduction to 20th-Century Music (MUS 354), History of Jazz (MUS 355), Chorus: University Gospel Ensemble (MUS 197, 397)

Romance Languages. Chicano Literature (SPAN 328)

Speech. Introduction to Theater Arts II, III (TA 272, 273), History of the American Theater (TA 420), Public Discourse in the United States (RHCM 422), Freedom of Speech (RHCM 425), Background of Black Protest Rhetoric (RHCM 426), Contemporary Protest Rhetoric (RHCM 427), Film Directors and Genres (TCF 495)

History

History. History of the United States (HST 201), Afro-American History (HST 221), American Radicalism (HST 307), History of American Foreign Relations since 1941 (HST 321), History of the South (HST 370), History of Religious Life in the United States (HST 374), American Towns and Cities to 1900 (HST 375), History of the American City (HST 376), American Business History (HST 380), The United States and the Problems of the Nuclear Age (HST 387), The Era of Jacksonian Democracy (HST 457), The Era of the Civil War (HST 458), The Era of Reconstruction (HST 459), Origins of American Culture (HST 460), History of Modern American Thought and Culture (HST 461), American Social History (HST 470), American Foreign Relations (HST 473), The American West (HST 476), History of the Pacific Northwest (HST 478), American Labor Movement (HST 479), The United States in the 20th Century (HST 480), Colonial America: 17th and 18th Centuries (HST 485), American Economic History (HST 487)

Literature

English. Introduction to Afro-American Literature (ENG 151), Introduction to Native American Literature (ENG 240), American Detective Fiction (ENG 244), Introduction to Folklore and Myth (ENG 250), Survey of American Literature (ENG 253), Afro-American Prose (ENG 310), Afro-American Poetry (ENG 311), Afro-American Drama (ENG 312), American Satire (ENG 324), Literature of the Northwest (ENG 325), Western American Literature (ENG 326), American Novel (ENG 391), American Folklore (ENG 419), Film and Folklore (ENG 446), American Popular Literature and Culture (ENG 447), Black Folklore (ENG 448), American Literature before 1900 (ENG 477), Major American Writers (ENG 481), Contemporary American Literature (ENG 496)

Social Science

Anthropology. Oregon Native Americans (ANTH 230), Native North Americans (ANTH 417), North American Prehistory (ANTH 461)

Educational Policy and Management. History of American Education (EDPM 441), Educational History of American Women (EDPM 472), History of Higher Education (EDPM 595)

Folklore and Ethnic Studies. Introduction to Ethnicity and Ethnic Communities (ES 101, 102), Ethnic Groups and the American Experience (ES 103), Scandinavian Minorities in America (ES 310), Introduction to the Asian-American Experience (ES 315), Problems and Issues in the Native American Community (ES 320)

Geography. Geography of Oregon (GEOG 206), Geography of the United States (GEOG 207), Environmental Alteration (GEOG 370), Political Geography (GEOG 433), Urban Geography (GEOG 435), Geographic Landscapes (GEOG 437), Ethnic Geography (GEOG 439), Eastern North America (GEOG 467), Western North America (GEOG 468)

Journalism. Mass Media Law (J 485), History of Mass Media (J 487)

Law. Seminar: American Legal Biography (L 507), Constitutional Law I (L 543)

Political Science. Problems in American Politics (PS 104), U.S. at the Crossroads (PS 106), American Government (PS 201), State and Local Government (PS 203), United States Foreign Policy (PS 325), Problems in American Political Economic Development (PS 341), Mass Media and American Politics (PS 349), Political Parties in the U.S. (PS 414), Comparative Political Parties (PS 415), Urban Politics (PS 438), Elections and Opinions (PS 452), The American Presidency (PS 467), Congress (PS 468), The Supreme Court in America (PS 484), Civil Rights and Civil Liberties (PS 485)

Sociology. Communities, Population, and Resources (SOC 210), Race, Class, and Ethnic Groups in America (SOC 212), Organizations and Occupations (SOC 213), Introduction to the Sociology of Women (SOC 216), American Society (SOC 301), Seminar: The American People (SOC 407), Social Demography (SOC 415), The Urban Community (SOC 443), Industrial Sociology (SOC 447), Women and Work (SOC 449), Sociology of Religion (SOC 461)

Graduate Studies

At the graduate level, American Studies is an interdisciplinary field supported by faculty members from humanities, social sciences, and arts. A degree with a specialization in American Studies is available through the Department of English, or a tailored plan of study can be arranged through the Interdisciplinary Studies: Individualized Program (IS:IP) offered by the Graduate School. Each individual program can be designed to integrate and synthesize disciplines in American culture studies, promoting the student's academic, intellectual, and professional advancement in the areas of critical cultural studies, communications and journalism, education, the law and business relations, and social and community service.

American Studies Courses (AMS)

Lower Division

101, 102, 103 Introduction to American Studies (3,3,3) Exploration of various topics in American studies. **101:** individualism—Puritanism, ethnicity, race, heroes, the West. **102:** community—regionalism, the South, urbanization, politics, religion, class. **103:** enculturation—childhood, youth, family, women, schooling, work, aging.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-5R)

403 Thesis (3R) Independent research and writing of American Studies senior thesis supervised by faculty adviser. Prereq: AMS 101, 102, 103, 407.

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

407 Seminar: [Term Subject] (3R) Integration of American Studies in a senior seminar to be taken after completion of most other course work for American Studies major.

410 (M) Experimental Course: [Term Subject] (1-4R)

Anthropology

308 Condon Hall
Telephone (503) 686-5102
Philip D. Young, 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, Associate Professor (Pacific archaeology, Old World prehistory). B.A., 1966, Wyoming; Ph.D., 1973, Tulane. (1976)

Aletta A. Biersack, Assistant Professor (symbolic anthropology, New Guinea). B.A., 1965, M.A., 1969, 1972, Ph.D., 1980, Michigan. On leave 1988-89. (1982)

Richard P. Chaney, Associate Professor (cross-cultural methods). B.A., 1963, Ph.D., 1971, Indiana. (1968)

Vernon R. Dorjahn, Professor (cultural anthropology, Africa). B.S., 1950, Northwestern; M.A., 1951, Wisconsin; Ph.D., 1954, Northwestern. (1957)

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

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

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

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

Ann G. Simonds, Assistant Professor (cultural anthropology, history of anthropological theory). B.A., 1959, Ph.D., 1964, California, Berkeley. (1970)

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

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

Courtesy

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

Emeriti

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

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

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

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

Undergraduate Studies

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

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

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

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

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

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

Bachelor's Degree Requirements

The Department offers work leading to the bachelor of arts (B.A.) and the bachelor of science (B.S.). Major requirements are the same for both. Differences between the two degrees are explained under Requirements for Bachelor of Arts and Bachelor of Science in the Registration and Academic Policies section of this bulletin.

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

Major Requirements

1. 9 credits in introductory anthropology (100-299 level; ANTH 199 does not qualify)
2. 9 credits in physical anthropology at the 300-499 level
3. 9 credits in cultural anthropology at the 300-499 level
4. 9 credits in prehistory at the 300-499 level (ANTH 408, 464, 465, 466, and 467 do not qualify)
5. Three elective courses (at least 9 credits) at the 300-499 level

Of the 45 credits required in Anthropology, 36

must be graded. No more than 6 credits with the grade of D may be counted. To ensure a broad liberal education, the Department strongly recommends that students limit their undergraduate work in Anthropology to a maximum of 51 credits. Students planning to do graduate work are advised, but not required, to complete two years of one or more foreign languages. Preparation in statistics and computer science is also desirable.

Sample Program
Major requirements may be met by the following schedule:

Freshman Year: Three courses in introductory anthropology, chosen from ANTH 107, 110, 111, 112, 113, 120, 121, 208, 210, 211, 215, 223, 230 (in any combination or order)

Sophomore Year: No prescribed Anthropology courses; choose electives among ANTH 208, 210, 211, 215, 223, 230

Junior Year: 9 credits in cultural anthropology, ANTH 301, 302, 303, or ANTH 310, 347, 420, 445, 446, 448, or area sequences; 9 credits in physical anthropology, chosen from ANTH 320, 321, 322, 323, 324, 333, 375, 470, 474, 475, 476, 477, 478, 479

Senior Year: Three courses in prehistory, chosen from ANTH 350, 360, 411, 412, 413, 461, 462, 463 (in any combination or order); three optional courses (at least 9 credits) at the 300-499 level

Honors

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

Approval for graduation with honors is granted to a student who

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

Minor Requirements

The minor in Anthropology is intended to complement the student's major. It can be individually tailored to student needs, in consultation with an Anthropology adviser, within the following guidelines.

The following credits are required:

1. 6 credits in introductory anthropology at the 100-299 level. Special Studies (ANTH 199) does not qualify
2. 18 credits in upper-division courses (300-499 level) in archaeology, physical anthropology, or sociocultural anthropology

Of the 24 credits required in Anthropology, 18 must be graded; no more than 3 credits with the grade of D may be counted.

Secondary School Teaching

The Department offers work for preparation to teach the social studies in public secondary schools. For specific information, students should consult the departmental adviser for teacher education and the staff in the Teacher Education Office of Student Services.

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 Research Methods (ANTH 520) during the first year of graduate study.

Master's Degree Requirements

Each master's degree requires a minimum of 45 credits of graduate work, of which at least 30 must be in Anthropology, and the successful completion of special courses, or in some cases a special examination, in each of the four subfields of anthropology mentioned above. A master's degree paper is required, but a thesis is not.

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

There are no absolute requirements for admission to the master's degree program. A bachelor's degree in Anthropology is helpful but by no means required. Admission is limited, however, and preference is given to those applicants with good overall academic records and high Graduate Record Examinations (GRE) scores who have had at least a solid beginning in anthropology, who have had some foreign language training, and who can demonstrate evidence of a sincere interest in the field. It normally 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 examinations. Those who enter with a master's degree in another discipline, therefore, take the master's examinations or 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 master's examinations, course work, and research papers; a comprehensive examination covering three special fields of concentration within anthropology; and, finally, the doctoral dissertation. The dissertation should be based upon original research, which ordinarily involves field or laboratory work, and should be written in a professional and publishable style appropriate to the subfield of specialization.

For information regarding 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)

Note: Not all courses listed are offered each year. For specific and current information, consult the most recent *Time Schedule of Classes,* available at the Office of the Registrar, or inquire at the Department office.

Lower Division

107 Introduction to Archaeology (3) Archaeological evidence for the evolution of human culture. Two lectures, one discussion.

110 Introduction to Human Evolution (3) *Homo sapiens* as a living organism; biological evolution and genetics; fossil hominids. Two lectures, one discussion.

111 Evolution of Monkeys and Apes (3) Evolutionary biology of the primates: the fossil record and ecology during the age of mammals, primate anatomy, locomotor, feeding adaptations, taxonomic relations, and primate ethology.

112 Introduction to Human Sociobiology (3) Evolution of human behavior; materials drawn from primate and human ethological studies, field studies, and sociobiological analysis.

113 Evolution of Human Sexuality (3) Includes basic genetics, physiology, and behavior. Evolution of sex, of the sexes, and of the role of sex in mammal, primate, and human behavior.

120 Introduction to Cultural Anthropology (3) Organization and functioning of society and culture. Two lectures, one discussion.

121 Introduction to Language and Culture (3) Language and culture relationships and methodology.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

208 Introduction to the History of Anthropology (3) Historical development of the major anthropological theories, methods, and concepts. ANTH 120 recommended.

210 Selected Topics in Ethnology (3R) Content varies from term to term; emphasizes the comparison of cultures and the anthropological understanding of contemporary peoples. **R** with different subtitles.

211 Selected Topics in Physical Anthropology (3R) Content varies from term to term but draws from various aspects of human and primate evolution, anatomy, and ethology. **R** with instructor's consent.

215 Archaeological Analysis and Interpretation (3) Archaeological theory and analytical methods are examined in the context of prehistoric and historic data drawn from various world areas.

223 Human Adaptation (3) Individual human biological responses to environmental stresses: physiological, morphological, and behavioral adaptations to sunlight, heat and cold, high altitude, and nutritional stress. Prereq: ANTH 110 or BI 102 or BI 222 or instructor's consent.

230 Oregon Native Americans (3) Survey of native cultures of Oregon based on archaeological, ethnohistorical, and ethnological evidence. Begins with arrival of people in the New World; concludes with contemporary Native American issues.

Upper Division

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

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

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

310 Exploring Other Cultures (3R) How anthropologists study and describe human cultures. Content varies; draws on fieldwork, famous ethnographies, specific ethnographic areas and their problems, and comparative study of selected cultures. **R** when subtitle changes.

314 Women and Culture I: Politics, Production, and Power (3) Cross-cultural exploration of women's power in relation to political, economic, social, and cultural roles. Case studies from Africa, Asia, the Middle East, Europe, and America.

315 Women and Culture II: Creativity and Symbols (3) Cross-cultural exploration of the expressive and artistic realm of women's lives. Topics include life-cycle rituals, religion, healing, verbal arts, crafts, and music.

320 Human Ecology (3) Cultural and biological adaptations to environmental changes in the course of human evolution. Prereq: 3 credits in physical anthropology or biology or instructor's consent.

321 Human Evolution (3) Fossil evidence of human evolution; *Homo sapiens*' place among the primates; variability of populations of fossil hominids. Prereq: 3 credits in physical anthropology or instructor's consent.

322 Human Biological Variation (3) Genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution. Prereq: 3 credits in physical anthropology or biology or instructor's consent.

323 Laboratory in Physical Anthropology: Osteology (3) Optional laboratory for students enrolled in ANTH 320, 321, or 322. Human and nonhuman primate osteology and osteometry; fundamentals of dissection and primate anatomy.

324 Evolutionary Biology of the Primates (3) Comparative biology and anatomy of the nonhuman primates with special emphasis on evolutionary trends and adaptive complexes.

333 Food and Culture (3) Anthropological approach to the role of nutrients in human development (individual and populational); cultural determinants and populational differences; world food policy; and applied nutritional anthropology.

347 Marriage, Family, and Kinship (3) An empirical and theoretical examination of the interrelationship of kinship and the structure of society.

350 Asian and Pacific Archaeology (3) The archaeology and prehistoric cultural development of China, Japan, Southeast Asia, and the Pacific Islands through the early stages of civilization. ANTH 107 recommended.

360 Northeast Asia Prehistory (3) Cultural history of North China, Japan, Korea, and Siberia, from Palaeolithic times to the early imperial civilizations. Emphasis on functional and adaptive characteristics and ecological factors.

375 Monkey and Ape Society (3) Primate group dynamics and organization, life cycle, and socialization. Draws from field and laboratory studies of monkeys and apes. Prereq: ANTH 105 or instructor's consent.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R) P/N only

403 Thesis (Arr,R) P/N only

405 Reading and Conference: [Term Subject] (Arr,R) P/N only

406 Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Current topics are East European Culture and Society, Rural Latin America, Southeast Asian Archaeology, Symbolic Anthropology, and Women and Development in Southeast Asia.

408 (G) Field Work in Anthropology (Arr,R)

409 (G) Practicum: [Term Subject] (Arr,R) P/N only

410 (G) Experimental Course: [Term Subject] (Arr,R)

411 (G) European and African Prehistory (3) Emphasis on the Palaeolithic. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

412 (G) South and East Asian Prehistory (3) Prereq: 3 credits in archaeology or prehistory or instructor's consent.

413 (G) Near Eastern Prehistory (3) Emphasis on the development of early civilizations. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

414 (G) Race, Culture, and Sociobiology (3) Racial classifications and comparisons; the biological base of culture; attitudes toward race in human relations. Prereq: 9 credits in Anthropology or instructor's consent.

415 (G) Cultural Transmission (3) Methods of child rearing, education, and social control among primitive peoples. Prereq: 3 credits in cultural anthropology or instructor's consent.

416 (G) History of Anthropology (3) A nontheoretical study of the beginnings and specialized developments within the fields of archaeology, physical anthropology, ethnology, and linguistics. Prereq: 9 credits in Anthropology or instructor's consent.

417 (G) Native North Americans (3) Indian and Eskimo life in North America before white contact; contemporary life. Prereq: 9 credits in social science or instructor's consent.

418 (G) Native Central Americans (3) Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change. Prereq: 3 credits in cultural anthropology or instructor's consent.

419 (G) Native South Americans (3) Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change. Prereq: 3 credits in cultural anthropology or instructor's consent.

420 (G) Culture and Personality (3) Interrelation of group and individual conceptual frameworks in cross-cultural study of human behavior. Prereq: 3 credits in cultural anthropology or instructor's consent.

421 (G) Field Methods in Cultural Anthropology (3) Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Emphasizes investigator's ethical responsibilities. Primarily for students who plan fieldwork, but also provides theoretical perspectives. Prereq: 9 credits of upper-division cultural anthropology or instructor's consent.

423 (G) Peoples of the Pacific: Australian Aborigines (3) General introduction to the indigenous populations of Australia with special attention to ritual, social structure, and male-female relationships. Introductory text, ethnographies, films. Prereq: 3 credits in cultural anthropology or instructor's consent.

424 (G) Peoples of the Pacific: Melanesia (3) General introduction to the peoples of Papua New Guinea: social structure, exchange systems, ritual, male-female relationships, and processes of change with outside contact. Prereq: 3 credits in cultural anthropology or instructor's consent.

425 (G) Peoples of the Pacific: Polynesia and Micronesia (3) General introduction to the life-style of the Polynesians and Micronesians and to historical and current theoretical issues. Issue-oriented articles, monographs. Prereq: 3 credits in cultural anthropology or instructor's consent.

426 (G) Peoples of South Africa (3) United States interests in Africa; overview of African prehistory, history, geography, language, and ethnic groups. Prereq: 9 credits in social science or instructor's consent.

427 (G) Peoples of Central and East Africa (3) Culture, history, and ethnology of contemporary African peoples in central and east Africa, including Ethiopia. Prereq: 9 credits in social science or instructor's consent.

428 (G) Peoples of West Africa and the Sahara (3) Societies of the west African coast, the Sudan, and the Sahara from the 19th century to the present. Prereq: 9 credits in social science or instructor's consent.

430 (G) Jewish Folklore and Ethnology (3) Traditional expressive culture of East European Jews including narrative, proverbs, jokes, folk beliefs, rituals, holidays, food customs, music, sex roles, and immigrant folklore in the United States.

438 (G) Peoples of India (3) The emergence of traditional Indian culture and its subsequent transformation under Islamic and Western influences. Prereq: 9 credits in social science or instructor's consent.

439 (G) Peoples of East Asia (3) A survey of the Chinese cultural sphere, primarily the institutions of traditional China, with some reference to modern developments. Prereq: 9 credits in social science or instructor's consent.

440 (G) Peoples of Southeast Asia (3) Emphasis on continuity and change in the history of the area. Prereq: 9 credits in social science or instructor's consent.

444 (G) Religion and Magic of Primitives (3) Religions and magic systems of primitive peoples as reflections of their thought processes; supernatural systems in the life of primitive peoples. Prereq: 3 credits in cultural anthropology or instructor's consent.

445 (G) Folklore and Mythology of Primitives (3) Unwritten literature as an expression of the imaginative and creative thought of primitive peoples. Prereq: 3 credits in cultural anthropology or instructor's consent.

446 (G) Art among Primitives (3) Aesthetic expression among primitive peoples. Prereq: 3 credits in cultural anthropology or instructor's consent.

448 (G) Contemporary Issues in Anthropology (3) Overview of diverse presuppositions that structure various theories and methods in contemporary anthropology. Prereq: 3 credits in cultural anthropology or instructor's consent.

450 (G) Cultural Dynamics (3) Approaches to the problem of cultural changes; invention and intergroup cultural borrowing; agents and conditions promoting change; mechanics of cultural growth; and application of techniques for inducing change. Prereq: 3 credits in cultural anthropology or instructor's consent.

453 (G) Political Anthropology (3) Government in primitive societies; political innovations under colonial rule and the new nationalistic administrations in Africa and Asia. Prereq: upper-division standing in the social sciences.

454 (G) Economic Anthropology (3) Production, consumption, distribution, and exchange in primitive societies. Economic surplus, change in economic systems, and relationships between nonpecuniary economies and the world economy. Prereq: upper-division standing in the social sciences.

461 (G) North American Prehistory (3) Survey of interdisciplinary research applied to prehistoric culture and environment in North America. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

462 (G) Middle American Prehistory (3) Archaeology and prehistory of Mexico and Central America. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

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

464 (G) Scientific Aids in Archaeology (3) Research methods applied to archaeological problems. Includes dating and discovery techniques; analysis of materials, human remains, diet, and ancient technology; interdisciplinary research strategies. Prereq: 3 credits in archaeology or prehistory or instructor's consent.

465 (G) Prehistoric Technology (3) Stone-flaking techniques; manufacturing of stone artifacts; typological analysis of tools. Investigation of tool usage and microscopic analysis of wear patterns. Prereq: instructor's consent.

466 (G) Tabletop Archaeology (3) Simulated archaeological excavation, followed by preparation of descriptive and comparative reports. Prereq: 9 credits in archaeology or prehistory and instructor's consent.

467 (G) Cultural Resource Management (3) Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources. Prereq: graduate standing in Anthropology, 9 credits of upper-division archaeology or prehistory or instructor's consent.

470 (G) Human Population Genetics (3) Theoretical and mathematical models in population genetics and their applicability to human populations. Requires the use of algebra and some differential calculus; presumes an understanding of elementary genetics. Prereq: instructor's consent.

474 (G) Advanced Laboratory in Physical Anthropology (3-6) Techniques for the assessment and analysis of genetic, physiological, and anthropometric variability in living human populations. Registration for more than 3 credits requires instructor's consent. Pre- or coreq: ANTH 322.

475 (G) Primate Behavior (3) Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of the living primates; social structure and social organization of a variety of species. Prereq: ANTH 375 or instructor's consent.

476 (G) Primate Anatomy (3) Emphasis on bone-muscle relationships of the locomotor and masticatory skeleton. Comparison of living and fossil primates, including *Homo sapiens*. Prereq: ANTH 111, 324, or instructor's consent.

477 (G) Primate Systematics and Taxonomy (3) Development of taxonomy, methods and principles of evolutionary classification; numerical phenetics and taxonomic theory; primate and hominid classification. Prereq: ANTH 320, 321, or instructor's consent.

478 (G) Laboratory in Primate Anatomy (2) Optional laboratory for students enrolled in ANTH 476. Primate osteology and myology; dissection of specimens; individual projects. Two three-hour laboratories. Prereq: instructor's consent.

479 (G) Palaeoprimatology (3) The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations; locomotion, special senses, dentition. Prereq: ANTH 321 or instructor's consent.

480 (G) Paleoecology and Human Evolution (3) The relationship between ecology and comparative morphology as a basis for theories of hominid phylogeny; analysis of methods of paleoecological inference; current theories of hominid origins. Prereq: ANTH 321 or instructor's consent.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R) P/N only

506 Special Problems (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Current topics are California Prehistory, Ethnoarchaeology, Paleoanthropology of South Asia, Plateau Archaeology, and Spatial Archaeology.

509 Supervised Teaching Practicum: [Term Subject] (Arr,R) P/N only

511 Culture, Society, and the Individual (3) Concepts of culture and society as these terms are employed by anthropologists. Relationships between culture and society, culture and the individual, and society and the individual. Prereq: graduate standing in the social sciences.

512 The Beginnings of Civilization (3) The transition from food-gathering to food-producing economies and from egalitarian to state-level societies. Prereq: graduate standing in the social sciences.

513, 514 Primitive Social Organization (3,3) Particular emphasis on family, marriage, residence, descent systems, lineage organization, alliance, and analysis of kinship systems.

517 Contemporary Indians of the United States (3) Problems of land, economics, politics, and law; Indian health, education, and welfare; social problems; religion; treaties, legislation, and court decisions. Anthropologists and Indians—current studies, theoretical and applied. Prereq: graduate standing or instructor's consent.

520 Comparative Research Methods (4) Use of basic comparative research tools, particularly explicit inductive, deductive, and retroductive methods of statistical and conceptual analysis. Prereq: 3 credits in introductory statistics.

521 Functional Anatomy (3) Comparative functional studies of primates and other animals; principles of animal mechanics. Individual research projects, two three-hour laboratories. Prereq: ANTH 476 or BI 391 or BI 392 or instructor's consent.

522 Comparative Morphology and Human Evolution (3) Principles of comparative morphology and comparative anatomy of the primates. Application to the study of the primate fossils implicated in human evolution. Prereq: instructor's consent.

523 Dental Morphology and Human Evolution (3) Taxonomy, ecology, pathology, and sexual dimorphism of early hominids; comparative dental morphology. Theoretical models of dental evolution and disease. Biocultural interaction in hominid dental evolution. Prereq: instructor's consent.

526 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.

530 Cultural Ecology (3) Comparative analysis of cultural responses to environmental conditions, with implications for cultural evolution. Prereq: graduate standing in Anthropology or instructor's consent.

GEOL 541 Archaeological Geology (3) See description under Geological Sciences.

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

560 Anthropological Linguistics (5) Primarily for master's degree candidates in Anthropology. Prereq: LING 421 or equivalent and instructor's consent.

570 Basic Graduate Physical Anthropology (5) For graduate students with little or no background in physical anthropology. Introduction to the major subfields in physical anthropology; geochronology, primate classification, palaeoprimatology, palaeoanthropology, human biology and diversity, processes of evolution, and primate ethology.

575 Advanced Primate Ethology (3R) For students of primate behavior and adaptation. Emphasis on advanced work in primate studies; focus varies from term to term. Prereq: ANTH 475 or equivalent and instructor's consent.

CI 582 Anthropology and Education I (3) See description under Curriculum and Instruction.

CI 583 Anthropology and Education II (3) See description under Curriculum and Instruction.

590 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: some background in cultural anthropology.

Arts and Letters

306 Prince Lucien Campbell Hall
Telephone (503) 686-4069
Steven Shankman, Program Director

Program Committee

William Cadbury, Speech
James W. Earl, English
Emmanuel S. Hatzantonis, Romance Languages
Theodore Huters, East Asian Languages and Literatures
Mary E. Kuntz, Classics
Mavis Howe Mate, History
Grant F. McKernie, Speech
Steven Shankman, Classics and English
Richard A. Sundt, Art History

Participating Faculty

William Calin, Romance Languages
Sylvia B. Giustina, Romance Languages
Emmanuel S. Hatzantonis, Romance Languages
Mary E. Kuntz, Classics
Wolfgang A. Leppmann, Germanic Languages and Literatures
Steven Lowenstam, Classics
Leland M. Roth, Art History
Steven Shankman, Classics and English
Richard A. Sundt, Art History
Fruim Yurevich, Russian

General Information

Arts and Letters (formerly Humanities) is an interdisciplinary bachelor's degree program built around a core of literature, philosophy, and history. Its aim is to provide students with a knowledge of the ideas and institutions that form the basis of our culture. Majors in their junior year, in consultation with their advisers, choose a particular topic on which to concentrate: a chronological period, geographical area, or important theme. The Arts and Letters Program is designed to give adequate preparation for work in literature, law, government, religion, or the social sciences. It also seeks to help students develop an informed and intelligent response to problems in modern society.

Major Requirements

Both lower- and upper-division courses required for a major in Arts and Letters are listed below. Any course used to satisfy such requirements must be passed with a grade of C– or better. An upper-division course cannot be used to satisfy more than one requirement for the major in Arts and Letters.

Lower-Division Requirements. Introduction to the Humanities I, II, III (HUM 101, 102, 103)

Satisfaction of the University language requirement for the bachelor of arts (B.A.) degree

History of Western Civilization (HST 101, 102, 103) or World History (HST 110, 111, 112)

Survey of English Literature (ENG 204, 205, 206) or a comparable survey in another literature

History of Western Art (ARH 204, 205, 206) *or* History of Oriental Art (ARH 207, 208, 209) *or* Introduction to Music and Its Literature (MUS 201, 202, 203)

Upper-Division Requirements. 9 credits of history relating to the area of concentration

Three of the following Classics courses: Greek and Roman Epic (CL 301), Greek and Roman Tragedy (CL 302), Literature: Greek Philosophy (CL 303), Classical Comedy (CL 304), Latin Literature (CL 305)

History of Ancient Philosophy (PHL 301, 302, 303) *or* History of Modern Philosophy (PHL 304, 305, 306)

9 credits of upper-division Humanities (HUM) courses or other interdisciplinary courses selected in consultation with an adviser

12 additional credits in any courses related to the field of concentration

Honors Program

The honors program in Arts and Letters provides the opportunity for the student to present the area of concentration in a written thesis. The requirements for a bachelor's degree with honors are the following:

1. Satisfaction of the requirements for the major
2. A grade point average (GPA) of 3.50 in courses taken to meet the upper-division requirements of the major
3. A senior thesis of substantial quality, approved by the thesis director and at least one member of the Program committee

Courses

In addition to courses required for the major, Arts and Letters students may be interested in the following courses. See descriptions under appropriate departments.

Biology. Human Biology: The Environment (BI 108)

Classics. Classical World (CL 307, 308, 309), Classic Myths (CL 321)

History. History of Greece (HST 411), History of Rome (HST 412, 413), Cultural History from Nietzsche to Freud (HST 440)

Landscape Architecture. Landscape Perception (LA 490), Contemporary American Landscape (LA 491)

Mathematics. Mathematical Symmetry (MTH 152)

Philosophy. Philosophy in Literature (PHL 331), Introduction to Philosophy of Science (PHL 339, 340)

Speech: Theater Arts. Theater and Culture (TA 471, 472)

Asian Studies

308 Friendly Hall
Telephone (503) 686-4005
William S. Ayres, Program Chair

Program Committee Faculty

C. Melvin Aikens, Anthropology
William S. Ayres, Anthropology
Cynthia J. Brokaw, History
Scott DeLancey, Linguistics
Joseph W. Esherick, History
G. Ralph Falconeri, History
Michael B. Fishlen, Chinese
Gerald W. Fry, International Studies and Political Science
Noriko Fujii, Japanese
Katsuko T. Hotelling, University Library
Esther Jacobson, Art History
Angela Jung, Chinese
Hee-Jin Kim, Religious Studies
Stephen W. Kohl, Japanese
Richard C. Kraus, Political Science
Ellen Johnston Laing, Art History
Wendy Larson, Chinese
Glenn A. May, History
Yoko M. McClain, Japanese
David Milton, Sociology
Alan S. Wolfe, Japanese
Lucia Yang, Chinese

Undergraduate Studies

The University offers an interdisciplinary Asian Studies Program leading to the bachelor of arts (B.A.) degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, economics, geography, history, Japanese language and literature, political science, and religious studies. The program is administered by the Asian Studies Committee, composed of faculty members with Asian specializations and student representatives.

Preparation. Students planning a major in Asian Studies should include in their high school curriculum any available 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 Chinese or Japanese.

Transfer students planning to major in Asian Studies should also try to accumulate social science and language background. In particular, they should have completed as many courses applicable to the University of Oregon's general requirements for the B.A. degree as possible.

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

Major Requirements

Students majoring in Asian Studies must complete two years (30 credits) of either the Chinese or the Japanese language. 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 should significantly cover more than one Asian civilization. Thus, a student focusing on Japan should take at least 9 credits dealing, for example, with China. Students intending to pursue graduate work in Asian Studies are advised to complete requirements for a B.A. in one of the disciplines represented in the Asian Studies curriculum and to fulfill the requirements for Asian Studies.

Course Requirements

The 36 credits of Asian Studies work should be chosen as indicated below. (The order does not reflect the sequence in which courses need to be taken.)

Students should consult their advisers in planning their courses of study. One D grade is considered serious warning, and more than one is not acceptable for credit.

1. 9 credits from one of the major history sequences: East Asia in Modern Times (HST 391, 392, 393); History of China (HST 494, 495, 496); History of Japan (HST 497, 498, 499)
2. 18 credits from among the following: Asian and Pacific Archaeology (ANTH 350); Northeast Asia Prehistory (ANTH 360); Peoples of India (ANTH 438), Peoples of East Asia (ANTH 439), Peoples of Southeast Asia (ANTH 440); History of Oriental Art (ARH 207, 208, 209); Classical Chinese Thought and Literature (CHN 305), Political Tradition of Chinese Literature (CHN 306), 20th-Century Chinese Literature (CHN 307); Geography of Asia (GEOG 203); Introduction to Japanese Literature (JPN 301, 302, 303); Religions of India (R 301); Chinese Religions (R 302); Japanese Religions (R 303)
3. 9 additional credits from any of the courses in 1 or 2 above or from the following:

Anthropology. Experimental Course: Prehistory of China (ANTH 410); South and East Asian Prehistory (ANTH 412)

Architecture. Settlement Patterns (ARCH 433)

Art History. Nomadic Art and Culture of Eurasian Bronze Age (ARH 361); Chinese Art (ARH 464, 465, 466); Seminars: Early Chinese Painting, Ming Painting, Ch'ing Painting, Japanese Art, Indian Art (ARH 407)

Chinese. Chinese Composition and Conversation (CHN 330, 331, 332); Contemporary Chinese (CHN 414, 415, 416); Writers of Early 20th-Century China (CHN 420); Post-1949 Mainland Chinese Writers (CHN 421); Chinese Writers in Taiwan and Abroad (CHN 422); Literary Chinese (CHN 436, 437, 438); Structure of Chinese Language (CHN 440); Chinese Bibliography (CHN 453)

Economics. Seminar: Structure of the Japanese Economy (EC 407); Economy of China since 1949 (EC 454)

History. Foundations of East Asian Civilization (HST 290); China, Past and Present (HST 291); Japan, Past and Present (HST 292); Seminars: China, Modern Sino-Japanese Relations (HST 407); Colloquia: China, Japan (HST 408); Thought and Society in East Asia (HST 491, 492)

Japanese. Japanese Composition and Conversation (JPN 327, 328, 329); Contemporary Japanese (JPN 411, 423, 413);

Advanced Readings in Modern Japanese Literature (JPN 417, 418, 419); Literary Japanese (JPN 426, 427, 428); Japanese Poetry (JPN 433, 434, 435); Japanese Bibliography (JPN 450)

Political Science. Politics of China I (PS 342); Seminars: Chinese Foreign Policy, East Asia and World Politics (PS 407)

Religious Studies. Varieties of Eastern Meditation (R 230); Buddhism and Asian Culture (R 330, 331); Zen Buddhism (R 430); Readings in Zen Classics (R 431)

Honors

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

Southeast Asian Studies

In fall 1986 the University of Oregon launched a Southeast Asian Studies Project to enrich the breadth of its Asian Studies offerings. To facilitate exchange among their students and faculty members, the Universities of Washington and British Columbia have joined the University of Oregon in establishing the Northwest Regional Consortium for Southeast Asian Studies. Grants from the United States Department of Education, the United States Information Agency, and the Ford Foundation have allowed the development of a number of new courses on Southeast Asia. Among courses offered are the following:

Anthropology. Asian and Pacific Archaeology (ANTH 350); Seminar: Southeast Asian Health Beliefs, Practices, and Policies (ANTH 407); Experimental Courses: Southeast Asian Archaeology, Women and Development in Southeast Asia (ANTH 410); Peoples of Southeast Asia (ANTH 440)

Geography. Experimental Course: Geography of East and Southeast Asia (GEOG 410)

History. Special Studies: History of Southeast Asia, Southeast Asia: Interdisciplinary Introduction, The United States and Vietnam (HST 399)

International Studies. Seminars: Development in South and Southeast Asia, Southeast Asian Cultures and Philosophies, Southeast Asian Political Novels and Films (INTL 407)

Linguistics. Experimental Course: Tibeto-Burman Linguistics (LING 410)

In addition, both Bahasa Indonesia and Thai are being offered on an experimental basis under Special Studies (LING 199).

An interdisciplinary faculty group, with field experiences in the Philippines, Thailand, Indonesia, Burma, Laos, and Malaysia, has coordinated the curricular development.

Graduate Studies

The University offers an interdisciplinary program in Asian Studies leading to the master of arts (M.A.) degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, history, Japanese language and literature, political science, and religious studies. The program is administered by the Asian Studies Committee, composed of faculty members with Asian specializations and student representatives.

There are no specific program requirements for admission beyond having a bachelor's degree in a specific departmental discipline. It is preferred, however, that applicants have some undergraduate preparation in courses relating to Asia. Students lacking adequate Asian language or disciplinary training must take appropriate preparatory courses without graduate credit.

Prior to registration, the Asian Studies Committee assigns each student an adviser to assist in developing an individual program.

Master's Degree Requirements

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

Students choosing Option 1 must (a) complete 54 credits of graduate study, including 45 credits in Asia-related courses, (b) submit two substantial research papers on Asian topics developed in seminars or colloquia, and (c) pass a general Asian studies field examination.

Students choosing Option 2 must complete 48 credits of graduate study, including 45 credits in Asia-related courses, of which 9 are thesis credits. All courses used for fulfillment of the 45-credit requirement in Asia-related courses must be approved by the student's adviser, in consultation with the Program Committee. These courses must represent at least two major Asian cultures and three academic areas and include three seminars or colloquia. D grades are not acceptable for credit in the graduate program.

An M.A. candidate is required to demonstrate competence in Chinese or Japanese equivalent to two years of college training.

Second Master's Degree. Students enrolled in graduate programs of other departments may earn a second master's degree in Asian Studies.

Besides satisfying the degree requirements set by their departments, such students must (1) complete 30 graduate credits in approved Asia-related courses and (2) demonstrate language competence in Chinese or Japanese equivalent to two years of college training. A thesis, applying the methodology of the student's discipline to an Asian subject, is required.

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

Curriculum

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

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

Anthropology. Experimental Course: Prehistory of China (ANTH 410G), South and East Asian Prehistory (ANTH 412G), Peoples of India (ANTH 438G), Peoples of East Asia (ANTH 439G), Peoples of Southeast Asia (ANTH 440G)

Architecture. Settlement Patterns (ARCH 433G)

Art History. Seminars: Chinese Art, Early Chinese Painting, Ming Painting, Ch'ing Painting, Japanese Art, Indian Art, Himalayan Art, Eurasian Bronze Age Art (ARH 407G, 507); Chinese Art (ARH 464, 465, 466G)

Chinese. Reading and Conference (CHN 405); Seminar (CHN 407M); Contemporary Chinese (CHN 414, 415, 416M); Writers of Early 20th-Century China (CHN 420M); Post-1949 Mainland Chinese Writers (CHN 421M); Chinese Writers in Taiwan and Abroad (CHN 422M); Literary Chinese (CHN 436, 437, 438M); Structure of the Chinese Language (CHN 440M); Chinese Bibliography (CHN 453M)

Economics. Economy of China since 1949 (EC 454G)

History. Thought and Society in East Asia (HST 491, 492G); History of China (HST 494, 495, 496G); History of Japan (HST 497, 498, 499G); Seminars: Japan, Modern Sino-Japanese Relations, East Asian Historiography (HST 507); Colloquia: Imperialism in China, Feudalism in East Asia (HST 508)

Interdisciplinary Studies. Seminar: Asian Studies (IST 507), Colloquium: Asian Studies (IST 508)

Japanese. Reading and Conference (JPN 405), Seminar: Japanese Literature (JPN 407M), Contemporary Japanese (JPN 411, 412, 413M), Advanced Readings in Modern Japanese Literature (JPN 417, 418, 419M), Literary Japanese (JPN 426, 427, 428M), Japanese Poetry (JPN 433, 434, 435M), Japanese Bibliography (JPN 450M)

Political Science. Seminars: Chinese Foreign Policy, East Asia and World Politics (PS 407G)

Religious Studies. Zen Buddhism (R 430G), Readings in Zen Classics (R 431G)

Australian Studies

837 Prince Lucien Campbell Hall
Telephone (503) 686-5051 or -3211
Jack W. Bennett, Chair

Steering Committee Faculty

Jack W. Bennett, Academic Advising and Student Services
Gerald W. Fry, International Studies and Political Science
Richard G. Hildreth, Law
Gregory S. Hundley, Management
Ray E. Hull, Teacher Education
Kenneth B. Liberman, Religious Studies and Sociology
Glen A. Love, English
Kenneth H. Paul, Fine and Applied Arts
Richard G. Schlaadt, School and Community Health
Barry Spicer, Accounting
Norman D. Sundberg, Psychology
Clarence E. Thurber, International Studies
Patricia A. Wand, University Library
Wayne T. Westling, Law

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

In 1985-86 La Trobe University in Melbourne, Victoria, and the University of Oregon completed a student exchange agreement, and UO students are now able to study at La Trobe. Negotiations are under way to arrange a study opportunity in Sydney during winter term.

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

Between fall 1988 and spring 1990, 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), Peoples of the Pacific: Australian Aborigines (ANTH 423G)

Comparative Literature. Experimental Courses: Australian Literature, Frontier Women in Australia and America, Writers of the Pacific (CLIT 410G)

English. Western American Literature (ENG 326)

Geological Sciences. Mountains and Glaciers (GEOL 350), Global Stratigraphy (GEOL 526)

International Studies. Special Studies: Pacific Visions (INTL 199), Seminars: The Australian Experience, The Pacific Challenge (INTL 407G)

Journalism. International Advertising (J 443)

Linguistics. Analysis of Language Structure (LING 426G)

Management. Seminar: International Industrial Relations (MGMT 507), Problems in International Business (MGMT 545), Internship in Export Planning (MGMT 546)

School and Community Health. Advanced Health Instruction (HEP 543), World Health Problems (HEP 571)

Biology

77 Science II
Telephone (503) 686-4502
Roderick A. Capaldi, Department Head

Faculty

Andrew S. Bajer, Professor (molecular mechanisms of cell division). Ph.D., 1950, D.Sc., 1956, Cracow. (1964)

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

William E. Bradshaw, Professor (population, physiological, and geographical ecology). B.A., 1964, Princeton; M.S., 1965, Ph.D., 1969, Michigan. (1971)

Roderick A. Capaldi, Professor (membrane structure and function). B.S., 1967, London; Ph.D., 1970, York. (1973)

James T. Carlton, Assistant Professor (marine ecology and community structure). B.A., 1971, California, Berkeley; Ph.D., 1979, California, Davis. (1986)

George C. Carroll, Professor (fungal and microbial ecology). B.A., 1962, Swarthmore; Ph.D., 1966, Texas. (1967)

Richard W. Castenholz, Professor (algal and microbial ecology). B.S., 1952, Michigan; Ph.D., 1957, Washington State. (1957)

Vicki L. Chandler, Assistant Professor (molecular genetics of gene expression and transposable elements in maize). B.A., 1978, California, Berkeley; Ph.D., 1983, California, San Francisco. (1985)

Stanton A. Cook, Professor (ecology, evolution). A.B., 1951, Harvard; Ph.D., 1960, California, Berkeley. (1960)

Steven P. Courtney, Assistant Professor (behavior, evolutionary ecology, insect-host interactions). B.S., 1976, Ph.D., 1980, Durham University. (1985)

Judith S. Eisen, Assistant Professor (development and function of the nervous system). B.S., 1973, M.S., 1977, Utah State; Ph.D., 1982, Brandeis. (1985)

Russell D. Fernald, Professor (neuroethology of visual communication, development of the visual system); Director, Institute of Neuroscience. B.S., 1963, Swarthmore; Ph.D., 1968, Pennsylvania. (1976)

Peter W. Frank, Professor (population ecology). B.A., 1944, Earlham; Ph.D., 1951, Chicago. (1957)

Philip Grant, Professor (developmental biology). B.S., 1947, City College, New York; M.A., 1949, Ph.D., 1952, Columbia. (1966)

Jane Gray, Professor (paleobotany, palynology). B.A., 1951, Radcliffe; Ph.D., 1958, California, Berkeley. (1963)

I. Lorraine Heisler, Assistant Professor (evolutionary biology, behavioral ecology, quantitative genetics). B.A., 1976, Portland State; M.S., 1979, Ph.D., 1982, Chicago. (1987)

Harrison M. Howard, Senior Instructor (microscopy and scientific photography). (1965)

Charles B. Kimmel, Professor (developmental biology). B.A., 1962, Swarthmore; Ph.D., 1966, Johns Hopkins. (1969)

M. Charlene Larison, Senior Instructor; Director, Biology Advising. B.S., 1963, Washington State; M.S., 1967, Oregon. (1967)

Douglas Ry Meeks-Wagner, Assistant Professor (molecular genetic analysis of floral development). B.S., 1978, Michigan State; Ph.D., 1985, Washington (Seattle). (1988)

Frederick W. Munz, Professor (visual physiology). B.A., 1950, Pomona; M.A., 1952, Ph.D., 1958, California, Los Angeles. (1959)

Gordon J. Murphy, Senior Instructor. B.S., 1953, M.S., 1958, Oregon State. (1962)

Aaron Novick, Professor (cellular control mechanisms); Director, Institute of Molecular Biology. B.S., 1940, Ph.D., 1943, Chicago. (1959)

John H. Postlethwait, Professor (molecular genetic and endocrine regulation of development). B.S., 1966, Purdue; Ph.D., 1970, Case Western Reserve. (1971)

William Roberts, Assistant Professor (spatial localization of ion channels). B.A., 1970, Harvard; Ph.D., 1979, California, San Diego. (1989)

Paul P. Rudy, Professor (estuarine ecology, physiology of salt and water balance). B.A., 1955, M.A., 1959, Ph.D., 1966, California, Davis. (1968)

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, Assistant Professor (molecular genetics of simple eukaryotes). B.A., 1975, Reed; Ph.D., 1980, Stanford. (1985)

William R. Sistrom, Professor (bacterial physiology). A.B., 1950, Harvard; Ph.D., 1954, California, Berkeley. (1963)

George F. Sprague, Jr., Associate Professor (genetic regulatory mechanisms in yeast). B.S., 1969, North Carolina State; Ph.D., 1977, Yale. (1981)

Karen U. Sprague, Associate Professor (control of gene expression in eukaryotes). B.A., 1964, Bryn Mawr; Ph.D., 1970, Yale. (1977)

Franklin W. Stahl, American Cancer Society Research Professor of Molecular Genetics (molecular genetics). A.B., 1951, Harvard; Ph.D., 1956, Rochester. (1959)

Terry Takahashi, Assistant Professor (analysis of neural circuitry). B.S., 1975, California, Irvine; M.S., 1977, California State, Long Beach; Ph.D., 1981, State University of New York, Downstate Medical Center. (1988)

Robert C. Terwilliger, Professor (comparative physiology and biochemistry). B.A., 1962, Bowdoin; M.A., 1964, Ph.D., 1967, Boston. (1969)

Nathan J. Tublitz, Assistant Professor (neurophysiology, neuropeptides and neuronal development of insects). B.A., 1974, Reed; Ph.D., 1983, Washington (Seattle). (1986)

Daniel Udovic, Associate Professor (computers in biology); Director, Curriculum. B.A., 1970, Texas; Ph.D., 1973, Cornell. (1973)

David H. Wagner, Associate Professor (plant taxonomy, ecology, evolution of bryophytes and pteridophytes); Director and Curator, Herbarium. B.A., 1968, Puget Sound; M.S., 1974, Ph.D., 1976, Washington State. (1976)

Janis Weeks, Assistant Professor (insect neurophysiology and neurodevelopment). B.S., 1975, Massachusetts Institute of Technology; M.A., 1975, Harvard; Ph.D., 1980, California, San Diego. (1989)

Monte Westerfield, Associate Professor (development of the nervous system). A.B., 1973, Princeton; Ph.D., 1977, Duke. (1981)

James A. Weston, Professor (developmental biology). B.A., 1958, Cornell; Ph.D., 1963, Yale. (1970)

Donald E. Wimber, Professor (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 (breeding biology, distribution of birds). B.A., 1949, M.A., 1950, Syracuse. (1966)

Adjunct

Patricia Jean Harris, Adjunct Professor (fine structure and immunofluorescence studies of the cell cycle). B.S., 1954, California, Berkeley; M.S., 1958, Yale; Ph.D., 1962, California, Berkeley. (1981)

Peter M. O'Day, Adjunct Assistant Professor (biophysics of the visual system). B.A., 1970, Canisius; M.S., 1972, Maine at Orono; Ph.D., 1977, State University of New York at Albany. (1985)

Nora B. Terwilliger, Adjunct Research Associate. B.S., 1963, Vermont; M.S., 1965, Wisconsin, Madison; Ph.D., 1981, Oregon. (1972)

Special Staff

David L. Cox, Assistant Professor (comparative physiology and biochemistry), A.B., 1972, Ph.D., 1979, Washington (St. Louis). (1987)

Evelyn Searle Hess, Instructor (plant propagation and culture). B.S., 1966, Oregon. (1978)

Jeanne M. L. Selker, Assistant Professor (developmental biology of plants). B.A., 1973, Middlebury; M.A., 1976, Montana; Ph.D., 1980, Stanford. (1985)

Emeriti

Clarence W. Clancy, Professor Emeritus (developmental genetics). B.S., 1930, M.S., 1932, Illinois; Ph.D., 1940, Stanford. (1940)

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)

Robert W. Morris, Professor Emeritus (biology of fishes). A.B., 1942, Wichita State; M.S., 1948, Oregon State; Ph.D., 1954, Stanford. (1955)

Edward Novitski, Professor Emeritus (genetics of higher organisms). B.S., 1938, Purdue; Ph.D., 1942, California Institute of Technology. (1958)

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)

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

Undergraduate Studies

Modern biologists investigate a broad spectrum of questions about living organisms and life processes. Biologists study the physical and chemical basis of life, how organisms and their component parts are structured, how they function, how they interact with their environment, and how they have evolved.

In recognition of the emerging unity of the biological sciences, the Department of Biology covers all the principal areas of modern biology. Faculty members in a particular area work closely in research with each other and with students in that area. In their teaching, however, they join with colleagues from other areas to create an integrated curriculum that prepares students for later specialization.

The curriculum is designed for students entering directly from high school, transferring from a community college or university, or embarking on graduate work. In each case faculty advisers confer with the entering student to determine an appropriate course of study, based on the student's preparation and objectives. In addition to courses oriented toward a degree in Biology, the Department also offers courses intended to serve as important elements in a liberal education for majors in other areas.

Nonmajors

The Department offers a number of lower-division general-interest courses (BI 100-242) intended primarily for nonmajors. All nonmajors wanting an integrated general knowledge of biology should take BI 201-203, a cluster-satisfying survey course in general biology. This sequence is particularly recommended for students majoring in Computer and Information Science, Psychology, Physical Education, Health Education, or related programs. It is also an excellent starting point for students considering a minor in Biology.

The Department offers the following clusters for nonmajors:

1. Human Biology (either BI 102 or 112, and two of the following: BI 103, 107, 108)
2. Cells and Inheritance (either BI 112 or 102, and BI 113, 114)
3. Explaining Life's Diversity (either BI 120 or 121, and BI 122, and either BI 123 or 124)
4. Habitats (BI 141, 142, 143)
5. General Biology (BI 201-203)

These clusters have no prerequisites and courses may be taken in any order. Each course not taken as part of a cluster may be used as a stand-alone group-satisfying course.

For more information on University group requirements—both stand-alone and cluster—see Group Requirements in the Registration and Academic Policies section of this bulletin.

Majors

Preparation. Modern biology is a quantitative science. Students planning to specialize in biology should include in their high school preparation as much mathematics, chemistry, and physics as possible.

Students transferring as Biology majors following two years of college work elsewhere should have completed a year of general chemistry with laboratory, a year of college-level mathematics, a year of college physics, and a year of general biology (comparable to BI 100 and BI 110). Organic chemistry and calculus, required for the major, may also have been completed.

Careers. Career opportunities exist for graduates in biology with a variety of federal, state, and local government agencies. Work can also be found in various nonprofit organizations, private industry, teaching, or self-employment.

Holders of bachelor's degrees can qualify for positions involving inspection and testing, production and operation work, technical sales and service, and administrative duties in connection with the enforcement of government regulations. They may also obtain positions as laboratory technicians and participate in research.

Biology majors are encouraged to consult "A Guide to Career Selection and Job Finding for Biology Majors," which is on file at the Career Planning and Placement Service. Use of the resources available in Biology Advising, 73 Science II, is also recommended. To speak to an adviser, call 686-4525.

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 appropriate literature and language requirements. Information and assistance are available in Biology Advising to help students plan their programs. The specific courses required for a major in Biology are listed below.

1. General Chemistry (CH 104, 105, 106 or CH 204, 205, 206)
2. General Chemistry Laboratory (CH 107, 108, 109)
3. Mathematics, to include two terms of Calculus (MTH 201, 202)

   Note: Students planning graduate studies or a professional career in biological science should complete a full year of Calculus (MTH 201, 202, 203).
4. Because of the growing interest in the use of digital computers in modern biology, at least an elementary course in computer science, such as Problem Solving in Pascal (CIS 134), is highly recommended for all Biology majors
5. General Physics (PH 201, 202, 203)
6. Organic Chemistry (CH 331)
7. Biological Diversity (BI 100)
8. Life (BI 110)
9. Molecular Biology (BI 291), Cellular Biochemistry (BI 292), Cellular Physiology (BI 293), and their respective laboratories (BI 294, 295, 296). These courses constitute a core curriculum essential to understanding modern biology regardless of a student's area of subsequent specialization
10. Any seven of the following courses: Ecology (BI 314), Evolutionary Biology (BI 320), General Genetics (BI 323), Cell Biology (BI 328), Plant Diversity and Physiology (BI 330), Vertebrate Biology (BI 350), Animal Physiology (BI 351), Developmental Biology (BI 353), Invertebrate Biology (BI 361), Microbiology (BI 384), Molecular Genetics (BI 387), Neurobiology and Behavior (BI 390), Organic Chemistry (CH 331). These courses are prerequisites for many of the more specialized Biology courses and may lead to particular areas of concentration
11. Two additional terms of formal Biology courses (BI 410-494) of at least 3 credits each

Recommended Program. The recommended program for Biology majors begins with mathematics, general chemistry with laboratories, Biological Diversity (BI 100), and Life (BI 110) in the freshman year.

In the sophomore year, majors should take Molecular Biology (BI 291), Cellular Biochemistry (BI 292), and Cellular Physiology (BI 293) with their respective laboratories (BI 294, 295, 296), and Organic Chemistry (CH 331).

At the end of the sophomore year, every student is required to discuss his or her program with a Biology adviser in order to develop an individual program for the junior and senior years that will satisfy the major requirements. (This is referred to as the 90-hour review.) The student and adviser decide which seven courses from the list of 300-level biology electives will serve the student best and when these courses should be taken.

The seven 300-level biology electives and General Physics (PH 201, 202, 203) are taken by all majors during the junior or senior years. The two 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 on a pass/no pass (P/N) basis, at the student's option, within the general University requirement limitation of 90 P/N credits for the bachelor's degree. Students should exercise the P/N option sparingly or not at all if they plan to attend medical or dental school or to pursue a graduate degree in biology.

Biology courses taken to meet the major requirement must have been graded A, B, C, or P. Grades of D and F are unacceptable, and students with such grades should consult the head adviser to determine corrective action.

Field Study. Students are encouraged to consider attending sessions at either the Oregon Institute of Marine Biology on the coast or the Malheur Field Station in southeast Oregon to take advantage of rich opportunities for field study. Most upper-division Biology courses taken at either of these field stations may be accepted in place of certain 300-level electives or 400-level requirements.

Sample Program

A sample program for the first two years of study is shown below to provide an idea of an "average" student course load. Individual programs may vary according to each student's placement scores, interest, and course-load capacity.

Freshman Year	**49 credits**
Elementary Functions (MTH 102)	4
Calculus (MTH 201, 202)	8
General Chemistry (CH 104, 105, 106)	9
General Chemistry Laboratory (CH 107, 108, 109)	6
Biological Diversity (BI 100)	1
Life (BI 110)	3
English Composition (WR 121)	3
Social science electives	6
Arts and letters cluster	9
Sophomore Year	**49 credits**
Organic Chemistry (CH 331)	3
Calculus (MTH 203)	4
Molecular Biology (BI 291) and laboratory (BI 294)	5
Cellular Biochemistry (BI 292) and laboratory (BI 295)	5
Cellular Physiology (BI 293) and laboratory (BI 296)	5
English Composition (WR 122 or 123)	3
Social science cluster	9
Social science electives	6
Arts and letters electives	9

Cluster Requirement. New students entering the University must satisfy the cluster requirement for graduation. These students must complete a group of courses specifically designated as a cluster in each of the three areas: arts and letters, social science, and science.

Students majoring in Biology may meet the cluster requirement in science by taking General Chemistry (CH 104, 105, 106 or CH 204, 205, 206) or General Physics (PH 201, 202, 203), both of which are part of the major requirements for a bachelor's degree in Biology. Students should consult their advisers when selecting courses to meet the cluster requirements in arts and letters and in social science. For more information on University group requirements—both stand-alone and cluster—see Group Requirements in the Registration and Academic Policies section of this bulletin.

Second Bachelor's Degree. Students may obtain a second bachelor's degree in Biology after earning a bachelor's degree in another field. These students have postbaccalaureate nongraduate (G6) status. 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 on a graded basis.

Professional Students. Premedical, predental, and premedical technology students who want to major in Biology should plan to complete the Biology major requirements. Such students should consult their Biology advisers about course scheduling for the bachelor's degree program in Biology and for completion of professional school entrance requirements. See the Health Sciences, Preparatory section of this bulletin for further information regarding these requirements. Address inquiries to Adviser for Premedicine, Adviser for Premedical Technology, or Adviser for Predentistry, each care of the Department of Biology.

Although the second terms of Organic Chemistry (CH 332, 333) and Introductory Organic Laboratory (CH 337, 338) and Introductory Physics Laboratory (PH 204, 205, 206) are not required for the Biology major, they are required by most professional schools, including the Oregon Health Sciences University.

Accelerated Master's Degree Program. Professionally oriented undergraduate students interested in earning a master's degree in one year after completion of the bachelor's degree may get an early start by seeking early admission to the graduate program, planning their program of studies, and completing up to 9 graduate credits prior to the end of the senior year.

The degree requires completion of 45 graduate credits, 24 of which must be graded and 30 of which must be in Biology. A maximum of 9 graduate credits (400G level) may be transferred from work completed prior to graduation, provided these credits have not been used to satisfy any of the requirements for the bachelor's degree.

Of the 36 credits taken during the year following receipt of the bachelor's degree, a student might take 15 as five 3-credit courses at the 400G level, 9 credits of Thesis (BI 503), three 1-credit Seminar (BI 507) courses, and 9 credits of Research (BI 501). Normally, the degree focuses on one of the Department's special-interest areas, such as cell biology, ecology, molecular biology, or neuroscience.

Students planning to earn an accelerated master's degree should consult the Biology graduate adviser at the end of the junior year or early in the senior year. The graduate adviser for this program may be reached by calling the graduate secretary in the Department of Biology office.

Secondary School Teaching

The Department offers work in preparation to teach biology in public secondary schools. For information regarding requirements for the Biology endorsement, students should consult the Biology Department's adviser for teacher education in Biology Advising, 73 Science II, and the staff in the Teacher Education Office of Student Services.

Students who have not previously attended the University of Oregon, but who otherwise meet requirements for Oregon Basic or Standard certification, are required to complete one term of work on a full-time basis and two 400-level Biology courses of at least 3 credits each in order to gain Oregon certification.

Honors Program in Biology

Biology majors who have completed the core (BI 291, 292, 293) or its equivalent and have Biology grade point averages (GPAs) of 3.50 or better are eligible for admission to the honors program in Biology.

To graduate with honors in Biology, a student must have participated in the honors program and 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
3. All upper-division courses used to satisfy Biology degree requirements must be taken for a grade
4. Participation in the 1-credit honors research seminar (BI 407) for a minimum of three terms (six recommended)
5. A minimum of 9 credits of Research (BI 401) or Thesis (BI 403) or both, distributed over at least two terms. These credits should reflect work done on a laboratory, theoretical, or field-oriented research project that serves as the basis for the honors thesis. Projects that involve only library research cannot be used for an honors thesis
6. A written thesis in the format of a research paper describing a research project. The thesis must be approved by a committee consisting of the student's thesis adviser and two faculty members from the Biology honors program

For further information, contact the undergraduate secretary in the Department of Biology or see an academic adviser.

Special Opportunities for Biology Undergraduates

Students majoring in Biology may take advantage of opportunities to participate in research, attend seminars, work as a teaching assistant, or participate in a number of other related activities.

Students may become involved in research through arrangement with a member of the Biology faculty. Credit may be earned by enrolling in BI 401, 406, or 408. This enables the student to carry on research during the year under the direction of a research scientist in any of several biological fields. Students who are actively involved in biology research may also participate in the honors research seminar (BI 407). For more information, consult individual faculty members in the Department.

Students are invited to attend seminars that feature visiting as well as local scientists. They are announced by posters on the Department bulletin boards.

Students are encouraged to express ideas and offer suggestions regarding curriculum and student relations directly to 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.

The Department maintains, for student access, a file of examinations given in Biology courses during previous years. Most of these files are in Reserve and Current Periodicals at the Main Library during the term the course is offered.

Students enrolled in many Biology courses are asked to evaluate the course and the instructor

near the end of the term. Information thus collected is made available to the instructor soon after the end of the term and placed on file for possible use in future promotion and tenure deliberations.

Students majoring in Biology may assist in teaching laboratory sections of some Biology courses. Applications may be filed with the Department for the limited number of assistantships available.

Minor Requirements

The minor program in Biology:

1. Requires at least 24 Biology credits, of which at least 15 are upper division
2. Requires a minimum of 15 credits taken in residence
3. Is designed by the student in consultation with members of the Biology faculty in the student's specific area of interest
4. Is written down and filed in the Department office

All courses applied toward the minor must be passed with grades of C– or better.

Students completing the minor program in Biology are required to provide the Department office with a copy of a transcript showing courses completed prior to final approval for the minor.

Graduate Studies

The Department offers graduate work leading to the doctor of philosophy (Ph.D.) degree and to the degrees of master of arts (M.A.) and master of science (M.S.). Candidates for graduate degrees are expected to meet the equivalent of the University undergraduate major requirements before advancement to candidacy for the higher degree.

Graduate study facilities are available in most areas of biology including cell biology, development, ecology, genetics, marine biology, microbiology, molecular biology, morphology, neurobiology and behavior, physiology (comparative, general mammalian, and plant), and systematics. Detailed information regarding the graduate program, current research interests of the faculty, and physical facilities is available in the Biology Department office. Brochures describing the graduate programs in each subdiscipline are available from the Graduate Secretary, Department of Biology, University of Oregon, Eugene OR 97403.

An Accelerated Master's Degree Program is available for students wanting to complete a master's degree in the year following graduation. For information, see the Accelerated Master's Degree Program in the Department of Biology Undergraduate Studies section above.

The Department is in the process of initiating a master's degree program in imaging for the life sciences. The program will consist of core courses in biological uses of light and electron microscopy, and peripheral courses in image processing, such as photographic and video techniques, and histochemistry. Interdisciplinary studies with the physical sciences should be possible. Further information will be available as the program develops. Interested persons are encouraged to send inquiries to Imaging Program, Department of Biology, University of Oregon, Eugene OR 97403.

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 foreign students

Application and reference forms and additional information may be obtained from the Biology Department office. Completed application forms, copies of college transcripts, and letters of reference should be sent to the Department in care of the graduate secretary. Copies of official transcripts of all college work must be sent directly to the Department of Biology. Deadline for applications is February 15.

Institute of Molecular Biology

Programs of research and research instruction are available through the Institute of Molecular Biology. For further information, see Institute of Molecular Biology in the **Research** section of this bulletin, or send inquiries to the director of the Institute.

Institute of Neuroscience

Neuroscientists in the Biology, Chemistry, Physical Education and Human Movement Studies, and Psychology departments have formed an interdisciplinary program 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 further information see the **Neuroscience** section of this bulletin.

Herbarium

The University of Oregon Herbarium has more than 110,000 prepared specimens, mostly vascular plants, including about 1,000 type specimens. The Herbarium provides demonstration material for classroom use, offers identification service for the general public, and maintains facilities for research. For further information consult the curator.

Plant Biology Greenhouses

Two greenhouses, with a total space of about 4,000 square feet, contain the plant biology teaching collection and faculty and student research plants. Several controlled-environment plant-growth chambers are also available for research projects. Nonbiology classes and the general public may tour the facilities by appointment.

Oregon Institute of Marine Biology

The University operates the Oregon Institute of Marine Biology (OIMB) at Charleston, which offers programs of study during the fall and spring terms and summer session.

The Institute, on Coos Bay, offers a full program of summer study. Summer faculty members include visiting biologists from around the country as well as faculty members from the Eugene campus and Institute personnel. Students and faculty members reside on the Institute grounds in Charleston. The marine station is ideally situated for the study of marine organisms, as many different marine environments are nearby.

In the fall term a program is offered for undergraduate Biology majors and graduate students. Along with the availability of such courses as Animal Physiology (BI 351), Invertebrate Biology (BI 361), The Biology of Estuarine Systems (BI 477G), and Marine Ecology (BI 478G), there are opportunities to carry out research projects in these areas. A full seminar program on a variety of topics is also arranged.

In the spring term, the Institute offers undergraduates an interdisciplinary program, People and the Oregon Coast, which coordinates the specialized knowledge of biology, sociology, geography, landscape architecture, and urban planning. The combination of lectures and field study uses the Coos Bay region as a natural laboratory.

Detailed information and applications may be obtained from the Department of Biology on the Eugene campus or from the Director, Oregon Institute of Marine Biology, Charleston OR 97420. See also the **Research** section of this bulletin.

Malheur Field Station

The University of Oregon is also a member of the Malheur Field Station consortium. Malheur Field Station (MFS) is located in southeastern Oregon in the heart of the Great Basin desert and provides an excellent opportunity for students to study a variety of terrestrial and aquatic systems. Credits earned in courses at MFS can be included in the total credits required for a University of Oregon degree. Detailed course information and applications may be obtained from the Department of Biology.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is offered through an individualized program of the Graduate School. Graduate courses in Geography; Planning, Public Policy and Management; Biology; and Economics, among others, comprise the program.

Address inquiries to John H. Baldwin, Director, Environmental Studies Program, 156 Hendricks Hall, University of Oregon, Eugene OR 97403. See also Individualized Program: Environmental Studies, in the **Graduate School** section of this bulletin.

Biology Courses (BI)

Lower Division

The lower-division courses in Biology are designed primarily to meet general liberal arts requirements in science. Most courses in this group (BI 100-242) have no prerequisites. Detailed descriptions of these courses are available in the departmental office. ***Note:*** An extra fee may be charged for courses in which field trips are mandatory.

100 Biological Diversity (1) Introduction to living organisms and their environments and to basic biological principles through films and discussion.

102 Human Biology: Reproduction and Development (4) Intended to help nonscientists understand and appreciate biomedical information encountered in daily life. Reproduction and development in the light of modern scientific experience.

103 Human Biology: Physiology (4) Study of normal body function at the organ level, emphasizing basic physiological principles. No chemistry background required.

107 Human Biology: 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.

108 Human Biology: The Environment (3) Ecological analysis of human adaptation; factors leading to environmental degradation and possibilities for achieving balance in the ecosphere.

110 Life (3) Concepts of evolutionary biology and genetics from a historical perspective. Synthesis of concepts into framework to account for biological diversity. Prereq: BI 100 or equivalent.

112 Cells and Inheritance: Biology of Cancer (3) For nonmajors. Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; and biological basis of therapy.

113 Cells and Inheritance: Life of the Cell (3) Introductory course in cell biology for nonscientists. Explains the structure and function of the cells that compose all living things on earth. No chemistry background required.

114 Cells and Inheritance: Physical Basis of Life (4) Techniques of studies in cell biology. Structure and function of the basic cell organelles.

120 Explaining Life's Diversity: Evolution (4) Darwinian evolution; examples from modern ecology, population genetics, the fossil record. Mechanics of evolution, specialization, and extinction.

121 Explaining Life's Diversity: Ecology (3) Ecology for nonbiologists. Ecosystem concept; organismal energetics; biogeochemical cycles; succession; population growth; species interactions; species diversity. Implications for human ecosystems.

122 Explaining Life's Diversity: Plants (4) Why plants are essential for all other life. Diverse life-styles of plants. How plants work and how they have adapted to their environment.

123 Explaining Life's Diversity: Animals (4) The diverse ways that animals go about the business of living. Focus is on methods by which animals have adapted to their environment.

124 Explaining Life's Diversity: 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.

141 Habitats: Life of the Forest (4) Structure and function of forested ecosystems, emphasizing the Pacific Northwest. Interactions among trees, microorganisms, and forest animals; disturbance and recovery; forest management.

142 Habitats: Freshwater Biology (4) Environments of lakes and streams. Effects of physical and chemical factors on organisms, biological interactions, nutrient cycles, results of human activities.

143 Habitats: 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.

155 Fishes: A Resource (4) Study of fishes and the ways they have been found to be of interest to people; includes taxonomy, morphology, physiology, and natural history of fishes. Not offered 1988-90.

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.

157 Flora of Western Oregon (4) Study of the flowering plants of this region, with emphasis on identification in laboratory and field and on the characteristics of important plant families. Not offered 1988-90.

160 Biology of Common Plants (4) Biology of plants important to humans. Requirements for plant growth, plant breeding and genetics, plant morphology, plant viruses, fungal diseases, soils, systems of agriculture. Not offered 1988-90.

196 Field Studies (1-2R)

198 Laboratory Projects (1-2R)

199 Special Studies: [Term Subject] (1-3R) Topics include Bicycle Botany, Hospital Experience, Introduction to Allied Medical Careers, Medical Terminology, and Oregon High Desert.

200 Innovative Education: [Term Subject] (1-3R) P/N only

201 General Biology I: How Cells Work (3) A survey for nonmajors. Integrated investigation of the living world; how cells carry out functions of living organisms. How proteins work. How genes work. Concurrent BI 207 recommended. *Not open to students with credit for BI 291.*

202 General Biology II: How Organisms Function (3) A survey for nonmajors. How activities of different cells are integrated to produce a functioning organism. Development, physiology, and human genetics. Prereq: BI 201 or equivalent. Concurrent BI 208 recommended. *Not open to students with credit for BI 292.*

203 General Biology III: The Living World (3) A survey for nonmajors. How organisms interact with their environments and with each other; ecology, evolution, and behavior. Prereq: BI 201, 202 or equivalent. Concurrent BI 209 recommended.

207 General Biology I: Laboratory-Discussion (1) Promotes a thorough understanding of biological principles. Recommended to accompany BI 201.

208 General Biology II: Laboratory-Discussion (1) Promotes a thorough understanding of biological principles. Recommended to accompany BI 202.

209 General Biology III: Laboratory-Discussion (1) Promotes a thorough understanding of biological principles. Recommended to accompany BI 203.

242 Paleobiology and Evolution of Plants (4) Major trends in the evolution, ecology, and distribution of the world's plants through geologic time, based on the fossil record and interrelated with Earth's geologic history. Not offered 1988-90.

291 Molecular Biology (3) Fundamental biological processes of reproduction and variation at the molecular level. Structure of genic material; gene duplication, mutation, and recombination; and relationships between genes and proteins. Prereq: general chemistry; coreq: CH 331. BI 110 strongly recommended.

292 Cellular Biochemistry (3) Ways cells supply themselves with energy; chemical principles underlying the structure and behavior of proteins, especially their role as enzymes. Prereq: BI 291, CH 331.

293 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; and homeostasis. Prereq: BI 291, 292.

294 Molecular Biology Laboratory (2) Illustrates principles discussed in BI 291.

295 Cellular Biochemistry Laboratory (2) Illustrates principles discussed in BI 292.

296 Cellular Physiology Laboratory (2) Illustrates principles discussed in BI 293.

Upper Division

Note: All 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.

314 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 291, 292, 293 or instructor's consent.

320 Evolutionary Biology (3-4) 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 291, 292, 293, or instructor's consent.

321 Human Physiology I: Nerve, Muscle, Senses (3) Physiological principles as they operate in normal function. Neuronal resting and action potentials, muscle contraction, synaptic transmission, sensory transduction, special senses, neural reflexes, and central processing of information. Prereq: either BI 201, 202, 203 or one year of college chemistry and one year of college biology.

322 Human Physiology II: Homeostatic Mechanisms (3) Second term of a two-term sequence. Circulatory, respiratory, digestive, metabolic, immune, endocrine, and reproductive physiology. Prereq: BI 321.

323 General Genetics (3-4) A study of the transmission and regulation of the hereditary material in eukaryotic organisms, including sex determination, genome structure and change, and genetic regulation. Prereq: BI 291, 292, 293 or equivalents or instructor's consent. Not offered 1988-90.

328 Cell Biology (3-4) The eukaryotic cell is interpreted at the molecular level. Includes control of organelle biogenesis, cell shape, motility, cytoskeleton and cell surface, cell cycle, and protein synthesis and secretion. Prereq: BI 291, 292, 293 or instructor's consent.

330 Plant Diversity and Physiology (4) Structure, development, and physiology of the important plant phyla, including adaptations essential for colonization and survival in various aquatic and terrestrial environments. Prereq: BI 291, 292, 293 or instructor's consent.

350 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 291, 292, 293.

351 Animal Physiology (4) Elementary neurophysiology and muscle contraction. Homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals; comparison with those in other animals. Prereq: BI 291, 292, 293.

353 Developmental Biology (3-4) Topics include genetic regulation, nucleocytoplasmic interactions, organellogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Prereq: BI 291, 292, 293 or instructor's consent.

360 Coastal Biology (4) Introduction to a wide range of environments on the Oregon coast; the open ocean, rocky intertidal, sandy beach, and estuarine environments demonstrate basic biological principles through comparative study. Prereq: one year of biology core or equivalent. Limited to 12 students. *Offered at Oregon Institute of Marine Biology.*

361 Invertebrate Biology (4) Representative invertebrate groups, with emphasis on marine forms; morphology, systematics, life history, and ecology. Prereq: BI 291, 292, 293.

376 Natural History of Oregon (4) Plants and animals of Oregon; their identification and factors relating to their occurrence, distribution, and abundance. Primarily for prospective teachers planning to teach in Oregon. Offered summer session only.

381 Introduction to Bacteriology (3) Basic principles of bacteriology; role of bacteria and other microorganisms in transformations of organic matter; public health aspects, principles of epidemiology, chemotherapy, and immunology. Prereq: general chemistry.

383 Introduction to Bacteriology Laboratory (2) Basic techniques in the culturing, microscopic examination, and characterization of microorganisms. Pre- or coreq: BI 381 or instructor's consent.

384 Microbiology (3-4) Structural diversity, physiology, and ecology of bacteria (and some algae and fungi). Laboratory work involves isolation and study of physiologically diverse microorganisms. Prereq: BI 291, 292, 293 or instructor's consent.

387 Molecular Genetics (3-4) 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 291, 292, 293 or instructor's consent.

390 Neurobiology and Behavior (3-4) 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 291, 292, 293 or instructor's consent.

391, 392 Human Anatomy (3,3S) Gross human anatomy; the skeletal, muscular, and neural systems; the circulatory, respiratory, digestive, and urogenital systems.

399 Special Studies: [Term Subject] (1-4R) R when topic changes.

Note: The following 400-level courses are primarily for undergraduate majors in Biology. An extra fee may be charged for courses in which field trips are mandatory.

400 Innovative Education: [Term Subject] (1-3R) P/N only

401 Research (1-16R) P/N only

403 Thesis (1-16R) P/N only

405 Reading and Conference: [Term Subject] (1-16R) P/N only

406 (G) Field Studies (1-16R)

407 (G) Seminar: [Term Subject] (1-2R) P/N only

408 (G) Laboratory Projects (1-16R) Special laboratory training in research methods. A fee may be charged for supplies and materials that become the property of the student.

409 Practicum: [Term Subject] (1-3R) P/N only

410 (G) Experimental Course: [Term Subject] (1-16R)

411 (G) Vertebrate Endocrinology (3) Endocrine glands and hormones of vertebrates. Properties of mammalian hormonal systems and some comparative aspects of vertebrate endocrinology. Not offered 1988-90.

412 (G) Endocrinology Laboratory (1-3) Laboratory work to illustrate modern techniques used in endocrine research. Not offered 1988-90.

413 (G) Comparative Physiology (4-12) Respiration, osmoregulation and excretion, nerve and muscle physiology of major animal groups. Prereq: cell biology or general physiology, organic chemistry, and college zoology or instructor's consent. *Offered at Oregon Institute of Marine Biology.*

414 (G) General and Comparative Physiology (4) Homeostatic mechanisms in the areas of ionic and osmotic regulation, excretion, circulation, respiration, metabolism, and body-temperature regulation. Prereq: BI 351 or equivalent or instructor's consent. Not offered 1988-90.

415 (G) Cellular Neurophysiology (3) Physiology of excitation, conduction, and synaptic transmission. Prereq: instructor's consent.

416 (G) Comparative Neurobiology (4) Continuation of material introduced in BI 415, with particular emphasis on neural integration, sense organs, and brain function.

417 (G) Neuroanatomy (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 415 or instructor's consent.

418 (G) Neuroanatomy 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 417 or instructor's consent.

419 (G) Cellular Neurophysiology 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 415.

420 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, CH 462, BI 415 or equivalents, instructor's consent.

421 (G) Biological Clocks (4) 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: instructor's consent. Not offered 1988-89.

426 (G) Advanced Topics in Evolutionary Biology (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 320 or equivalent or instructor's consent.

428 (G) Cell Motility (3) Fine structure of motile organelles, history of discoveries, theories of motility, and motile proteins. Microtubules and microfilaments and their role in movement. Mechanism of chromosome movements.

429 (G) Nuclear Cytology (4) Structure and function of the nucleus. Behavior of chromosomes; elementary cytogenetics, methods of study, and experimental procedures. Not offered 1988-90.

432 (G) Mycology (5) Physiology, ecology, structure, and classification of the fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Prereq: BI 291, 292, 293 or equivalents or instructor's consent. Offered alternate years; not offered 1988-89.

433 (G) Algae (5) Structure, cytology, life history, and ecology of representative freshwater and marine algae. Prereq: instructor's consent. *Offered alternate years at Oregon Institute of Marine Biology; not offered 1988-89.*

434 (G) Bryology (4) Morphology, ecology, evolution, and systematics of the Bryophyta (mosses, liverworts, and hornworts). Emphasis on regional flora. Prereq: BI 438 or 440 or equivalent or instructor's consent. Offered 1988-89 and alternate years.

435 (G) 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 1988-89.

438 (G) 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.

439 (G) 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.

440 (G) Morphology of Vascular Plants (5) Structure, life history, and evolution of representatives of the ferns, fern allies, and seed plants. Prereq: BI 330 or instructor's consent. Not offered 1988-90.

441 (G) Plant Physiology and Development (3) Physiology and biochemistry of photochemical reactions of photosynthesis, photomorphogenesis, and phototropism. Mechanism in growth and differentiation of cells, tissues, and organs. Prereq: BI 330 or instructor's consent. Not offered 1988-89.

442 (G) 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 330 or instructor's consent. Offered alternate years; not offered 1988-90.

443 (G) Plant Physiology and Development Laboratory (2) Experience in analysis of basic physiological processes of plant function. Not offered 1988-90.

444 (G) Plant Molecular Biology Laboratory (2) Laboratory analysis of the experimental foundations for plant molecular biology. Not offered 1988-90.

451 (G) Eukaryotic Gene Regulation (3) Molecular mechanisms regulating gene expression in eukaryotes. Emphasis on genetic and biochemical analysis of transcriptional control. Prereq: BI 387 or instructor's consent.

455 (G) Histology (5) Practically oriented study of microscopic anatomy of vertebrate tissue and organs. Prereq: instructor's consent. BI 291, 292, 293 strongly recommended.

456 (G) 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. BI 351, 353 or equivalents recommended.

458 (G) Marine Birds and Mammals (4) Principles of ecology, ethology, and systematics as demonstrated through study of birds and mammals of the Oregon coast. The comparative faunas from the open sea to coastal waters. Prereq: introductory biology course. *Offered at Oregon Institute of Marine Biology.*

459 (G) 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 (G) Invertebrate Zoology (5-8) Representative invertebrate groups, with emphasis on marine forms; morphology, systematics, life history, and ecology. Prereq: instructor's consent. *Offered at Oregon Institute of Marine Biology.*

462 (G) Biology of Insects (4) Anatomy, physiology, and behavior of insects. Insect societies. Laboratory work. Prereq: one year of biology core or equivalent. Not offered 1988-90.

463 (G) Parasitology (4) Important parasitic groups. Biological interrelationships of parasite and host and their mutual effects. Prereq: instructor's consent. Not offered 1988-90.

CH 461, 462, 463 (G) Biochemistry (4,4,4) See description under Chemistry.

464 (G) Marine Biology: [Term Subject] (4-8R) Content varies. Topics include Biology of Fishes, Comparative Biochemistry, Planktonology, and other subjects related to marine biology. *Offered at Oregon Institute of Marine Biology.* **R** when topic changes.

CH 464 (G) Biochemistry Laboratory (4) See description under Chemistry.

469 (G) Experimental Invertebrate Embryology (5-8) Modes of development of the major invertebrate groups, identification of common larval forms, obtaining and rearing embryos and larvae of marine animals. Experimental analysis of development. Prereq: invertebrate zoology, instructor's consent. *Offered at Oregon Institute of Marine Biology.*

470 (G) Dynamic Systems in Biology (4) Formulation, construction, testing, interpretation, and evaluation of biological models. Computer simulation modeling using the Pascal language. Prereq: calculus; BI 291, 292, 293; CIS 134 or equivalent. Offered 1988-89 and alternate years.

471 (G) Populations and Communities (3) Growth, structure, and regulation of natural populations; demographic analysis; theory and measurement of community structure, diversity, and stability. Prereq: BI 314 or instructor's consent.

472 (G) Laboratory and Field Ecology (3) Quantitative methods applied to field analyses of pattern, dominance, community structure, and interactions. Pre- or coreq: BI 471 or instructor's consent.

474 (G) Terrestrial Ecosystems (5) Part of the ecology and evolution sequence. Development and properties of terrestrial ecosystems through consideration of interactions among climate, soil, and organisms. Prereq: instructor's consent. For aquatic ecosystems see BI 475. Offered alternate years; not offered 1988-89.

475 (G) Limnology (5) Study of freshwater environments, particularly lakes; chemical, physical, and biological interactions. Prereq: instructor's consent. Offered 1988-89 and alternate years.

477 (G) The Biology of Estuarine Systems (5) Water movements; sediment transport; water chemistry; biogeochemical cycles; plankton, benthos, and nekton; salt marsh vegetation; estuarine productivity; and detrital food webs. Research project required. Prereq: one year of general chemistry and one year of college biology, or instructor's consent. *Offered at Oregon Institute of Marine Biology.*

478 (G) Marine Ecology (4-8) Marine habitats and organisms, with emphasis on primary and secondary productivity, and on community structure and dynamics. Field emphasis on local intertidal and shallow-water communities. Prereq: invertebrate zoology or algae or both; statistics and calculus desirable. *Offered at Oregon Institute of Marine Biology.*

481 (G) Biology of Prokaryotic Organisms (3) Biology of photosynthetic prokaryotic organisms, including structure, physiology, genetics, and natural history of the blue-green algae (cyanobacteria) and photosynthetic bacteria. Prereq: instructor's consent. Not offered 1988-90.

483 (G) Biology of Prokaryotic Organisms Laboratory (2) Not offered 1988-90.

485 (G) 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: instructor's consent. Not offered 1988-89.

486 (G) Microbial Ecology Laboratory (2) Content varies from term to term. Coreq: BI 485. Not offered 1988-90.

487 (G) Advanced Molecular Genetics (3) Topics may include growth, mutation, recombination, and regulation of macromolecular syntheses in phage, bacteria, and eukaryotes. Prereq: BI 387 or equivalent or instructor's consent.

489 (G) Membrane Structure and Function (3) Chemical composition, molecular structure, and functional attributes of biological membranes. Biosynthesis and assembly of organelles. Not offered 1988-90.

490 (G) Animal Behavior (3) Survey of ethology and its relation to experimental psychology and the biological sciences. Evolutionary and comparative aspects of animal behavior, motivational systems, neural mechanisms, and neurobehavioral development. Prereq: BI 291, 292, 293 or instructor's consent. Not offered 1988-89.

491 (G) Paleoecology and Paleobiology of Nonmarine Organisms (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: instructor's consent. Offered alternate years; not offered 1988-89.

492 (G) Behavioral Ecology (4) Application of evolutionary game theory to animal behavior. Analysis of contest, mating, and social behavior. Prereq: one term of calculus.

494 (G) Laboratory and Field Methods in Biology (4) Designed for biology teachers in secondary schools. Field collection, identification, and culturing of living material; utilization of this material in the biology teaching laboratory. Field trips for exploration of Pacific Northwest habitats. Offered summer session only.

495 (G) Collection and Analysis of Physiological Data (5) Physiological data, how to collect them, what to do with them after collection using a laboratory computer. Prereq: BI 415 and a fundamental course in computer science.

Graduate

501 Research (1-16R) P/N only

502 Supervised College Teaching (1-5R) P/N only

503 Thesis (1-16R) P/N only

505 Reading and Conference: [Term Subject] (1-16R) P/N only

507 Seminar: [Term Subject] (1-3R) P/N only Topics may include Animal Physiology, Botany, Cytology, Developmental Biology, Ecology, Genetics, Molecular Biology, and Neurobiology.

508 Special Topics (1-5R) Lecture course devoted to advanced topics. Topics reflect the instructors' current research interests. Topics for 1988-89 include Membrane Structure and Function.

509 Practicum: [Term Subject] (1-3R) P/N only

510 Experimental Course: [Term Subject] (1-5R)

520 Advanced Genetics (2) Topics include gene action, mutation, chromosome mechanics, population genetics, statistical methods, radiation genetics. Prereq: instructor's consent. Not offered 1988-90.

523, 524 Principles of Microscopic Techniques (4,4) Techniques in biological light microscopy. **523:** fixation, dehydration, embedding, sectioning and staining methods. Chromosome techniques, autoradiography, cyto- and histochemistry. **524:** light microscopy including bright field optics, dark field, polarization, phase and differential interference contrast; principles and practices of scientific photography, photomacrography, and photomicrography.

525 Principles of Microscopic Techniques (5) Electron microscopy. Techniques in biological electron microscopy, including fixation, embedding, thin sectioning, positive and negative staining, shadowing, and microscope operation. Transmission electron microscopy. Prereq: instructor's consent.

526 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. Not offered 1988-90.

570 Ecological Modeling (3) Techniques for the development, analysis, and presentation of ecological models. Student projects. Prereq: BI 470 or analogous course on modeling and simulation. Not offered 1988-89.

571 Oregon Environments (1-2) Introduction to organisms and habitats of the Northwest. Day or overnight field trips may include mountain, lowland, coastal, freshwater, marine, estuarine, or fossil habitats. Three or five field trips. Prereq: graduate standing. Not offered 1988-90.

Canadian Studies

103 Hendricks Hall
Telephone (503) 686-3817
Bryan T. Downes, Committee Chair

Steering Committee

John H. Baldwin, Planning, Public Policy and Management
Sue Ann Donaldson, Landscape Architecture
Bryan T. Downes, Planning, Public Policy and Management
Christopher R. Edginton, Leisure Studies and Services
Gerald W. Fry, International Studies
Paul Goldman, Educational Policy and Management
Jon L. Jacobson, Law
Ronald W. Kellet, Architecture
Glen A. Love, English
Larry L. Neal, Leisure Studies and Services
John R. Shepherd, Speech
Sharon R. Sherman, English and Religious Studies
Ronald E. Sherriffs, Speech
Everett G. Smith, Jr., Geography
Thomas A. Stave, University Library
Clarence E. Thurber, International Studies and Political Science
Janet Wasko, Speech

The University of Oregon does not have a formal department of Canadian studies. However, the Canadian Studies Committee seeks to integrate existing instructional and research activities on Canada and Canadian-United States relations and to stimulate new research and course work in these areas. Through the auspices of the Canadian Publishing Centre, the University of Oregon Library is a selected repository for Canadian federal documents.

Grant programs, available through the Academic Relations Division of the Canadian Embassy to support new course development, faculty and doctoral research, conferences, and outreach programs, have provided funds for a number of University faculty members and graduate students. The purpose of Canadian studies courses is to enhance American students' understanding of Canada's economy, politics, culture, and social system as well as the strong ties that exist between the United States and Canada. Among courses offered at the University 1988-90 are the following:

Anthropology. Ethnology of Hunters and Gatherers (ANTH 301)

English. Experimental Course: Canadian Literature (ENG 410G)

Geography. Experimental Course: Geography of Canada (GEOG 410G), Urban Geography (GEOG 435G)

History. History of Canada (HST 363)

International Studies. Seminar: Canadian International Development Assistance (INTL 407G)

Landscape Architecture. Experimental Course: North American Landscapes (LA 510)

Leisure Studies and Services. Seminar: Canada: Perspectives in Leisure (LSS 407G), Experimental Course: Leisure in the Pacific Rim (LSS 410G)

Planning, Public Policy and Management. Seminars: Canadian-American Environmental Issues, Community and Regional Development, Managing Fiscal Austerity in the United States and Canada (PPPM 407G)

Speech: Telecommunication and Film. Seminars: Film Board of Canada, United States Film Industry (TCF 407G), Theory and Criticism of Television Drama (TCF 431G)

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 further information on these courses, consult the Committee chair.

Chemistry

91 Science II
Telephone (503) 686-4601
David R. Herrick, Department Head

Faculty

Ralph J. Barnhard, Senior Instructor; Assistant Department Head. B.S., 1959, Otterbein; M.S., 1965, Oregon. (1966)

Sidney A. Bernhard, Professor (biochemistry). B.S., 1948, Brooklyn; M.S., 1949, Pennsylvania; Ph.D., 1951, Columbia. (1961)

Virgil C. Boekelheide, Professor (organic). A.B., 1939, Ph.D., 1943, Minnesota. (1960)

Bruce P. Branchaud, Assistant Professor (organic). B.S., 1976, Southeastern Massachusetts; M.A., 1981, Ph.D., 1981, Harvard. (1983)

Frederick W. Dahlquist, Professor (biochemistry). B.A., 1964, Wabash; Ph.D., 1968, California Institute of Technology. (1971)

Lloyd J. Dolby, Professor (organic). B.S., 1956, Illinois; Ph.D., 1959, California, Berkeley. (1960)

Thomas R. Dyke, Professor (physical); Director, Chemical Physics Institute. B.A., 1966, Wooster; Ph.D., 1972, Harvard. (1974)

Paul C. Engelking, Associate Professor (physical). B.S.,1971, California Institute of Technology; M.Phil., 1974, Ph.D., 1976, Yale. (1978)

Richard G. Finke, Professor (organic, inorganic). B.A., 1972, Colorado; Ph.D., 1976, Stanford. (1977)

O. Hayes Griffith, Professor (physical, biophysical). A.B., 1960, California, Riverside; Ph.D., 1964, California Institute of Technology. (1966)

Diane K. Hawley, Assistant Professor (biochemistry). B.A., 1976, Kansas; Ph.D., 1982, Harvard. (1986)

David R. Herrick, Professor (physical). B.S., 1969, Rochester; Ph.D., 1973, Yale. (1975)

Bruce S. Hudson, Professor (physical). B.S., 1967, M.S., 1969, California Institute of Technology; Ph.D., 1972, Harvard. (1978)

David C. Johnson, Assistant Professor (inorganic chemistry). B.A., 1978, Rutgers; Ph.D., 1983, Cornell. (1986)

John F. W. Keana, Professor (organic). B.A., 1961, Kalamazoo; Ph.D., 1965, Stanford. (1965)

LeRoy H. Klemm, Professor (organic). B.S., 1941, Illinois; M.S., 1943, Ph.D., 1945, Michigan. (1952)

Charles E. Klopfenstein, Associate Professor; Director of Chemical Laboratories. B.A., 1962, Ph.D., 1966, Oregon. (1967)

Thomas W. Koenig, Professor (organic). B.S., 1959, Southern Methodist; Ph.D., 1963, Illinois. (1964)

James W. Long, Senior Instructor. B.S., 1965, Washington (Seattle); Ph.D., 1969, California, Berkeley. (1978)

Robert M. Mazo, Professor (physical); Director, Institute of Theoretical Science. B.A., 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. B.A., 1980, Oberlin; Ph.D., 1984, Cornell. (1986)

Warner L. Peticolas, Professor (physical). B.S., 1950, Texas Technological; Ph.D., 1954, Northwestern. (†967)

Geraldine Richmond, Associate Professor (physical). 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, Associate Professor (biochemistry). B.A., 1974, M.S., 1976, California State, San Francisco; Ph.D., 1980, California Institute of Technology. (1983)

David R. Tyler, Associate Professor (inorganic). B.S., 1975, Purdue; Ph.D., 1979, California Institute of Technology. (1985)

Tadmiri R. Venkatesh, Assistant Professor (neurochemistry). B.Sc., 1970, Mysore; M.Sc., 1973, Ph.D., 1978, Birla Institute of Technology and Science. (1985)

Peter H. von Hippel, Professor (physical biochemistry). B.S., 1952, M.S., 1953, Ph.D., 1955, Massachusetts Institute of Technology. (1967)

Special Staff

Walter Baase, Research Associate. B.A., 1967, New York; Ph.D., 1975, California, Berkeley. (1975)

Peter Barmettler, Research Associate. Diploma, 1974, Lucerne; Ph.D., 1985, University of Freiburg. (1987)

Wayne J. Becktel, Research Associate. B.A., 1976, M.S., 1979, California, San Diego; Ph.D., 1980, California, Berkeley. (1981)

Bruce Birrell, Research Associate. B.A., 1962, Willamette; Ph.D., 1967, Arizona State. (1970)

Richard Brudzynski, Research Associate. B.S., 1977, Wayne State; Ph.D., 1987, California, Berkeley. (1987)

Michael Castellani, Research Associate. B.S., 1982, Furman; M.S., 1983, Northwestern; Ph.D., 1986, California, San Diego. (1986)

Joerg Dannheim, Research Associate. Diploma, 1982; Ph.D., 1987, University of Braunschweig. (1988)

Michelle Fialeix, Research Associate. B.S., 1982, Ph.D., 1988, University of Bordeaux. (1988)

Daniel Graham, Research Associate. B.S., 1975, Ph.D., 1984, California, Davis. (1985)

Doug Habliston, Research Assistant. B.S., 1974, M.S., 1976, Utah State. (1978)

Danni L. Harris, Research Associate. B.S., 1976, Hartford; Ph.D., 1983, Purdue. (1983)

Karen K. Hedberg, Research Associate. B.S., 1975, Ph.D., 1980, Oregon. (1987)

Suzanne S. Hudson, Research Associate. B.S., 1967, Michigan State; M.S., 1969, California Institute of Technology; Ph.D., 1972, Massachusetts Institute of Technology. (1979)

Iain D. Johnson, Research Associate. B.S., 1977, Ph.D., 1983, Salford. (1983)

Patricia M. Kane, Research Associate. B.S., 1981, St. Lawrence; M.S., 1984, Ph.D., 1987, Cornell. (1987)

Aaron C. Koskelo, Director, Shared Laser Facility. B.S., 1978, Oregon State; Ph.D., 1983, Wisconsin, Madison. (1985)

Andrew Lewin, Research Associate. B.S., 1980, University of Bristol; Ph.D., 1987, University of Waterloo. (1987)

Bruce Martin, Research Associate. B.S., 1981, California Institute of Technology; Ph.D., 1987, Colorado State. (1987)

Karen E. Moore, Research Associate. B.A., 1982, Claremont; Ph.D., 1988, California, Los Angeles. (1988)

David Muchmore, Research Associate. A.B., 1966, Dartmouth; Ph.D., 1971, California Institute of Technology. (1976)

Kenji Nomiya, Research Associate. B.A., 1969, Ph.D., 1974, Ohakayama, Tokyo. (1987)

Gabriele Pohlig, Research Associate. D.T., 1981, Brown; Ph.D., 1984, University of Freiburg. (1986)

Vaikunth S. Prabhu, Research Associate. B.S., 1974, M. P. E. S. Arts and Sciences College; M.S., 1976, Karnatak University; Ph.D., 1981, Bombay University. (1982)

Brian Rapko, Research Associate. B.S., 1979, Claremont; Ph.D., 1986, Oregon. (1987)

Jeanne M. Robinson, Research Associate. Ph.D., 1985, Wisconsin, Madison. (1985)

Hossein Rojhantalab, Research Associate. B.S., 1970, M.S., 1972, Hayward; Ph.D., 1976, Oregon State. (1985)

Steven E. Seifried, Research Associate. A.B., 1979, Wittenberg; Ph.D., 1986, Wisconsin, Madison. (1987)

David P. Senkovich, Instructor. (1973)

Roseanne J. Sension, Research Associate. B.A., 1981, Bethel (St. Paul); Ph.D., 1986, California, Berkeley. (1986)

Victoria L. Shannon, Research Associate. B.S., 1980, California, Davis; Ph.D., 1985, California, Berkeley. (1985)

Mysore Shashidar, Research Associate. B.S., 1979; Ph.D., 1986, Bangalore University. (1987)

Devendra Srivastava, Research Associate. B.S., 1973, M.S., 1975, Ph.D., 1980, Banaras Hindu University. (1982)

Richard Stewart, Research Associate. B.S., 1980, William and Mary; Ph.D., 1984, Michigan. (1985)

Michael Strain, Research Associate. B.S., 1972, Massachusetts Institute of Technology; M.S., 1981, Ph.D., 1984, Yale. (1985)

Sandip K. Sur, Research Associate. B.S., 1975, M.S., 1977, Gauhati University; Ph.D., 1983, India Institute of Technology, Kanpur. (1986)

Gerald A. Thomas, Research Associate. B.A., 1976, California, Santa Cruz; Ph.D., 1984, Oregon. (1984)

Johannes J. Volwerk, Research Associate. B.S., 1968, M.S., 1970, Ph.D, 1979, State University of Utrecht. (1980)

Timothy Weakley, Research Associate. B.S., 1956, Ph.D., 1959, Oxford University. (1987)

Richard A. Wielesek, Chemist. B.S., 1964, Illinois Institute of Technology; Ph.D., 1968, Oregon. (1973)

Thomas Yager, Research Associate. M.S., 1981, Denver; Ph.D., 1984, Oregon State. (1984)

Mark C. Young, Research Associate. B.S., 1980, Virginia; Ph.D., 1986, Pennsylvania State. (1987)

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)

Donald F. Swinehart, Professor Emeritus (physical). B.S., 1939, Capital; M.S., 1941, Ph.D., 1943, Ohio State. (1946)

Raymond G. Wolfe, Jr., Professor Emeritus (biochemistry). A.B., 1942, M.A., 1948, Ph.D., 1955, California, Berkeley. (1956)

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

Undergraduate Studies

The Department of Chemistry enjoys a strong reputation nationally. The National Academy of Sciences has recognized four of the current faculty members by electing them to membership. The most recent American Council on Education Survey identifies the Department among the 30 strongest in the nation.

The curriculum in Chemistry is designed to provide a broad knowledge of the field as a part of the liberal education offered by the College of Arts and Sciences. Chemistry course work also provides a sound foundation for students interested in advanced work in chemistry or related sciences, particularly such fields as biochemistry, chemical physics, molecular biology, geochemistry, and neurochemistry.

A definite strength of the program in Chemistry is the opportunity it offers undergraduates to participate in the activities of a dynamic research group that considers problems extending well beyond the level of textbook instruction. Major and nonmajor students alike can enjoy this experience of true scientific inquiry. Two to three years of preparatory course work normally precede the research experience. The Department usually enrolls 20 to 30 undergraduate students each term in Research (CH 401).

Preparation. The high school preparation of a prospective Chemistry major should include chemistry, physics, and a minimum of three years of mathematics. Those interested in biochemistry would also profit from biology courses in high school. High school work in foreign languages is desirable but not required.

Two-year college students planning to transfer to the University to major in Chemistry should prepare by taking courses equivalent to those outlined for the freshman and sophomore years.

For students with superior high school preparation who intend to major in Chemistry, who are enrolled in the Honors College, or who are in other sciences, the Department offers an advanced general chemistry course. This consists of the lecture sequence, General Chemistry (CH 204, 205, 206), and an accompanying laboratory sequence, Quantitative Analysis (CH 207, 208) and Semi-Micro Inorganic Qualitative Analysis (CH 209).

Careers. Career opportunities for chemists are available in education, government, and industry (see the annual October issue of *Chemical and Engineering News*). A bachelor's degree in Chemistry provides a good background for advanced study in such fields as biochemistry, molecular biology, biology, pharmacy, pharmacology, physiology, medicine, medicinal chemistry, materials science, metallurgy, geology, oceanography, geochemistry, atmospheric science, and environmental problems. Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and even financial analysis.

Recommended Curriculum

The American Chemical Society certification program below is the recommended curriculum for majors. It includes courses in Chemistry and related fields. Variations in courses and order may be worked out in consultation with an adviser. Upon notification by the Department of Chemistry, the Society issues certificates to students who successfully complete the recommended curriculum.

Requirements for Degree with American Chemical Society Certification

Major Requirements	**77-86 credits**
General Chemistry (CH 204, 205, 206)[1]	9
Quantitative Analysis (CH 207, 208), Semi-Micro Inorganic Qualitative Analysis (CH 209)	9
Instrumental Analysis (CH 324)	4-5
Organic Chemistry (CH 334, 335, 336) *or* Organic Chemistry (CH 331, 332, 333) *or* comparable lower-division sequence	9-12
Organic Chemistry Laboratory (CH 340, 341, 342) *or* Introductory Organic Laboratory (CH 337, 338) and Organic Chemistry Laboratory (CH 342)	7-9
Physical Chemistry (CH 441, 442, 443)	12
Physical Chemistry Laboratory (CH 446, 447, 448)	12
Research (CH 401)	minimum of 6
Advanced chemistry electives (three courses)	9-12
Related-Science Requirements	**53-54 credits**
Calculus (MTH 201, 202, 203)	12
Calculus of Several Variables with Linear Algebra (MTH 331, 332)	8
General Physics with Calculus (PH 211, 212, 213) with laboratories (PH 204, 205, 206)[2]	18
Computer science (CIS 133, 134, or 210)[3]	3-4
One year of foreign language (French, German, or Russian)	12
Advanced Electives (three courses)	**9-12 credits**
Inorganic Chemistry (CH 411, 412)	6
Electricity and Magnetism (PH 441, 442)	8
Principles of Chemical Thermodynamics (CH 451)	3
Principles of Statistical Mechanics (CH 453)	3
Principles of Quantum Chemistry (CH 455)	3
Principles of Chemical Kinetics (CH 457)	3
Biochemistry (CH 461, 462, 463)	12
Geochemistry (GEOL 470)	4
Chemical Instrumentation (CH 471)	3
Advanced Organic Chemistry (CH 531, 532, 533)	9

[1]General Chemistry (CH 104, 105, 106), along with the laboratory sequence (CH 107, 108, 109) and followed in a subsequent year by Instrumental Analysis (CH 324), may be substituted for the 200-level series.

[2]General Physics (PH 201, 202, 203) may be substituted for the PH 211 series.

[3]Recommended but not required

Sample ACS-Certified Program

Freshman Year	**48 credits**
General Chemistry (CH 204, 205, 206)[1]	9
Quantitative Analysis (CH 207, 208) and Semi-Micro Inorganic Qualitative Analysis (CH 209)	9
Calculus (MTH 201, 202, 203)	12
English Composition (WR 121, 123)	6
Electives	9
Introduction to Numerical Computation with FORTRAN (CIS 133)[2] or elective	3
Sophomore Year	**48-51 credits**
Organic Chemistry (CH 334, 335, 336) *or* Organic Chemistry (CH 331, 332, 333) *or* comparable lower-division sequence	9-12
Organic Chemistry Laboratory (CH 340, 341, 342) *or* Introductory Organic Laboratory (CH 337, 338) and Organic Chemistry Laboratory (CH 342)	7-9
General Physics with Calculus (PH 211, 212, 213)[3]	12
Introductory Physics Laboratory (PH 204, 205, 206)	6
Foreign language	12
Junior Year	**54-55 credits**
Instrumental Analysis (CH 324)	4-5
Physical Chemistry (CH 441, 442, 443)	12
Physical Chemistry Laboratory (CH 446, 447, 448)	12
Calculus of Several Variables with Linear Algebra (MTH 331, 332)	8
Foreign language or elective	12
Elective	3
Health	3
Senior Year	**24-27 credits**
Advanced chemistry electives (three courses)	9-12
Research (CH 401) (3 a term)	minimum of 6
Electives	9

[1]General Chemistry (CH 104, 105, 106), along with the laboratory sequence (CH 107, 108, 109) and followed in a subsequent year by Instrumental Analysis (CH 324), may be substituted for the 200-level series.

[2]Recommended but not required.

[3]General Physics (PH 201, 202, 203) may be substituted for the PH 211 series.

Students who want a less specialized major, without American Chemical Society certification, may omit the foreign language. They may substitute Instrumental Analysis (CH 324) and General Chemistry Laboratory (CH 107, 108, 109) for CH 207, 208, 209. The advanced elective may consist of three courses at the 400 or 500 level—excluding CH 403, 405, or 409; one upper-division course and 6 credits of Research (CH 401); or 9 credits of CH 401.

Grades of C– or P or better must be earned in courses required for the major.

Biochemistry Option

Many undergraduate students who are interested in advanced study using molecular approaches to biological problems (e.g., biochemistry, molecular biology, physical biochemistry, neurochemistry, or perhaps medical research) may want to base their training in chemistry but include as well courses in biologically based subjects. For these students, the Chemistry Department offers a biochemistry option.

The recommended curriculum for these biochemistry-option Chemistry majors includes courses in Chemistry and related fields. Grades of C– or P or better must be earned in courses required for the option.

The advanced elective courses in the senior year may include research and are otherwise similar to those listed under the regular Chemistry major curriculum; however, attention might be directed to Biology or biochemical courses. Students who plan to attend graduate school should include research in their advanced work. If chemical research is included as part of the advanced work, at least 6 credits of Research (CH 401) must be completed.

Students who plan to apply to medical schools are advised to investigate the need for a physics laboratory course that is not included in this curriculum. If they seek American Chemical Society certification, then physics laboratory, instrumental analysis, a foreign language, and chemical research must be taken in addition to the requirements cited.

Biochemistry Requirements	**76-78 credits**
General Chemistry (CH 104, 105, 106)	9
General Chemistry Laboratory (CH 107, 108, 109)	6
Organic Chemistry (CH 331, 332, 333)	9
Introductory Organic Laboratory (CH 337, 338), Organic Chemistry Laboratory (CH 342) *or* comparable lower-division sequence	7
Biochemistry (CH 461, 462, 463)	12
Biochemistry Laboratory (CH 464)	4
Physical Chemistry (CH 441, 442, 443)	12
Physical Chemistry Laboratory (CH 446, 447, 448) (choose two)	8
Research (CH 401) or advanced elective or both (three courses)	9-11
Related-Science Requirements	**39-43 credits**
Calculus (MTH 201, 202, 203)	12
Calculus of Several Variables with Linear Algebra (MTH 331), optional	4
General Physics (PH 201, 202, 203)	12
Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 291, 292, 293)	9
with laboratories (BI 294, 295, 296)	6
Advanced Electives (three courses)	**9-12 credits**
Research (CH 401)	minimum of 6
Inorganic Chemistry (CH 411, 412)	6
Genetics (BI 422)	3
Instrumental Analysis (CH 324)	4-5
Neurochemistry (BI 420)	3
Eukaryotic Gene Regulation (BI 451)	3
Principles of Chemical Thermodynamics (CH 451)	3
Principles of Statistical Mechanics (CH 453)	3
Principles of Chemical Kinetics (CH 457)	3
Chemical Instrumentation (CH 471)	3
Biology of Prokaryotic Organisms (BI 481)	3
Advanced Molecular Genetics (BI 487)	3
Membrane Structure and Function (BI 489)	3
X-ray Crystallography (PH 491)	4
Advanced Organic Chemistry (CH 531, 532, 533)	9
Advanced Biochemistry (CH 562, 563)	6
Physical Biochemistry (CH 564, 565)	6

Sample Program for Biochemistry Option

Freshman Year	**48 credits**
General Chemistry (CH 104, 105, 106)	9
General Chemistry Laboratory (CH 107, 108, 109)	6
Calculus (MTH 201, 202, 203)	12
English Composition (WR 121, 123)	6
Electives	15
Sophomore Year	**43 credits**
Organic Chemistry (CH 331, 332, 333) *or* comparable lower-division sequence	9
Introductory Organic Laboratory (CH 337, 338), Organic Chemistry Laboratory (CH 342)	7
Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 291, 292, 293)	9
with laboratories (BI 294, 295, 296)	6
General Physics (PH 201, 202, 203)	12
Junior Year	**38 credits**
Biochemistry (BI 461, 462, 463)	12
Biochemistry Laboratory (CH 464)	4
Physical Chemistry (CH 441, 442, 443)	12
Calculus of Several Variables with Linear Algebra (MTH 331)	4
Elective	3
Health	3
Senior Year	**26-29 credits**
Research (CH 401) or advanced electives or both (three courses)	9-12
Physical Chemistry Laboratory (CH 446, 447, 448) (choose two)	8
Electives	9

Engineering

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University

(OSU) or elsewhere. The Department of Physics coordinates a three-plus-two program, which allows a student to earn a bachelor's degree in Physics or Chemistry from the University and one in engineering from OSU. For more information, see the **Engineering, Preparatory** section of this bulletin.

Minor Requirements

A minor in Chemistry may be designed from the basic outline of course work in general chemistry, including the laboratory sequence, and at least four additional courses. Four options are outlined below. Other options may be submitted for consideration and approval by the Department. University requirements for the minor include a total of 24 credits in Chemistry, 15 of which must be in upper-division courses and 12 of which must be completed at the University of Oregon. All courses must be taken on a graded basis; credits for tutorials (CH 110 or 310), Seminar (CH 407), and Reading and Conference (CH 405) may not be applied toward the required courses or credits for the minor. Grades of C– or P or better must be earned in courses required for the minor.

Analytical-Physical Chemistry Option: General Chemistry with laboratories and CH 324, 441, 442, 443

Biochemistry Option: General Chemistry with laboratories and CH 331 or CH 334, 461, 462, 463

Organic Chemistry Option: General Chemistry with laboratories and CH 334, 335, 336, 340. CH 331, 332, 333 may be substituted for CH 334, 335, 336; CH 337, 338, 342 may be substituted for CH 340

Physical Chemistry Option: General Chemistry with laboratories and CH 334 or CH 331, 441, 442, 443

Secondary School Teaching

The Department offers work toward Basic and Standard certification required to teach chemistry in public secondary schools. For additional information regarding requirements for the Physical Science endorsement, students should consult the departmental endorsement adviser, Ralph Barnhard, and the staff in the Teacher Education Office of Student Services.

The program in itself does not satisfy the requirements for a bachelor's degree in Chemistry. Students intending to teach chemistry in secondary schools are encouraged to satisfy the requirements for the major. Grades of C– or P or better must be earned in courses required for teacher certification in chemistry.

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, biochemistry, chemical physics, molecular or cell biology, and neurochemistry. Master of science (M.S.) and master of arts (M.A.) degrees are also offered. However, except under unusual circumstances, doctor of philosophy (Ph.D.) candidates receive priority for admission.

A major strength of the University of Oregon program is its interdisciplinary approach to research and teaching. Many important advances in chemistry occur at the junctions of classically defined divisions of science. Collaborative interaction of these divisions is fostered through interdisciplinary research institutes.

The programs of interest to chemically oriented scientists include the Institute of Molecular Biology, the Institute of Neuroscience, the Institute of Theoretical Science, the Chemical Physics Institute, the Materials Science Institute, and the program in cell biology.

An outstanding spectrum of research opportunities is available within the three principal Chemistry Department subdivisions of biochemistry, organic-inorganic, and physical-theoretical as well as within the research institutes.

First-year students are offered financial assistance through graduate teaching fellowships (GTFs). Research assistantships are typically available for students with advanced standing. These research appointments are funded through grants to the University by federal agencies and private (industrial) sources for support of the basic research programs in the Department. Students are selected for these positions on the basis of their interest in a particular research area and by mutual agreement of the student and the faculty member directing the work.

Although subject to variation, stipends for assistants, with summer research work, are currently $9,832, plus tuition waiver, for the calendar year. During 1987-88, research projects in the Department of Chemistry were sponsored by the Alfred P. Sloan Foundation, Air Force Office of Scientific Research, American Chemical Society, Cambridge NeuroScience Research, Inc., Camille & Henry Dreyfus Foundation, Catalytica Associates, Celanese Corporation of Canada, CNS Research Co., Department of Energy, Molecular Probes, Inc., Murdoch Foundation, National Institutes of Health, National Science Foundation, Northwest Area Foundation, Office of Naval Research, Searle Foundation, and Standard Oil Company.

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. Those requesting the booklet also receive additional 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 activity, including synthesis of macromolecules, regulation of gene expression, metabolism, development, cell movement, and the structure and function of biological membranes. Research in these areas has been fostered by close collaboration among biologists, chemists, and physicists. The interdisciplinary nature of these programs has been greatly strengthened by the Institute of Molecular Biology and the program in cell biology. Ten members of the Chemistry Department are currently affiliated with these programs. As a result of the strong interaction between biologists and chemists, new research and teaching programs have developed in the past few years in the areas of immunobiology, hormonal regulation, developmental biochemistry, and neurobiology. Thus, entering graduate students are in an excellent position to take advantage of the molecularly oriented avenues to the study of biological problems. The interdisciplinary nature of the molecular and cell biology programs has greatly increased communication between faculty members and students in different disciplines.

Some of the areas of active research in cell and molecular biology involve overlapping interests of several research groups. For example, expression of genes that code for regulatory peptides is being investigated in several laboratories, using cell culture techniques, genetics, immunochemical methods, and recombinant DNA approaches. One group is studying the regulation of expression of the gene that codes for α-factor, a peptide pheromone that mediates conjugation in yeast. Another group is investigating the secretory pathway in yeast, using mutants to analyze the steps involved in intracellular transport of proteins. The study of regulation of transcription and tissue-specific expression of tRNA genes in the silkworm is the focus of research in another laboratory. Other groups are involved in a study of the genetic regulation of cell movement (chemotaxis) in bacteria and the hormonal regulation of development in *Drosophila*. Several collaborative research projects, using a variety of methods including electron spin resonance and nuclear magnetic resonance, are being conducted on the structure and function of biological membranes.

Biophysical Chemistry

Biophysical chemistry provides close collaboration and educational interaction among faculty members and students. Research groups involved in the development and application of 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.

Some areas of active biophysical chemistry research involve several research groups. For example, the nature of the interaction of regulatory, recombination, and transcription proteins with nucleic acids is of great current interest. This work involves crystallographic and computer graphics studies, thermodynamic binding studies, and genetic analysis. Another example is the broad interest in the nature of lipid-protein interactions and their role in the regulation of the activity of biological membranes. Relying on sophisticated techniques, this work utilizes electron spin resonance, nuclear magnetic resonance (especially deuterium NMR), calorimetry, and picosecond time-resolved fluorescence methods. 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, including their role in vision. The

general problem of the nature of the forces that determine protein stability is approached from both the structural and thermodynamic points of view; it includes the use of mutant forms to probe specific contributions to overall stability.

Materials Science

The discipline of materials science seeks to understand the properties of solid and liquid materials. It is by nature an interdisciplinary field, combining expertise from the basic fields of physics, chemistry, geophysics, and molecular biology. Nearly all areas of chemistry can make an important contribution to this area in the synthesis and characterization of various materials. Here the word "materials" generally means solids but also includes lower-dimensional condensed phases such as polymer chains, solid films, and certain aspects of liquids. Much of the excitement of the research in this area derives from the discovery and improved understanding of new materials that have possible technological applications.

The Materials Science Institute has recently been created to foster collaboration among the materials-oriented research groups. Members of the Institute are active in the study of the structure, reactivity, and thermodynamics of these materials in addition to the characterization of their electronic and optical properties. The Chemistry and Physics departments are currently the dominant participants in the program. A variety of courses and seminars on the physics and chemistry of materials are available to foster the educational and research aspects of the degree. The list of active research topics includes the characterization of electronic materials and devices, solid-state chemistry, ultra-high vacuum surface science, laser-induced dynamics at surfaces, nonlinear optics at interfaces, properties of amorphous and glassy systems, organic conductors, optical studies of polymers and polymer films, biotechnological materials, fundamental limits of microelectronic devices, and ion modification of materials. Collaboration between Institute members and industrial research laboratories is common and is an important dimension of the program. In the area of materials fabrication, capabilities for crystal growth, chemical vapor deposition, inorganic solid-state synthesis, ion implantation, and vacuum deposition are accessible. Characterization of these materials includes electrochemical methods, ultra-high vacuum techniques, and assorted electronic measurements including capacitance, conductivity, X-ray diffraction, and magnetic susceptibility. A growing portion of the work involves optical characterization using pulsed laser techniques and other modern spectroscopic methods. Sharing of facilities and expertise among the various research groups is an important and valued aspect of the program.

Neuroscience

The Institute of Neuroscience is a research facility at the University whose staff members hold joint appointments in the Institute and in the Biology, Chemistry, Computer and Information Science, Physical Education and Human Movement Studies, and 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. The 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. Members from both the Chemistry and Biology departments are interested in biochemical correlates of experimental behavioral disease states. Other areas of mutual research interest include visual neurobiology, auditory physiology, learning and memory, sites and mechanisms of central nervous system drug action, biochemistry of endogenous opiates, and the control of motor function.

See the Neuroscience section of this bulletin for more information about the study of neuroscience at the University.

Organic, Organotransition Metal, Inorganic 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, and inorganic chemistry. Recognizing that these three subdisciplines of chemistry are more alike than they are different, the research and teaching in these areas is unified through a single, cohesive organic-inorganic division within the Chemistry Department. This nontraditional interdisciplinary approach is useful in defining and solving scientific research problems.

Graduate students and postdoctoral researchers in organic-inorganic chemistry enjoy an especially broad education emphasizing both the fundamental aspects of chemical synthesis, structural characterization, and mechanisms of chemical reactions and processes as well as the applications of such chemistry to the solution of practical problems. Formal course work is organized around these interdisciplinary themes.

Weekly organic-inorganic seminars are organized to cover the breadth of recent advances in organic, organotransition metal, and inorganic research. Of foremost importance is the central location of all research laboratories. This proximity results in an open and active atmosphere that encourages spontaneous discussions of day-to-day research activities and problems, providing a chemical education unsurpassed by any textbook or formal course.

Organic-inorganic researchers have direct access to necessary instrumentation in the shared organic-inorganic instrumentation center adjoining the research laboratories. Most faculty members in organic-inorganic chemistry have multiple research interests and expertise. The frontiers of organic, organotransition metal, and inorganic chemistry are being actively studied in the organic-inorganic division.

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 ofphysical chemists in the Chemical Physics Institute and the Institute of Theoretical Science as well as the materials science and biophysical chemistry programs discussed earlier.

The research areas of this group share a common theme of investigating the structure and dynamics of molecular systems and their relation to interfacial and condensed phase phenomena. Sophisticated experimental and theoretical techniques are used to reach the sought-after fundamental understanding of molecular systems. Projects of current interest include theoretical and experimental studies of molecular clusters and intermolecular forces. Advanced group theoretical techniques and high resolution microwave, infrared laser, and visible laser spectroscopic experiments are used in this effort; the laboratory work typically uses molecular beam technology. Laser Raman and resonance Raman techniques, including novel far-ultraviolet development, are used to attack a wide range of problems from small molecule to macromolecule vibrational structure and dynamics. Related picosecond laser fluorescence studies supply additional information about dynamics. New methods for generating radicals and ions in the 1 K environment of a supersonic molecular beam have been developed here and allow the spectra and structure of important chemical intermediates to be studied. Nonlinear optical techniques such as second harmonic generation are the subject of interesting new studies of surfaces and interfaces. Equilibrium and nonequilibrium problems are studied with statistical mechanics approaches. The application of Lie groups is used to understand electron correlation effects in atoms and molecules.

The close interactions of physical chemists in the Institute of Theoretical Science and the Chemical Physics Institute provide students and postdoctoral fellows further avenues for research with faculty members from other departments. Examples include theoretical studies of Rydberg states of atoms, particularly in plasmas; theoretical and experimental work on electronic inner shell processes of atoms; photoelectron spectroscopy of surfaces; laser spectroscopy of ions; and quantum optics research. The Shared Laser Facility operated by the Chemical Physics Institute provides a convenient mechanism for sharing and supporting major laser systems used in much of this work. Another example of this cooperative atmosphere is an undergraduate summer research program, also sponsored by the Chemical Physics Institute.

Chemistry Courses (CH)

Lower Division

101, 102, 103 Survey of General, Organic, and Biochemistry (4,5,5) An overview of chemistry and biological chemistry for nonscience majors in liberal arts, prenursing, predental hygiene, physical therapy, fitness management, and community health. Lectures, discussion fall term; lectures, discussion, laboratory winter and spring. Prereq: MTH 95 or equivalent.

104, 105, 106 General Chemistry (3,3,3) Introduction to chemistry: atomic and molecular structure, equilibrium, dynamics, physical properties, and the chemical reactions of the elements. Lectures. Coreq: MTH 101 or higher; CH 110 recommended.

107, 108, 109 General Chemistry Laboratory (2,2,2) Teaches laboratory skills through chemical reactions and writing equations, phase diagrams, equilibrium constants, acid-base titrations, volumetric analyses, voltaic cells, exercises in kinetics and inorganic chemistry. Lecture, laboratory. Pre- or coreq: CH 104, 105, 106 or instructor's consent.

110 General Chemistry Tutorial (1) P/N only. Small-group discussion of topics emphasized in CH 104, 105, 106. Coreq: CH 104, 105, or 106.

121 Chemistry, Nutrition, and World Food (3) Basic chemical concepts as they relate to food; additives. Topics include nutrients, nutritional diseases, world food production, nonrenewable resources, population growth, and the lifeboat ethic. For nonscience majors.

123 Chemical Origins of Life (3) Chemical composition of the earth before life began, molecules that could combine to produce living systems, transitions to living systems, and extraterrestrial life. Primarily for nonscience majors. BI 114 recommended.

199 Special Studies: [Term Subject] (1-3R) R when topic changes.

200 Innovative Education: [Term Subject] (1-3R)

204, 205, 206 (H) General Chemistry (3,3,3) First-year university chemistry for Chemistry majors and others with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical structure, equilibrium, dynamics, reactions, and thermodynamics. Lectures. Pre- or coreq: calculus.

207, 208 Quantitative Analysis (3,3) The quantitative estimation of selected molecular and ionic species by titrimetric, gravimetric, and instrumental procedures. Laboratories, lecture. Primarily for prospective Chemistry majors and Honors College students. Coreq for 207: CH 204; coreq for 208: CH 205.

209 Semi-Micro Inorganic Qualitative Analysis (3) The separation and identification of cations and anions by semi-micro methods. Laboratories, lecture. Limited to selected students; primarily for prospective Chemistry majors and Honors College students. Coreq: CH 206.

BI 291 Molecular Biology (3) See description under Biology.

BI 292 Cellular Biology (3) See description under Biology.

BI 293 Cellular Physiology (3) See description under Biology.

BI 294 Molecular Biology Laboratory (2) See description under Biology.

BI 295 Cellular Biology Laboratory (2) See description under Biology.

BI 296 Cellular Physiology Laboratory (2) See description under Biology.

Upper Division

310 Tutorial Organic Chemistry (1R) P/N only. Small-group discussion of topics emphasized in CH 331, 332, 333. Coreq: CH 331, 332, or 333.

324 Instrumental Analysis (4-5) Lectures and laboratory in the use of instrumental methods for quantitative determinations of unknown chemical samples. Prereq: CH 109 or 209.

331, 332, 333 Organic Chemistry (3,3,3) Compounds of carbon, their structure, reactions, and synthesis. For biochemistry-option Chemistry majors, Biology majors, premedical and predental students, and medical technology students. Prereq: MTH 101, 102; CH 106 or 206.

334, 335, 336 Organic Chemistry (3-4,3-4,3-4) The chemistry of carbon compounds. For Chemistry majors; open to Honors College students and others wanting more extensive coverage of organic chemistry than is provided by CH 331, 332, 333. Prereq: MTH 101, 102; CH 106 or 206.

337, 338 Introductory Organic Laboratory (2,2) Principles and techniques of laboratory practice in organic chemistry. Lecture, laboratory. Prereq: CH 109 or 209; pre- or coreq: CH 331, 332.

340, 341, 342 Organic Chemistry Laboratory (3,3,3) Comprehensive training in principles and techniques of laboratory practice in organic chemistry including qualitative and quantitative organic analysis. For Chemistry majors and Honors College students. Lectures, laboratories. Prereq: CH 109 or 209 with a grade of mid-C or better.

BI 387 Molecular Genetics (3-4) See description under Biology.

401 Research (Arr,R) Introduction to the methods of chemical investigation. For advanced undergraduates by arrangement with individual faculty members.

403 Thesis (Arr,R) Open to students eligible to work for the bachelor's degree with honors in Chemistry.

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) P/N only. Two biochemistry seminars are offered: one is for undergraduates who have not yet taken CH 461, 462, 463; the other is for undergraduates who have completed CH 461, 462, 463. Neither offers graduate credit.

409 (G) Special Laboratory Problems: [Term Subject] (Arr,R) Nonresearch-oriented laboratory instruction; laboratory work covered in other courses is not duplicated. Prereq: instructor's consent.

410 (G) Experimental Course: [Term Subject] (Arr,R)

411, 412 (G) Inorganic Chemistry (3,3) 411: structure, bonding, and energetics of inorganic compounds. **412:** structures, reactions, and reaction mechanisms of transition metal, inorganic, and organometallic compounds. Prereq: physical chemistry.

BI 420 (G) Neurochemistry (3) See description under Biology.

421 (G) Chemical Computing (3) Modeling of physical systems in kinetics, quantum mechanics, molecular graphics, nuclear magnetic resonance spectra, manipulation of data, curve fitting. Prereq: CH 446, 447, 448; FORTRAN; instructor's consent.

441, 442, 443 (M) Physical Chemistry (4,4,4) Theoretical aspects of physical-chemical phenomena. Atomic and molecular properties, macroscopic systems in equilibrium, nonequilibrium macroscopic systems. Prereq: two years of college chemistry (except for Physics majors), PH 211, 212, 213 (preferred) or PH 201, 202, 203; MTH 201, 202, 203. MTH 331, 332 strongly recommended.

446, 447, 448 (M) Physical Chemistry Laboratory (4,4,4) Instrumental techniques that illustrate theoretical principles. Topics include introductory statistical analysis of data, computer programming, and electronics. Experiments in thermodynamics, chemical kinetics, and molecular spectroscopy. Laboratories, discussions. Prereq: PH 204, 205, 206; pre- or coreq: CH 441, 442, 443.

451 (G) Principles of Chemical Thermodynamics (3) The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prereq: CH 441, 442, 443 or equivalents.

BI 451 (G) Eukaryotic Gene Regulation (3) See description under Biology.

453 (G) Principles of Statistical Mechanics (3) The molecular basis of thermodynamics. Applications to the calculations of the properties of noninteracting and weakly interacting systems. Prereq: CH 441, 442, 443 or equivalents.

455 (G) Principles of Quantum Chemistry (3) The principles of quantum mechanics and their application to problems of chemical interest, including time-dependent problems. Prereq: CH 441, 442, 443 or equivalents.

457 (G) Principles of Chemical Kinetics (3) Description and interpretation of the time evolution of chemical systems. Prereq: CH 441, 442, 443 or equivalents.

461 (G) Biochemistry (4S) Structure and function of macromolecules. Prereq: CH 331 or equivalent. Prior exposure to calculus and physical chemistry recommended. **S** with CH 462, 463.

462 (G) Biochemistry (4S) Metabolism and metabolic control processes. Energy and sensory transduction mechanisms. Prereq: CH 461 or instructor's consent.

463 (G) Biochemistry (4S) Regulation of nucleic acid and protein biosynthesis and compartmentalization. Current topics in the biochemistry of the immune system and tumor viruses. Prereq: CH 461, 462 or instructor's consent.

464 (G) Biochemistry Laboratory (4) Methods of modern molecular biology and protein purification. Two four-hour laboratory sessions and two one-hour lectures a week. Prereq: instructor's consent.

471 (G) Chemical Instrumentation (3) Theory and operation of chemical application of computer technology and other instrumentation used in research laboratories; techniques to perfect instrument performance. Prereq: instructor's consent.

BI 481 (G) Biology of Prokaryotic Organisms (3) See description under Biology.

BI 487 (G) Advanced Molecular Genetics (3) See description under Biology.

BI 489 (G) Membrane Structure and Function (3) See description under Biology.

PH 491 (G) X-ray Crystallography (4) See description under Physics.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Seminars offered in biochemistry, physical chemistry, organic chemistry, molecular biology, and neuroscience.

BI 507 Seminar: [Term Subject] (Arr,R) Genetics is one topic.

510 Experimental Course: [Term Subject] (Arr,R)

511 Special Topics in Physical Chemistry (1-3R) Topics include group theory, rotational spectroscopy, vibrational spectroscopy, magnetic resonance spectroscopy, electronic spectroscopy, statistical mechanics, kinetics of complex systems, theory of optical rotation, and molecular beams. **R** when topic changes.

512 Special Topics in Organic Chemistry (1-3R) Topics include catalysis and surface chemistry, organometallic chemistry, concerted cycloaddition reactions, free radical chemistry, heterocyclic chemistry, molecular calculations, molecular spectroscopy, natural products and alkaloid chemistry, synthetic methods, and electrochemistry. **R** when topic changes.

513 Special Topics in Biochemistry (1-3R) Topics include enzyme mechanisms, stability and conformation of macromolecules, nucleic acids and nucleic acid protein complexes, conformational analysis of macromolecules, and protein and nucleic acid biosynthesis. **R** when topic changes.

BI 526 Developmental Genetics (3) See description under Biology.

531, 532, 533 Advanced Organic Chemistry (3,3,3) Structural theory, syntheses, scope and mechanism of reaction, and spectroscopic structure determination.

541, 542, 543 Chemical Kinetics (3,3,3) Topics may include classical kinetic theory of gases, statistical mechanics, statistical thermodynamics, chemical kinetics in the gas phase and in solution, and catalysis.

PH 541, 542, 543 Statistical Physics (4,4,4) See description under Physics.

545, 546 Quantum Chemistry (2-3,2-3) Topics of chemical interest in terms of the quantum theory. Wave mechanics, chemical bonding and the origin of the theory of resonance, and topics from atomic and molecular spectra.

553, 554 Statistical Thermodynamics (3,3) Molecular interpretation of the properties of equilibrium systems; principles and application to gases, crystals, liquids, phase transitions, solutions, electrolytes, gas adsorption, polymers, chemical equilibria. Students may take PH 541, 542, 543 when CH 553, 554 not offered.

562, 563 Advanced Biochemistry (3,3) 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 564, 565; not offered 1988-89.

564, 565 Physical Biochemistry (3,3) The physical chemical properties of biological macromolecules. Topics include the forces and interactions to establish and maintain macromolecular conformations and the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used to investigate these conformations. Prereq: calculus and a knowledge of the elements of thermodynamics.

Classics

207 Prince Lucien Campbell Hall
Telephone (503) 686-4069
Steven Shankman, Department Head

Faculty

Jeffrey M. Hurwit, Associate Professor (ancient art, Greek and Roman archaeology). A.B., M.A., 1971, Brown; M.A., 1972, Ph.D., 1975, Yale. (1980)

Mary E. Kuntz, Assistant Professor (Greek and Latin literature). A.B., 1979, Washington (St. Louis); M.A., 1982, M.Phil., 1984, Ph.D., 1985, Yale. (1986)

Steven Lowenstam, Associate Professor (literary criticism, archaic epic, linguistics). B.A., 1967, Chicago; M.A., 1969, Ph.D., 1975, Harvard. (1975)

John Nicols, Associate Professor (ancient history). A.B., 1966, California, Berkeley; M.A., 1968, Ph.D., 1974, California, Los Angeles. (1980)

J. Bennett Pascal, Professor (Latin and Greek literature, Roman religion). B.A., 1949, M.A., 1950, California, Los Angeles; M.A., 1953, Ph.D., 1956, Harvard. (1960)

Steven Shankman, Associate Professor (Classical tradition, comparative literature). B.A., 1969, Texas at Austin; B.A., 1971, M.A., 1976, Cambridge; Ph.D., 1977, Stanford. (1984)

Emeritus

Frederick M. Combellack, Professor Emeritus (Greek literature). B.A., 1928, Stanford; Ph.D., 1936, California, Berkeley. (1937)

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

Undergraduate Studies

The field of Classics embraces all aspects of Greek and Roman culture from the prehistoric to the medieval period. The study of the Greek and Latin languages is essential to the discipline. In addition, the Department of Classics occasionally offers courses in Ancient Hebrew and Modern Greek.

The undergraduate's primary aim in studying Classics at the University is to learn Greek or Latin (or both) well enough to read the ancient authors in their original languages.

Through the study of Classical literature in the original and in English translation, and through the study of other areas encompassed by the Classics, such as the literary genres (epic, tragedy, comedy, lyric poetry), ancient history, philosophy, art history, mythology, and rhetoric, a student gains an understanding of the culture and ideals of the Classical world and their influence on the language and institutions of Western civilization.

Students who intend to major in Classics begin the study of one or both of the Classical languages as early as possible in their undergraduate careers. Those who expect to do graduate work should take French or German while they are undergraduates.

Careers. A bachelor's degree in Classics prepares students for entry into graduate programs in Classics, linguistics, comparative literature, ancient history, and archaeology, eventually leading to careers in college teaching, field work, or the editorial professions.

Many prestigious professional schools look upon broad and thorough schooling in the humanities with greater favor than upon narrow preprofessional undergraduate training. Accordingly, students graduating from Classics departments throughout the country have had notable success in schools of law, medicine, and business.

Major Requirements

The Department offers the bachelor of arts (B.A.) degree in four majors. Students may choose to focus on Latin language and literature (Latin major), Greek language and literature (Greek major), or a combination of Greek and Latin (Classics major). Students may also choose to study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (Classical Civilization major).

Greek. In preparation, students must complete two years of college Greek (GRK 101, 102, 103 and three courses selected from GRK 231, 301, 302, 303) or demonstrate a second-year level of proficiency. For the major, students must complete the following.

Greek Major Requirements **39 credits**

Greek courses beyond the second-year level, selected from GRK 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses; GRK 411; 500-level courses	24
History of Greece (HST 411) and History of Rome (HST 412, 413)	9
Two courses in Classical literature in translation, selected from CL 301, 302, 303, 304, 305, 307, 308, 309, 321	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 two years of college Latin (LAT 101, 102, 103 and LAT 301, 302, 303) or demonstrate a second-year level of proficiency. For the major, students must complete the following.

Latin Major Requirements **39 credits**

Latin courses beyond the second-year level, selected from LAT 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses except LAT 421; LAT 411; 500-level courses	24
History of Greece (HST 411) and History of Rome (HST 412, 413)	9
Two courses in Classical literature in translation, selected from CL 301, 302, 303, 304, 305, 307, 308, 309, 321	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 two years of college Greek and two years of college Latin or demonstrate second-year proficiency in both languages. For the major, students must complete the following.

Classics Major Requirements **48 credits**

Courses in Latin and Greek beyond the second-year level, with not fewer than 9 credits devoted to either language	30
History of Greece (HST 411) and History of Rome (HST 412, 413)	9
Three Classics courses in literature in translation, selected from CL 301, 302, 303, 304, 305, 307, 308, 309, 321	9

Majors in Classics are also encouraged to take electives in ancient literature in translation and in ancient art, religion, or mythology.

Classical Civilization. In preparation, students must demonstrate second-year proficiency in Greek or Latin. Students whose Greek or Latin was taken entirely in high school must take one year of second- or third-year Greek or Latin (301, 302, 303, or 411) at the University of Oregon in works not read in their high school courses.

For the major, students must complete 45 credits, distributed as follows:

Classical Civilization Major Requirements **45 credits**

History of Greece (HST 411) and History of Rome (HST 412, 413)	9
Three courses in Classical literature in translation, selected from CL 301, 302, 303, 304, 305, 321, or, with Department head's consent, HUM 101	9
Three courses in ancient art, selected from ARH 413, 414, 415, 416, 418, 419	9
Chosen in consultation with a Classics Department adviser, electives in Greek (GRK), Latin (LAT), Classics (CL), or relevant courses in Art History (ARH), English (ENG), History (HST), Philosophy (PHL), Religious Studies (R), or Rhetoric and Communication (RHCM)	18

Undergraduate Program

The four-year program below is an example of how a student with no previous training in Latin and Greek may meet the minimum requirements for a major in Classics and even take courses beyond the minimum. (This model presumes an emphasis on Latin, but the student may choose to emphasize Greek or devote equal effort to both languages.) Programs for majors in Greek or Latin, which require fewer credits, are much more flexible.

Sample Classics Program

Freshman Year	**45 credits**
First-Year Latin (LAT 101, 102, 103)	12
Social science sequence or cluster (three courses)	9
English Composition (WR 121)	3
Arts and letters sequence or cluster (three courses)	9
Electives	12
Sophomore Year	**47 credits**
Latin Authors (LAT 301, 302, 303) or comparable lower-division courses	9
First-Year Greek (GRK 101, 102, 103)	12
Science sequence or cluster (three courses)	9
English Composition (WR 122 or 123)	3
Health (one course)	3
Latin Composition (LAT 347, 348, 349) or comparable lower-division sequence	3
Electives	8
Junior Year	**45 credits**
Latin Authors (LAT 411) (three courses)	9
Latin Prose Composition (LAT 447, 448, 449) (three courses)	3
Greek Authors (GRK 301, 302, 303)	9
History of Greece (HST 411)	3
History of Rome (HST 412, 413) (one social science sequence or cluster)	6
Science sequence or cluster (three courses)	9
Elective or additional Latin (LAT 301, 405, or 407)	6
Senior Year	**46 credits**
Latin Authors (LAT 411) (one course)	3
Greek Authors (GRK 411) (three courses)	9
Literature in English Translation (CL 301-305, 321) (three courses)	9
Electives, Greek Prose Composition (GRK 347, 348, 349), additional Greek or Latin	25

Secondary School Teaching

For Basic certification as a teacher of Latin in Oregon high schools, the Teacher Standards and Practices Commission requires (1) the satisfaction of certain minimum standards of subject preparation, and (2) the recommendation of the institution in which the student completed subject preparation.

Completion of 45 credits of work in Latin, including at least three terms of Latin composition, satisfies the state standards for undergraduate preparation and the requirements for recommendation by the University of Oregon.

Students planning to enter secondary school teaching should consult the staff in the Teacher Education Office of Student Services.

For Standard certification, after a fifth year of preparation, the student must complete an additional 15 credits in linguistics, culture, and civilization. Recommended courses are Seminar: Roman History (HST 407G), History of Rome (HST 412, 413G); Greek and Roman Art (ARH 414, 415, 416G), Greek Architecture (ARH 418G), Roman Architecture (ARH 419G), Introduction to Phonology (LING 450), Syntax and Semantics I (LING 451), Historical and Comparative Linguistics (LING 460); Seminars: Greek Art, Roman Art (ARH 507).

For specific information regarding certification or endorsement requirements for Latin, students should see the departmental adviser, C. Bennett Pascal, and the staff in the Teacher Education Office of Student Services.

Interdisciplinary Program in Classical Archaeology

With the existing curricular resources of the University, it is possible to arrange an undergraduate program that provides sound preparation for graduate study and an eventual career in Greek and Roman archaeology. A student would most profitably fulfill major requirements in one of the three departments contributing to the program, with the addition of courses selected from the other two departments. The following are the three programs recommended for a specialization in Classical archaeology.

Art History. Departmental major, with an option in Greek and Roman art, to include Ancient Mediterranean Art (ARH 413), Greek and Roman Art (ARH 414, 415, 416), Greek Architecture (ARH 418), Roman Architecture (ARH 419), and a seminar in Greek and Roman art (ARH 507). Courses recommended in addition to the major: History of Greece (HST 411) and History of Rome (HST 412, 413), seminar in Greek or Roman history (HST 407 or 507), two years of Greek or Latin.

Classics. Departmental major in Latin, Greek, or Classics (Latin and Greek) beyond the second year. History of Greece (HST 411) and History of Rome (HST 412, 413).

Courses recommended in addition to the major: seminar in Greek or Roman history (HST 407 or 507), Ancient Mediterranean Art (ARH 413) *or* Greek and Roman Art (ARH 414, 415, 416), Greek Architecture (ARH 418), Roman Architecture (ARH 419), a seminar in Greek or Roman art (ARH 507).

History. Departmental major, with an option in the history of Greece and Rome, to include History of Greece (HST 411), History of Rome (HST 412, 413), and a seminar in Greek or Roman history (HST 407 or 507). Courses recommended in addition to the major: Ancient Mediterranean Art (ARH 413) *or* Greek and Roman Art (ARH 414, 415, 416), Greek Architecture (ARH 418), Roman Architecture (ARH 419), a seminar in Greek or Roman art (ARH 507), two years of Greek or Latin.

Students who plan to pursue a career in Classical archaeology are reminded that most graduate departments require familiarity with both Classical languages and a reading knowledge of French and German.

An interdisciplinary master of arts (M.A.) degree is available for students interested in advanced study or careers in Classical archaeology.

Graduate Studies

The Department of Classics offers the Master of Arts (M.A.) in Classics with an option in Latin, Greek, or Classics (Greek and Latin). The degree may be earned with thesis, with a comprehensive examination, or through course work alone.

The option in Greek or Latin is earned with a concentration in one of the Classical languages, but students concentrating in one language ordinarily take some work in the other.

The option in Classics is earned with work approximately evenly divided between Greek and Latin.

Programs of study are arranged in consultation with two advisers, at least one of whom is a member of the Department of Classics, and are selected from graduate courses in Latin, Greek, Classics, history, art history, religion, philosophy, rhetoric, and English. Ideally, the design of the program will not be random but will reflect in part the student's specialized interests or will help to prepare the student for a field of specialization related to the Classics.

Master of Arts Degree

Applications for admission should be accompanied by two letters of recommendation, including at least one from an undergraduate teacher.

All candidates must complete at least 45 credits of graduate-level course work, to include at least one seminar in the candidate's major (GRK, LAT, or CL 407 or 507). Students who have not already had a year of course work in ancient history are expected to include History of Greece (HST 411) and History of Rome (HST 412, 413) in their graduate programs. All candidates must demonstrate proficiency in French or German sufficient for conducting research in Classical subjects.

The master of arts (M.A.) degree with thesis is awarded upon completion of 45 credits of course work, to include 9 credits of thesis (GRK, LAT, or CL 503, whichever is appropriate to the candidate's area of concentration).

The M.A. degree by examination is awarded upon completion of 45 credits of course work and a comprehensive written and oral examination. The examination is based in part on an outside reading list, drawn up in consultation with the candidate's advisers. The reading list is composed substantially of literature in the original languages.

The M.A. degree by course work alone is awarded upon completion of 10 credits of graduate courses in addition to the 45-credit minimum required for the M.A.

Interdisciplinary Program in Classical Civilization

The Department of Classics administers an interdisciplinary master of arts degree in Classical civilization, to provide predoctoral training for prospective candidates in Classical archaeology and ancient history, or for students interested in a general program in ancient studies at the graduate level. Consult a departmental adviser for a description of the program.

Greek Courses (GRK)

Lower Division

101, 102, 103 First-Year Greek (4,4,4) Fundamentals of the Attic Greek language; readings in Attic Greek and in *koine.*

MGRK 101, 102, 103 Modern Greek (3-4,3-4,3-4) Modern Greek conversation and reading. Offered irregularly.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

231 New Testament Readings (1-4) Selected readings from the New Testament.

Upper Division

301, 302, 303 Authors: [Term Subject] (3R) Second-year Greek: selections from major Greek authors with focus on reading and syntax. **301:** Plato. **302:** Greek tragedy. **303:** Homer. **R** when reading material changes.

347, 348, 349 Greek Prose Composition (1-3,1-3,1-3) 347, 348: extensive practice in composing Attic Greek prose with emphasis on syntax and idiom. **349:** study of Lysias, Isocrates, and Demosthenes leading to practice in their styles. Lowenstam.

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Greek Seminar: [Term Subject] (Arr,R)

411 (G) Authors: [Term Subject] (3R) Each term devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, lyric poetry, comedy, pastoral. **R** when topic changes.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Greek Seminar: [Term Subject] (Arr,R)

Hebrew Courses (HBR)

50, 51, 52 Biblical Hebrew (4,4,4) Offered irregularly.

Latin Courses (LAT)

Lower Division

101, 102, 103 First-Year Latin (4,4,4) Fundamentals of Latin grammar; selected readings from Classical and medieval authors.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

301, 302, 303 Authors: [Term Subject] (3R) Second-year Latin: selections from major Roman authors with focus on reading and syntax. **301:** Cicero. **302:** Virgil. **303:** Roman comedy. **R** when reading material changes.

347, 348, 349 Latin Composition (1,1,1) Survey of Classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers. Pascal.

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Latin Seminar: [Term Subject] (Arr,R)

411 (G) Authors: [Term Subject] (3R) Each term is devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Lucretius, comedy, philosophy, elegy, epic, satire. **R** when topic changes.

414 (G) Readings in Medieval Latin (Arr,R) Representative selections from medieval authors with analysis of the period and its institutions.

421 (M) Latin Grammar Review (3) A formal grammar review course for students with some previous exposure to the language who want to renew their skills; and for students with no previous experience who believe that they can keep up with the accelerated pace. Offered irregularly.

447, 448, 449 (G) Latin Prose Composition (1-3,1-3, 1-3) Composition of continuous Latin prose based on an intensive study of stylistic models from Classical literature. Prereq: LAT 347, 348, 349. Pascal.

Graduate

501 Research (Arr,R) P/N only
503 Thesis (Arr,R) P/N only
505 Reading and Conference: [Term Subject] (Arr,R)
507 Seminar: [Term Subject] (Arr,R)

Classics in English Translation (CL)

Lower Division

199 Special Studies: [Term Subject] (Arr,R)
200 Innovative Education: [Term Subject] (1-3R)

Upper Division

301 Greek and Roman Epic (3) Analysis of the heroic tradition and epic themes in the Homeric poems, the works of Hesiod, and the *Aeneid*. Emphasis on literary criticism and intellectual history.

302 Greek and Roman Tragedy (3) Examination of Aeschylus, Sophocles, Euripides, and perhaps Seneca, from the viewpoint of literary criticism and intellectual history. Kuntz.

303 Literature: Greek Philosophy (3) Introduction to the philosophies of Plato and Aristotle from the viewpoint of Greek intellectual history. Lowenstam.

304 Classical Comedy (3) Analysis of Old Comedy (Aristophanes), Middle Comedy (Aristophanes), and New Comedy (Menander, Roman drama) in juxtaposition with Euripidean satyr drama and "melodrama."

305 Latin Literature (3) Representative selections from major authors of Republican and Imperial Rome: epic, comedy, and satire. Pascal.

307, 308, 309 Classical World (3,3,3) Origins and development of the main social, economic, political, religious, and intellectual systems of the Classical Age of the West. **307:** ancient Greece; **308:** Hellenistic civilization; **309:** ancient Rome. The important Greek and Latin authors as well as some documentary sources. Offered irregularly.

320 Introduction to Classical Archaeology (3) Rationale and aims of Classical archaeology, day-to-day processes of a major continuous excavation, problems concerning the religion, culture, and history of the ancient world. Offered irregularly.

321 Classic Myths (3) The major mythological cycles of the ancient world: Troy, Thebes, and heroes. Literary and mythographic sources. Pascal.

400 Innovative Education: [Term Subject] (1-3R)
405 Reading and Conference: [Term Subject] (Arr,R)
407 (G) Seminar: [Term Subject] (Arr,R)
410 (G) Experimental Course: [Term Subject] (Arr,R)

Graduate

501 Research (Arr,R) P/N only
503 Thesis (Arr,R) P/N only. Prereq: second-year proficiency in Greek or Latin.
505 Reading and Conference: [Term Subject] (Arr,R)
507 Seminar: [Term Subject] (Arr,R)
509 Practicum: [Term Subject] (Arr,R)
510 Experimental Course: [Term Subject] (Arr,R)

Comparative Literature

215 Friendly Hall
Telephone (503) 686-3986
Steven F. Rendall and Irving Wohlfarth, Program Codirectors

Program Committee

Wendy Larson, East Asian Languages and Literatures
Roger A. Nicholls, Germanic Languages and Literatures
Steven F. Rendall, Romance Languages
James L. Rice, Russian
Steven Shankman, Classics and English
Wolfgang F. Sohlich, Romance Languages
Irving Wohlfarth, Comparative Literature
Alan S. Wolfe, East Asian Languages and Literatures

Participating Faculty

Randi M. Birn, Romance Languages
Kenneth S. Calhoon, Germanic Languages and Literatures
Richard H. Desroches, Romance Languages
Michael B. Fishlen, East Asian Languages and Literatures
Sylvia B. Giustina, Romance Languages
Peter B. Gontrum, Germanic Languages and Literatures
Thomas R. Hart, Romance Languages
Emmanuel S. Hatzantonis, Romance Languages
Wendy Larson, East Asian Languages and Literatures
Roger A. Nicholls, Germanic Languages and Literatures
Perry J. Powers, Romance Languages
Steven F. Rendall, Romance Languages
James L. Rice, Russian
Karla L. Schultz, Germanic Languages and Literatures
Steven Shankman, Classics and English
W. Sherwin Simmons, Art History
Wolfgang F. Sohlich, Romance Languages
Richard L. Stein, English
George Wickes, English
Irving Wohlfarth, Professor of Comparative Literature (19th-century French literature, contemporary European criticism, sociology of literature). B.A., 1961, Cambridge; Ph.D., 1970, Yale. On leave fall 1988. (1976)
Alan S. Wolfe, East Asian Languages and Literatures
Jean M. Woods, Germanic Languages and Literatures
Virpi Zuck, Germanic Languages and Literatures

The University of Oregon Comparative Literature Program offers programs leading to the bachelor of arts (B.A.), master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees. The graduate program in Comparative Literature, established in 1962, is well known both in the United States and abroad. Every year the Program invites several distinguished scholars to deliver lectures and discuss their work with faculty members and students participating in the Comparative Literature Colloquium. Past visitors include Hazel Barnes, Stephen Booth, Didier Coste, Terry Eagleton, Jean Franco, Gerald Gillespie, Geoffrey Hartman, Anselm Haverkamp, Robert Hullot-Kentor, Wolfgang Iser, Fredric Jameson, Hans Robert Jauss, Martin Jay, Christopher Norris, Gayatri Spivak, Darko Suvin, and Hayden White. Library holdings are strong in all areas of research in literature. They include an outstanding collection of journals, many of which come to the University in exchange for *Comparative Literature*, which is published at the University.

Undergraduate Program

The undergraduate program leading to the bachelor of arts (B.A.) degree enables students to pursue an organized course of study transcending the limitations of a departmental major. It provides suitable training for advanced study in literature as well as a general liberal arts background.

Students in the program study three or more literatures, of which one is normally English or American. Work is required in two foreign literatures read in the original languages. Literature read in translation may also be included as part of the student's program; courses on Chinese, German, Japanese, Russian, Scandinavian, and other literatures are offered regularly.

The undergraduate program offers many opportunities for small-group study with faculty members. Working with an adviser, the student develops a plan of study suited to his or her individual interests; this may focus on a period, a genre, a theme, or the relations between two or more national literatures. The program also offers opportunities for study of issues in literary theory and criticism.

In addition to the regular program, an honors option is available. It is particularly valuable for students intending to do advanced work in comparative literature or related fields.

Note: Students with interests in non-Western literatures are welcome in the undergraduate program.

Major Requirements

Lower Division. Satisfaction of the University language requirements for the B.A. degree

Comparative Literature: Epic, Drama, Fiction (CLIT 201, 202, 203) or equivalents

History of Western Civilization (HST 101, 102, 103) or History Honors College (HST 107, 108, 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 (CLIT 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 (CLIT 403), the senior essay to be presented at the end of the second term.

Graduate Program

The University offers a program of graduate study leading to the master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees in Comparative Literature.

For admission to the program, a candidate should have an undergraduate major in one literature and competence in two of the following languages: Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, Spanish.

Master of Arts Degree

Before receiving the M.A. degree, the candidate must demonstrate competence in two languages, in addition to English, by completing graduate-level literature courses in the languages. The student's course program usually includes five graduate-level Comparative Literature courses including at least one term of Graduate Studies in Comparative Literature (CLIT 514, 515, or 516). Candidates must qualify in three fields (periods, genres, or special fields) involving two or three literatures. The M.A. program is usually 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 usually completed within three years of advancement to candidacy and must be defended in a final oral presentation.

Comparative Literature Courses (CLIT)

Lower Division

199 Special Studies : [Term Subject] (1-3R)

201, 202, 203 Comparative Literature: Epic, Drama, Fiction (3,3,3) A comparative approach to the major works and genres of Western literature.

210 Topics in General Literature (3R) Introductory studies in literary themes, periods, and methods of literary study. Topics vary from year to year but are normally offered as a series of related courses. **R** when topic changes.

Upper Division

301 Approaches to Comparative Literature (3) Introduction to methods in comparative literature and practical literary criticism.

350 Topics in Comparative Literature (3R) Recent topics include Crime in 19th-Century Fiction, Fantasy and Reality in 17th- and 18th-Century Literature, Honors College: Utopias and Dystopias, Madness in Literature, Modern Women Writers, and Suicide and Literature: East and West. **R** when topic changes.

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Recent topics include Comedy of Classicism, Diary, Literature of Existentialism, Modern French and American Poetry, Petrarchism in Western European Literature, Relations between Literature and Art, Renaissance Hero, Romantic Drama, and Romanticism.

410 (G) Experimental Course: [Term Subject] (Arr,R) All readings may be done in translation. Recent topics include Classical Backgrounds of the Renaissance, Frontier Women in Australia and America, Just and Unjust Worlds in Chinese and Western Literature, Mass Culture, Medicean Florence and the Revival of Greek, Modern Experimental Drama, Play within a Play, Society and Solitude: Studies in Pastoral, and The Theme of Rebellion in Literature.

420 (M) Picaresque Novel (3) Not offered 1988-90.

421 (M) Modern Scandinavian Fiction (3) Not offered 1988-90.

425 (M) Autobiography (3) Not offered 1988-90.

460 (M) Experimental Fiction (3) Not offered 1988-90.

461 Experimental Drama (3) Not offered 1988-90.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent topics include Adorno; Autobiography in 20th-Century China; Bourgeois Drama; Derrida; The City in Literature; Eternal Return: Baudelaire, Nietzsche, and Blanqui; Oedipus and Sons; Reception Theory; Romanticism; Tragedy and the Tragic.

508 Colloquium (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R)

514, 515, 516 Graduate Studies in Comparative Literature (4,4,4) 514: history and present state of the discipline as practiced by selected major figures. **515:** intensive study of current issues in literary theory. **516:** problems and methods in practical criticism. Hart, Rendall, Wohlfarth.

Courses in Translation from Other Departments

Listed below are courses that might be used to fulfill up to 12 credits of the 18 additional credits in literature required for the major.

Chinese. Classical Chinese Thought and Literature (CHN 305), Seminar: Chinese Literature (CHN 407M)

Classics. Greek and Roman Epic (CL 301), Greek and Roman Tragedy (CL 302), Literature: Greek Philosophy (CL 303), Classic Myths (CL 321), Seminar: Classical Literature (CL 407)

German. Goethe and His Contemporaries in Translation (GER 250), Thomas Mann, Kafka, and Hesse in Translation (GER 251), Brecht and Modern German Drama in Translation (GER 252)

Italian. Dante and His Times (ITAL 464, 465, 466G)

Japanese. Introduction to Japanese Literature (JPN 301, 302, 303), Seminar: Japanese Literature (JPN 407M)

Russian. Introduction to Russian Literature (RUSS 204, 205, 206), Russian Folklore (RUSS 420G), Modern Russian Poetry (RUSS 422G), Dostoevsky (RUSS 424G), Tolstoy (RUSS 425G), Gogol (RUSS 426G), Turgenev (RUSS 427G), Chekhov (RUSS 428G), Soviet Russian Literature (RUSS 429G)

Scandinavian. Ibsen to Hamsun in Translation (SCAN 351), August Strindberg to Ingmar Bergman in Translation (SCAN 352), Readings in Translation: Scandinavian Literature and Society (SCAN 353)

Spanish. Cervantes (SPAN 360)

Computer and Information Science

64 Prince Lucien Campbell Hall
Telephone (503) 686-4408
Eugene M. Luks, Department Head

Faculty

John S. Conery, Assistant Professor (architecture, parallel processing). B.A., 1976, California, San Diego; Ph.D., 1983, California, Irvine. (1983)

Sarah A. Douglas, Assistant Professor (artificial intelligence, user interfaces). A.B., 1966, California, Berkeley; M.S., 1979, Ph.D., 1983, Stanford. (1983)

Alan L. Eliason, Adjunct Associate Professor (systems design, business computer applications). B.M.E., 1962, M.B.A., 1965, Ph.D., 1970, Minnesota. (1970)

Arthur M. Farley, Associate Professor (artificial intelligence, graph algorithms). B.S., 1968, Rensselaer Polytechnic Institute; Ph.D., 1974, Carnegie-Mellon. (1974)

Stephen F. Fickas, Assistant Professor (artificial intelligence, expert systems, software engineering). B.S., 1971, Oregon State; M.S., 1973, Massachusetts; Ph.D., 1982, California, Irvine. (1982)

Michael Hennessy, Instructor. B.S., 1982, M.S., 1984, Oregon. (1984)

Virginia M. Lo, Assistant Professor (distributed systems, operating systems). B.A., 1969, Michigan; M.S., 1977, Pennsylvania State; Ph.D., 1984, Illinois, Urbana-Champaign. (1984)

Eugene M. Luks, Professor (computational complexity, algebraic algorithms). B.S., 1960, City College (New York); Ph.D., 1966, Massachusetts Institute of Technology. (1983)

Gary Meyer, Assistant Professor (computer graphics, computer-aided design, visual perception). B.S., 1974, Michigan; M.S., 1975, Stanford; Ph.D., 1986, Cornell. (1986)

Andrzej Proskurowski, Associate Professor (algorithmic graph theory, computational complexity). M.S., 1967, Warsaw Technical University; Ph.D., 1974, Royal Institute of Technology, Stockholm. (1975)

Sanjay Rajopadhye, Assistant Professor (systolic architectures, distributed computing, VLSI). B. Tech., 1980, Indian Institute of Technology, Kharagpur; Ph.D., 1986, Utah. (1986)

Kent A. Stevens, Associate Professor (visual perception, artificial intelligence). B.S., 1969, M.S., 1971, California, Los Angeles; Ph.D., 1979, Massachusetts Institute of Technology. (1982)

Christopher B. Wilson, Assistant Professor (computational complexity, models of computation). B.S., 1978, Oregon; M.S., 1980, Ph.D., 1984, Toronto. (1984)

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

General Information

Computer science offers students the challenge and excitement of a new, dynamically evolving science whose discoveries and applications affect every arena of modern life. Computer science is the study of the computer as a machine, both concrete and abstract; it is the study of the management of information; and it involves the design and analysis of algorithms, programs, and programming languages.

The Department of Computer and Information Science is committed to both a strong research program and a rewarding educational experience at the undergraduate and graduate levels.

The Department offers instruction and opportunities for research in the following areas:

- artificial intelligence (natural language processing, expert systems, human interfaces, logic programming, vision)
- theoretical computer science (computational complexity, models of computation, algorithm design)
- architecture and VLSI design
- operating systems, parallel processing, distributed systems
- graphics
- software engineering
- information processing and data-base systems
- programming languages and compilers

In addition, the Department offers a stimulating minor program and an expanding selection of service courses for those who want introductory exposure to computers and computer applications. The Computer and Information Science programs at the University are continually evolving as the discipline matures and as students' needs change. Further information can be obtained from the Department office.

Facilities. Departmental facilities include six Symbolics 3600 LISP Machines, two with specialized vision hardware; three DEC VAX 11/750s; Tektronix 4115B and other graphics devices; Tektronix 4404 Pegasus, Hewlett Packard 9920, and Apollo workstations; and numerous smaller systems. University Computing houses microcomputer laboratories and larger mainframe computers in the Computing Center.

Undergraduate Studies

The Department of Computer and Information Science (CIS) offers the bachelor of arts (B.A.) and bachelor of science (B.S.) degrees. Major and minor degree requirements are listed below. Each required course must be passed with a grade of mid-C or P (pass) or higher.

While it is hoped that students can complete the sequence in a timely fashion, 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 complete the major in six terms.

Preparation. High school students planning to major in 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 ordinarily 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 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.

Careers. The CIS undergraduate program is designed to prepare students for professional careers or for further study at the graduate level. Students with a B.A. or a B.S. degree in computer science face an ever expanding set of career opportunities. Possibilities include the development of software tools; the application of computer science techniques to fields such as medicine, law, and architecture; or even the design of the next generation of computers. The CIS program prepares students for these challenges by emphasizing the fundamental concepts needed to survive as a computer scientist in the face of continuously evolving technology. Hence, our graduates come away with confidence that they can specify, design, and build large software systems; analyze the effectiveness of computing techniques for a specific problem; and, at the most pragmatic level, recommend which software package or computer to buy. A master of arts (M.A.) or master of science (M.S.) degree program prepares students for higher-level positions in the areas described above as well as for teaching positions at the community college level. The Ph.D. degree program trains students as scientists for advanced research in a specialized area of computer science and for teaching at the university level.

Major Requirements

Computer and Information Science. 55 credits, of which 24 must be completed in residence at the University of Oregon. The program for majors begins with Computer Science I, II, III (CIS 210, 211, 212) and Computer Science Laboratory I, II, III (CIS 220, 221, 222). These courses and laboratories introduce students to the principles of computation and the fundamental concepts of hardware and software. In addition, students receive training in the techniques and tools needed for advanced courses. The following courses are also required: Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), Algorithms (CIS 315), Software Methodology I (CIS 422), and Survey of Programming Languages (CIS 425). The additional 20 credits are satisfied with upper-division electives, which allow students to explore areas beyond the core courses and to probe into areas of particular interest.

Mathematics. 30 credits, including the following courses: Calculus (MTH 201, 202, 203) and Elements of Discrete Mathematics (MTH 231, 232, 233). The additional 6 credits must be selected from the following list or from other upper-division Mathematics courses approved by a CIS adviser: Number Theory (MTH 328), Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333), Mathematical Logic and Set Theory (MTH 354, 355), Introductory Linear Algebra (MTH 411), Linear Algebra (MTH 412), Topics in Linear Algebra (MTH 413), Applied Algebra (MTH 418, 419), Applied Linear Algebra (MTH 420), Introduction to Numerical Analysis (MTH 428, 429, 430), Introduction to Statistical Theory (MTH 441, 442), Regression Analysis and Analysis of Variance (MTH 443)

Writing. In addition to the two terms of writing required of all undergraduate majors, the Computer and Information Science Department requires a third course, chosen from Expository Writing (WR 216), Scientific and Technical Writing (WR 320), or Business Communications (WR 321)

Science. The requirement is 12 credits selected from one of the following four options:

1. General Physics with Calculus (PH 211, 212, 213) or General Physics (PH 201, 202, 203). Although only 12 credits in general physics are required, students are encouraged to complete the accompanying laboratory courses as well
2. General Chemistry (CH 104, 105, 106) or General Chemistry (CH 204, 205, 206) *and* 3 additional credits in Chemistry. It is recommended that these additional credits be satisfied by completing laboratory courses accompanying general chemistry
3. General Biology I: How Cells Work (BI 201), General Biology II: How Organisms Function (BI 202), and General Biology III: The Living World (BI 203), and 3 additional credits in Biology. It is recommended that these additional credits be satisfied by completing laboratory courses accompanying general biology
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, numbered between 430 and 450. The latter may require additional prerequisites or instructor's consent. See the Psychology section of this bulletin

Related Concentration for CIS Majors. CIS majors are required to complete a 12-credit concentration in a field related to computing. Consult the Department receptionist for further information.

Program for Majors

Permission to register in Computer and Information Science courses depends on course level and other departmental standards. For upper-divison courses, the Department normally expects a mid-C or better in all prerequisites. In some 400-level courses, registration priority is granted to students who have received CIS major classification or have indicated their intent to complete a CIS minor.

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.

Sample Program

Freshman Year*	**45-48 credits**
Calculus (MTH 201, 202, 203)	12
English Composition (WR 121)	3
Science, arts and letters, or social science cluster	9-12
Personal Health (HES 250)	3
Electives	18

Sophomore Year	**48-54 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 (MTH 231, 232, 233)	12
English Composition (WR 122 or 123)	3
Science, arts and letters, or social science cluster	9-12
Lower-division courses toward related concentration	6
Elective	3-6

Junior Year **47-53 credits**

Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), Algorithms (CIS 315), and two upper-division CIS electives 20
Expository Writing (WR 216), Scientific and Technical Writing (WR 320), or Business Communications (WR 321) 3
Science, arts and letters, or social science cluster 9-12
Upper-division courses toward related concentration 6
Electives or upper-division Mathematics courses 9-12

Senior Year **45-50 credits**

Software Methodology I (CIS 422) and Survey of Programming Languages (CIS 425) 8
Three upper-division CIS electives 12
Upper-division electives 9-12
Electives 16-18

The sample program for transfer and for students working toward a second bachelor's degree is much more intensive than the program for beginning freshmen. A seven-term sample program follows:

Sample Program for Transfer Students

First Year **47 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 (MTH 231, 232, 233) 12
Calculus (MTH 201, 202, 203) 12

Second Year **37 credits**

Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), Algorithms (CIS 315), Software Methodology I (CIS 422), Survey of Programming Languages (CIS 425), and two upper-division electives in CIS 28
Upper-division Mathematics 6
Expository Writing (WR 216), Scientific and Technical Writing (WR 320), or Business Communications (WR 321) 3

Third Year **12 credits**

Three upper-division electives in computer science 12

**Note:* Entering freshmen with a strong background in mathematics and a firm commitment to computer and information science may be interested in an alternate program in which they take Introduction to Computer Science I, II, III (CIS 210, 211, 212) and Elements of Discrete Mathematics (MTH 231, 232, 233) in their freshman year. Further information is available in the Computer and Information Science Department.

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 in Computer and Information Science and a cumulative grade point average of 3.00 are encouraged to apply to the Department honors program when they have completed Introduction to Information Structures (CIS 313), Computer Organization (CIS 314), and Algorithms (CIS 315). To graduate with honors a student must take 4 credits in Thesis (CIS 403) under the supervision of a faculty member. This thesis must be completed at least one term before the term of graduation. An honors committee reviews the courses taken during the senior year before making a final decision on the granting of the honors distinction.

Minor Requirements

The minor in Computer and Information Science requires completion of 27 credits, of which 12 must be in upper-division courses. The following courses are required: Computer Science I, II, III (CIS 210, 211, 212), Computer Science Laboratory I, II, III (CIS 220, 221, 222), and Introduction to Information Structures (CIS 313). These courses must be completed with a grade of mid-C or better. Students in this minor program should be aware that the prerequisites for Introduction to Information Structures (CIS 313) include Elements of Discrete Mathematics (MTH 231, 232) or the equivalent. *Note:* Students are urged to consult a CIS adviser before applying to the minor program. Applications are available in the Department office.

Graduate Studies

The Department of Computer and Information Science offers programs leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.).

The Department also coordinates interdisciplinary master's degrees in other fields, including a computer science degree program for teachers. The latter can be completed during the summer session.

Doctorates in numerical analysis and combinatorics are available through the Department of Mathematics. A doctorate with an option in computer science education is available through the College of Education.

Cognitive Science

By association with the Institute of Cognitive and Decision Sciences, the Department offers graduate degrees with an option in that area. Specific research within the Department includes visual perception (in conjunction with the Psychology Department) and issues in artificial intelligence and expert systems. For further information, see the Institute of Cognitive and Decision Sciences section of this bulletin.

Master's Degree Program

Admission. Admission to the master of science (M.S.) degree program in Computer and Information Science is competitive. It is based on prior academic performance, Graduate Record Examinations (GRE) scores, and computer science background. Minimum requirements for admission (G8 status) are:

1. Documented knowledge of the following:
   a. Principles of computer organizations
   b. Assembly and structured programming languages
   c. Program development and analysis
   d. Data structures
2. GRE score on the General Test is required; the Computer Science Test is recommended, especially for applicants seeking graduate teaching or research assistantships
3. A score of at least 575 on the Test of English as a Foreign Language (TOEFL) is required for applicants who have not spent at least three years in an English-speaking institution of higher learning. Applicants may be required to study one or more terms at the University's American English Institute (AEI), or elsewhere, before taking any graduate work in the Department. International applicants for teaching assistantships must also take the Test of Spoken English (TSE)

Application materials should be submitted by March 1 for fall term admission.

Admission to the M.S. degree program normally requires the substantive equivalent of an undergraduate degree in computer science. The second bachelor's degree program could be used to gain the required level of computer science background.

Basic Degree Requirements. The 60-credit M.S. degree program consists of core-area depth and breadth requirements (28 credits) and electives (32 credits).

Core Areas. The graduate curriculum contains five core areas:

1. Theoretical computer science
2. Architecture and operating systems
3. Programming languages
4. Software systems and methodology
5. Artificial intelligence

Each area consists of a sequence of related courses. An M.S. candidate must achieve breadth by taking the first course in each area (20 credits) and depth by completing two additional courses (8 credits) in one of these areas.

Electives. Of the 32 elective graduate-level credits, 12 may be taken outside the Department in an area closely related to the student's professional goals, subject to approval by the Graduate Affairs Committee; options include courses in Linguistics, Mathematics, Physics, and Psychology. Elective options within the Department include:

1. Up to 8 graded credits in Reading and Conference (CIS 505), with prior approval by the Graduate Affairs Committee
2. Up to 12 credits in Thesis (CIS 503) or Final Project (CIS 509)
3. Experimental Courses (CIS 510), which are new courses pending permanent approval
4. A related Physics course, Digital Electronics (PH 463)

Grade Requirements. All 28 core-area credits must be graded and passed with grades of B– or better. Up to 12 of the 32 elective credits may be taken pass/no pass (P/N); graded elective courses must be passed with grades of mid-C or better. A 3.00 grade point average (GPA) must be maintained for all courses taken in the program.

M.S. Thesis. The research option requires a written thesis and enrollment for 9-12 credits in Thesis (CIS 503). Thesis research, usually taking at least one year, should be undertaken with a supervising faculty member and a reviewing committee of, generally, two other faculty members. The M.S. thesis is expected to be scholarly and to demonstrate mastery of the practices of computer science. This option is strongly recommended for those 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 509).

Supervised by a faculty member, the project may entail a group effort involving several M.S. students. The project is subject to approval by the Graduate Affairs Committee.

Doctoral Degree Program

The Doctor of Philosophy in Computer and Information Science is above all else a degree of quality that is not conferred simply for the successful completion of a specified number of courses or number of years of study. It is a degree reserved for students who demonstrate both a comprehensive understanding of computer and information science and an ability to do creative research.

Admission. Qualified applicants are granted conditional admission to the Ph.D. program for the period during which they are preparing for the comprehensive examination that tests their experience at the level equivalent to the Department's M.S. degree. This examination is a written test for which students select four of the following five areas of study: theoretical computer science, architecture and operating systems, programming languages, software systems and methodology, and artificial intelligence. Students need not attempt all four area examinations in the same term. However, unless only one section remains to be satisfied, students are expected to test for two or more sections in one sitting. A student has two opportunities to complete each section, and all four sections must be successfully completed within four successive administrations of the examination. The examinations are administered twice a year, near the end of the fall and spring terms.

Application materials should be submitted by March 1 for fall term admission.

Advisory Committee. After passing the comprehensive examination and being admitted to the Ph.D. program, a student must select a faculty Ph.D. adviser. The faculty adviser is usually someone who has expertise in one or more areas of research in which the student expects to concentrate. The student and the Ph.D. adviser then form a Ph.D. advisory committee, usually headed by the faculty adviser.

Together the student and the advisory committee formulate a plan of study to complete the remaining requirements for the Ph.D. degree.

Degree Requirements. Candidates for the Ph.D. degree must complete the following requirements:

1. Meet all requirements set by the Graduate School, as listed in that section of this bulletin
2. Complete a related concentration consisting of at least three courses in another department, with the approval of the student's advisory committee. The courses that constitute a related concentration must carry graduate credit for students in the Computer and Information Science Department
3. Complete approximately 30 credits of graduate courses beyond the master's degree
4. Take an area qualifying examination, administered by the student's advisory committee, that emphasizes the basic material in the student's area or areas of research concentration. Passing this examination advances the student to candidacy for the degree
5. Select a thesis adviser who will direct the Ph.D. dissertation research. The student, the thesis adviser, and the Graduate School then form a dissertation committee
6. Complete a written dissertation containing substantial, original research in computer and information science and present it to the dissertation committee. The dissertation must be approved by this committee. The student must then make a formal oral presentation of the dissertation. The course of study leading to a Ph.D. degree normally requires from four to five years beyond the bachelor's degree

Research Areas. It is important that a Ph.D. student be able to work effectively with at least one thesis 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 thesis.

Computer and Information Science Courses (CIS)

Lower Division

120 Concepts of Computing: Information Processing (3) Introduction to the science of information representation and manipulation. Laboratories use word processors, spreadsheets, and graphics packages to illustrate issues. Discussion of communication networks. Prereq: MTH 101.

121 Concepts of Computing: Computers and Computation (3) Introduces elements of the design of computers, provides an understanding of basic elements of programming, and surveys applications and discusses their effects on society. Prereq: MTH 101.

122 Concepts of Computing: Algorithms and Programming (4) Introduction to algorithm design and complexity analysis, data structures and programming. Surveys approximation and sorting algorithms. Introduces techniques for program testing. Uses the programming language Pascal. Prereq: CIS 121. *Students may not receive credit for both CIS 122 and CIS 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: MTH 101 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: MTH 101 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: MTH 101 and a CIS course or equivalents. *Students may not receive credit for both CIS 122 and CIS 134.*

199 Special Studies in Computer Science: [Term Subject] (1-3) Topics vary with the interests and needs of students and faculty. Typical subjects have included programming in various languages and problem solving with microcomputers.

210, 211, 212 Computer Science I, II, III (3,3,3S) Basic concepts of computer science for majors and others wanting a strong introduction to computer science fundamentals. Computability, algorithms, data structures, design principles, system organization. Prereq: four years of high school mathematics or MTH 101 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. Programming exercises and increasingly sophisticated projects in a functional and procedural programming language; assembly language. No prior programming experience assumed. Coreq: CIS 210, 211, 212.

234 Advanced Numerical Computation (4) Problem solving for scientific computing using FORTRAN. Topics include data representation, algorithm development, numerical computation, string manipulation, and programming language issues. Prereq: CIS 133 or 210.

242 Business-Data Processing (4) Introduction to the programming language COBOL and fundamentals of business-information processing. Prereq: a prior CIS course in programming, or CIS 131 and departmental consent.

Upper Division

313 Introduction to Information Structures (4) Concepts of information organization, methods of representing information in storage, techniques for operating upon information structures. Prereq: CIS 212, MTH 232.

314 Computer Organization (4) Introduction to computer organization (memory, input-output, central processing unit), number representation, addressing techniques, assemblers and assembly language programming. Prereq: CIS 212, MTH 231.

315 Algorithms (4) Algorithm design, worst-case and average-behavior analysis, correctness; computational complexity. Prereq: CIS 313, MTH 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.

403 Thesis (Arr,R)

405 (M) Reading and Conference: [Term Subject] (1-12R)

407 (G) Seminar: [Term Subject] (Arr,R) Opportunity to study in greater depth specific topics arising out of other courses. Typical subjects include computers for laboratory control, computer installation management, and computer simulation.

409 (G) Supervised Consulting: [Term Subject] (1-2R) P/N only. The student assists other students who are enrolled in introductory programming classes. For each four hours of scheduled, weekly consulting, the student is awarded 1 credit. Prereq: departmental consent. **R** for maximum of 4 credits.

410 (G) Experimental Course: [Term Subject] (Arr,R) New regular courses are offered under this number the first year or two, before final definition of the courses and pending permanent University and Oregon State Board of Higher Education approval.

413 (M) Information Structures (4) Second course in information structures; complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression. Prereq: CIS 315 or instructor's consent.

414 (M) Compilers (4) Introduction to compilers: lexical analysis, parsing, syntax-directed translation, code generation. Prereq: CIS 315, 425.

415 (M) Operating Systems (4) Introduction to basic operating systems concepts: memory management, central processing unit scheduling, file systems, protection, resource management, process management, synchronization, and concurrency. Prereq: CIS 314, 315.

420 (M) Introduction to Theory of Computation (4) Provides a mathematical basis for computability and complexity. Models of computation, formal languages, Turing machines, solvability. Nondeterminism and complexity classes. Prereq: CIS 315 or instructor's consent, MTH 233.

422 (G) Software Methodology I (4) Analysis and structured design specification, system testing. Advanced development environments designed to make students aware of system engineering concepts and tools. Student teams complete three analysis, design, and programming projects. Departmental approval required for nonmajors. Coreq: CIS 315.

423 (G) Software Methodology II (4) Application of concepts and methodologies covered in CIS 422. 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.

425 (M) Survey of Programming Languages (4) History, design, implementation of programming languages, emphasizing principles of evaluation. Survey of current and modern programming languages: FORTRAN, ALGOL-60, Pascal, Ada, LISP, Smalltalk, PROLOG. Prereq: CIS 313.

429 (M) Computer Architecture (4) Bus-level microcomputer organization: processor design, bus protocols, memory systems, networks, input-output communication. Prereq: CIS 313, 314.

435 (G) Business-Information Systems (4) Designs of the most common organizational information-processing systems, including batch-processing, interactive, and data base. The systems development process; systems analysis and design. Prereq: CIS 242 and 313.

441 (G) 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.

445 (G) Modeling and Simulation (4) Theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, applications in computer science. Prereq: CIS 422, 425.

451 (G) Data-Base Processing (4) Introduction to the theory and application of data-base management. File and data-base organization, structured programming languages, and embedded data-base instructions. Relational and entity-relationship modeling. Prereq: CIS 315.

471 (M) Introduction to Artificial Intelligence (4) Theory and specific examples of knowledge-based computer systems. Weak and strong methods of problem solving. Knowledge-representations: predicate logic, semantic nets, frames. Prereq: CIS 314, 315, 422. CIS 425 strongly recommended.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) 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.

508 Colloquium (1R) P/N only

509 Final Project: [Term Subject] (Arr,R) Final project for master's degree without thesis.

510 Experimental Course: [Term Subject] (Arr,R) New regular 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.

513 Advanced Information Structures (4) Information structures in various areas of computing such as graphics, picture processing, simulation, modeling; storage problems, linkage between structures, and automatic implementation of structures. Prereq: CIS 413 or equivalent.

520 Formal Languages and Machines (4) Introduction to formal models of computation; presents formal languages by their generators (grammars) and acceptors (sequential machines). Turing machines. Prereq: CIS 420.

521 Theory of Computation: Complexity (4) Concrete and abstract complexity of computation; analyzing complexity using different models of computation; design strategies for efficient algorithms; polynomial time reducibility among problems; approximate algorithms for "hard" problems. Prereq: CIS 413, 520.

522 Theory of Computation: Computability (4) Properties of algorithmic computation. Formal models of computation: Turing computability, recursive functions, computability and decidability. Prereq: CIS 521.

524 Structure of Programming Languages (4) Syntax and semantics, comparison and design of programming languages. Includes readings about features of Pascal, ALGOL, Ada, LISP, Smalltalk, PROLOG, and FP.

525 Compilers I (4S) Principles and techniques for compiler construction. Formal language theory concepts, lexical analysis, parsing, syntax-directed translation. Prereq: CIS 524. CIS 420 or equivalent highly recommended. **S** with CIS 526.

526 Compilers II (4S) Continuation of CIS 525. Principles and techniques for compiler construction. Intermediate code generation, optimization, and code generation. **S** with CIS 525.

529 Computer Architecture (4) Functional structure of computers. The management of a hierarchy of storage components, control of parallelism within the arithmetic logical unit, microprogramming, and connection of input-output devices through channels. Prereq: CIS 415.

530 Advanced Operating Systems (4) Principles of operating systems for multiprocessor and distributed computer systems: concurrent programming, synchronization, communication, reaching agreement, deadlock, scheduling. Prereq: CIS 529.

531 Parallel Processing (4) Review of computer science from a parallel processing point of view; parallel models of computation, parallel computer architecture; parallel programming languages, parallel algorithms. Prereq: instructor's consent.

532 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 529.

541 Advanced Computer Graphics (4) Computer graphics techniques for realistic image synthesis: scan conversion, clipping, hidden surface algorithms, illumination modeling, and color perception. Prereq: CIS 441G or instructor's consent.

550 Software Engineering (4) Examination of 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.

551 Data-Base Systems (4) Evaluation of overall performance of data-base systems. Design of data-base systems, access methods and interfaces between users and data-base management systems. Designs for fast query response versus easy updating. Prereq: CIS 451.

571 Artificial Intelligence (4) Basic ideas and goals of artificial intelligence. Heuristic problem-solving search; learning and theorem-proving techniques; rule-based systems. Prereq: CIS 315 or instructor's consent.

574 Visual Information Processing (4) Computer extraction and identification of objects in visual scenes. Fundamental techniques, current topics, and contemporary systems. Prereq: CIS 571 and instructor's consent.

575 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 571 or instructor's consent.

576 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 571.

577 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 571 and graduate standing in Computer and Information Science, Psychology, or Linguistics.

East Asian Languages and Literatures

308 Friendly Hall
Telephone (503) 686-4005
Theodore Huters, Department Head

Faculty

Michael B. Fishlen, Associate Professor (T'ang and earlier Chinese literature). B.A., 1965, Knox; M.A., 1968, Ph.D., 1973, Indiana; J.D., 1987, Oregon. (1970)

Noriko Fujii, Assistant Professor (Japanese language and linguistics). B.A., 1973, Wakayama University; M.A., 1978, Ph.D., 1985, Michigan. (1984)

Theodore Huters, Professor (Chinese literature, Chinese history). B.A., 1969, M.A., 1972, PH.D., 1977, Stanford. (1988)

Stephen W. Kohl, Associate Professor (modern Japanese literature). B.A., 1967, Ph.D., 1974, Washington (Seattle). (1972)

Wendy Larson, Assistant Professor (modern Chinese language and literature). B.A., 1974, Oregon; M.A., 1978, Ph.D., 1984, California, Berkeley. (1985)

Yoko M. McClain, Associate Professor (modern Japanese language and literature). Diploma, 1950, Tsuda College; B.A., 1956, M.A., 1967, Oregon. (1966)

Alan S. Wolfe, Assistant Professor (Japanese and comparative literature). B.A., 1966, M.A., 1971, Columbia; Ph.D., 1985, Cornell. (1980)

Lucia Yang, Associate Professor (Chinese language and linguistics). B.A., 1967, San Francisco State; M.S., 1970, Ph.D., 1975, Georgetown. (1976)

Emerita

Angela Jung, 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)

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

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.

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 usual 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.

Students must receive a grade of C- or better to advance to the next course in Chinese or Japanese language sequences.

Major Requirements

Chinese. 39 credits are required in courses beyond the second-year level, including Classical Chinese Thought and Literature (CHN 305), Political Tradition of Chinese Literature (CHN 306), 20th-Century Chinese Literature (CHN 307), Contemporary Chinese (CHN 414, 415, 416), Writers of Early 20th-Century China (CHN 420), Post-1949 Mainland Chinese Writers (CHN 421), and Chinese Writers in Taiwan and Abroad (CHN 422). The remaining credits may be earned in other upper-division Chinese language, literature, and linguistics courses or in comparative literature courses when the topic is Chinese literature. Students are encouraged to take courses involving Chinese culture in other disciplines such as history, religious studies, and art history.

Japanese. 39 credits are required in courses beyond the second-year level, including Introduction to Japanese Literature (JPN 301, 302, 303), Contemporary Japanese (JPN 411, 412, 413), and Advanced Readings in Modern Japanese Literature (JPN 417, 418, 419). The remaining credits may be earned in any other upper-division Japanese language and literature course or in comparative literature courses when the topic is Japanese literature. Students are encouraged to take courses involving Japanese culture in other disciplines such as history, religious studies, and art history.

Any course for which a grade of D is received does not count toward the major.

Scholarship and Honors

The Department administers the Japanese American Friendship Scholarship for a student majoring in Japanese. The Asian Studies Program administers two $500 scholarships each year for Asian Studies majors. Additional information may be obtained in the Department office.

Graduation with departmental honors will be 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.

Chinese Courses (CHN)

Lower Division

101, 102, 103 First-Year Chinese (5,5,5) Introduction to Mandarin Chinese initial conversation, reading, and writing. Characters and spoken language presented concurrently throughout the year with emphasis on grammatical patterns.

199 Special Studies: [Term Subject] (1-3R)

201, 202, 203 Second-Year Chinese (5,5,5) The increased use of characters and grammatical patterns; designed to build fluency in reading, writing, and conversation.

240 Essentials of Chinese Language and Culture (3) Introduction to cultural, artistic, and intellectual developments in Asia where Chinese is spoken. Films, slides, lectures.

Upper Division

305 Classical Chinese Thought and Literature (3) Survey ranging from early Confucian and Taoist classics, the histories, *I Ching*, and poetry anthologies *Book of Songs* and *Songs of Ch'u* up to Han dynastic poetics. All readings in English. Fishlen.

306 Political Tradition of Chinese Literature (3) Importance and uses of political allegory traced through 3rd- to 13th-century poetry, 9th- to 16th-century short fiction and drama, and 16th- to 18th-century novels. All readings in English. Fishlen.

307 20th-Century Chinese Literature (3) Aesthetic, social, and political significance of the literature from the May 4th Movement of 1919 to the present. Western influences on literary genres and continuity of the tradition. All readings in English. Larson.

330, 331, 332 Chinese Composition and Conversation (3,3,3) Systematic review of grammar and development of conversational proficiency. Prereq: two years of Chinese or instructor's consent. Concurrent enrollment in CHN 414, 415, 416 recommended.

351 Women and Their Social Milieu in Chinese Literature (3) Major works in Chinese literature, past and present, in terms of women's roles and their social milieu. Special emphasis on women writers. All readings in English. Jung.

399 Special Studies: [Term Subject] (1-4R) Topic varies from term to term. **R** for maximum of 12 credits.

401 Research (Arr,R)

403 Thesis (1-6R) Departmental honors students only. Prereq: instructor's consent. **R** for maximum of 6 credits.

405 Reading and Conference: [Term Subject] (Arr,R)

407 (M) Seminar: [Term Subject] (1-3R) Studies and projects in Chinese literature using sources in Chinese, English, or both. **R** when topic changes.

409 (M) Practicum: [Term Subject] (1-3R) P/N only. Prereq: instructor's consent. **R** for maximum of 18 credits.

414, 415, 416 (M) Contemporary Chinese (3,3,3) Study of contemporary Chinese writing styles including selections from journalistic, literary, and documentary sources. Fishlen.

420 (M) Writers of Early 20th-Century China (3) Readings from the prose works of writers such as Lu Xun, Ding Ling, and Guo Moruo and from literary theory and history. Readings and discussion in Chinese. Prereq: three years of Chinese.

421 (M) Post-1949 Mainland Chinese Writers (3) Critical analysis of the works of writers such as Wang Meng, Zhang Jie, and Liu Binyan and of documents from literary movements and history. Readings and discussion in Chinese. Prereq: three years of Chinese.

422 (M) Chinese Writers in Taiwan and Abroad (3) Analysis of prose texts of Chinese writers, including Bai Zianyong, Liu Yichang, and Chen Roxi, in Taiwan, Hong Kong, and the United States. Readings and discussion in Chinese. Prereq: three years of Chinese.

436, 437, 438 (M) Literary Chinese (3,3,3) Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research.

440 (M) Structure of Chinese Language (3) Historical development of the Chinese language in different linguistic aspects: phonological, morphological, syntactic, and orthographic. Prereq: two years of Chinese or instructor's consent. Yang.

453 (M) 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.

Japanese Courses (JPN)

Lower Division

101, 102, 103 First-Year Japanese (5,5,5) Provides thorough grounding in listening, speaking, reading, and writing Japanese. Special stress on aural-oral skills. For beginners or by placement.

104, 105, 106 Accelerated Japanese (8,8,8) Intensive course in all basic Japanese language skills with stress on acquisition of grammatical patterns and reading proficiency. Prereq: previous study of Japanese or instructor's consent.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201, 202, 203 Second-Year Japanese (5,5,5) Continuation of JPN 101, 102, 103. Further training in oral-aural skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.

210 Japan: A Cultural Odyssey I (3) Introduction to the distinctive features of Japan's linguistic, literary, artistic, and religio-philosophical heritage. Includes guest lectures, films.

211 Japan: A Cultural Odyssey II (3) Introduction to Japan's modern and postmodern, national and international cultural life via its contemporary forms of literary, dramatic, and cinematic expression. Includes guest lectures, films.

Upper Division

301, 302, 303 Introduction to Japanese Literature (3,3,3) Historical survey of Japanese literature from the 8th century to the present. Analysis and appreciation of major works, authors, and genres such as *The Tale of Genji*, Haiku, Kawabata, and Mishima. All readings in English. Kohl.

327, 328, 329 Japanese Composition and Conversation (3,3,3) Systematic review of grammar and development of conversational proficiency. Prereq: two years of Japanese or instructor's consent.

399 Special Studies: [Term Subject] (1-3R) Prereq: instructor's consent. **R** for maximum of 12 credits.

400 Innovative Education: [Term Subject] (1-3R)

401 (M) Research (1-4R) Prereq: instructor's consent. **R** for maximum of 12 credits.

403 Thesis (1-6R) Departmental honors students only. Prereq: instructor's consent. **R** for maximum of 6 credits.

405 Reading and Conference: [Term Subject] (Arr,R)

407 (M) Seminar: [Term Subject] (1-3R) Japanese literature both in Japanese and in English translation. Recent topics have been The Aftermath of War: Japanese Film and Literature under the U.S. Occupation, Contemporary Fiction, and Women in Japanese Literature. **R** when topic changes.

409 (M) Practicum: [Term Subject] (1-3R) P/N only. Prereq: instructor's consent. **R** for maximum of 18 credits.

411, 412, 413 (M) Contemporary Japanese (3,3,3) Fourth-year Japanese language study. Practice in conversation and business vocabulary; special topics. Prereq: JPN 327, 328, 329 or instructor's consent.

417, 418, 419 (M) Advanced Readings in Modern Japanese Literature (3,3,3) Reading in Japanese. For students who want to acquire proficiency in reading, writing, and translation. Prereq: JPN 327, 328, 329 or instructor's consent. McClain.

426, 427, 428 (M) Literary Japanese (3,3,3) Readings in various styles and genres of Japanese prose literature in premodern periods. Preparation for research.

433, 434, 435 (M) Japanese Poetry (3,3,3) Critical analysis and appreciation of Japanese poetry through reading of works in different forms and of different periods. Prereq: two years of Japanese or instructor's consent.

441 (M) The Structure of the Japanese Language (3) General characteristics of Japanese grammar. Topics include word order, typological characteristics, morphology, ellipsis, passives, and causatives. Fujii.

442 (M) Topics in Japanese Linguistics (3) Advanced course in Japanese linguistics. Applications of linguistic theories and methodologies to Japanese. Topics include syntax, semantics, and discourse analysis. Prereq: LING 451. Fujii.

443 (M) Teaching Japanese as a Foreign Language: Methodology (3) Discussion and examination of instructional materials, techniques, and methods. Activities include class observation, practice teaching, writing short papers. Application of teaching theories in classroom environments. Prereq: JPN 441, LING 444, three years of Japanese language study. Fujii.

450 (M) Japanese Bibliography (2) Bibliography for Japanese studies: examination of basic reference works in both Western languages and Japanese and training in research methods. Prereq: two years of Japanese or instructor's consent.

Economics

435 Prince Lucien Campbell Hall
Telephone (503) 686-4661
James N. Tattersall, Department Head

Faculty

B. Kelly Eakin, Assistant Professor (industrial organization, health economics) B.A., 1978, Texas at Austin; Ph.D., 1986, North Carolina at Chapel Hill. (1985)

Christopher J. Ellis, Assistant Professor (economic theory). B.A., 1978, Essex University; M.A., 1979, Ph.D., 1983, Warwick University. (1983)

Henry N. Goldstein, Professor (international finance). B.A., 1950, North Carolina at Chapel Hill; M.S., 1953, Ph.D., 1967, Johns Hopkins. On leave 1988-89. (1967)

Charles C. Griffin, Assistant Professor (economic development, health economics). B.A., 1975, Iowa; M.A., 1981, Duke; Ph.D., 1983, North Carolina at Chapel Hill. (1986)

Myron A. Grove, Professor (economic theory, mathematical economics). B.S., 1957, M.S., 1959, Oregon; Ph.D., 1964, Northwestern. (1963)

Stephen E. Haynes, Associate Professor (international finance and econometrics). B.A., 1968, Ph.D., 1976, California, Santa Barbara. (1978)

Joni Hersch, Assistant Professor (labor economics, econometrics). B.A., 1977, South Florida; Ph.D., 1981, Northwestern. (1982)

Chulsoon Khang, Professor (pure theory of international trade). B.A., 1959, Michigan State; M.A., 1962, Ph.D., 1965, Minnesota. On leave 1988-89. (1966)

Van W. Kolpin, Assistant Professor (economic theory, econometrics). B.A., 1981, Coe; M.A., 1984, Ph.D., 1986, Iowa. (1986)

H. T. Koplin, Professor (economic theory, public finance). B.A., 1947, Oberlin; Ph.D., 1952, Cornell. (1950)

Daniel P. McMillen, Assistant Professor (urban economics, public finance). B.A., 1981, M.A., 1982, Illinois—Chicago Circle; Ph.D., 1986, Northwestern. (1986)

Raymond Mikesell, Professor (economic development, international economics). B.A., 1935, M.A., 1935, Ph.D., 1939, Ohio State. (1957)

Barry N. Siegel, Professor (monetary theory). B.A., 1951, Ph.D., 1957, California, Berkeley. On leave fall 1988, winter 1989. (1961)

Larry D. Singell, Jr., Assistant Professor (labor, pubic finance). B.A., 1983, M.A., 1984, Ph.D., 1988, California, Santa Barbara. (1988)

Robert E. Smith, Professor (industrial organization, public policy and the multinational corporation). B.A., 1943, Southern California; Ph.D., 1963, California, Los Angeles. On leave fall 1988. (1963)

Joe A. Stone, Professor and W. E. Miner Professor of Economics (labor economics, international trade). B.A., 1970, Texas, El Paso; Ph.D., 1977, Michigan State. (1979)

James N. Tattersall, Professor (economic history, public finance). B.A., 1954, M.A., 1956, Ph.D., 1960, Washington (Seattle). (1957)

Mark A. Thoma, Assistant Professor (macroeconomics, econometrics). B.A., 1980, California State, Chico; Ph.D., 1985, Washington State. (1987)

W. Ed Whitelaw, Professor (urban economics). B.A., 1963, Montana; Ph.D., 1968, Massachusetts Institute of Technology. On leave fall 1988. (1967)

Emeriti

Robert Campbell, Professor Emeritus (history of thought). B.A., 1947, California, Berkeley; B.S., 1950, U.S. Merchant Marine Academy; Ph.D., 1953, California, Berkeley. (1952)

Richard M. Davis, Professor Emeritus (economic theory). B.A., 1939, Colgate; M.A., 1941, Ph.D., 1949, Cornell. (1954)

Paul L. Kleinsorge, Professor Emeritus (labor economics). A.B., 1927, Stanford; M.B.A., 1929, Harvard; Ph.D., 1939, Stanford. (1948)

Paul B. Simpson, Professor Emeritus (mathematical economics). B.A., 1936, Reed; Ph.D., 1949, Cornell. (1949)

Marshall D. Wattles, Professor Emeritus (economic theory). B.A., 1938, Southwest Missouri State; M.A., 1941, Missouri; Ph.D., 1950, Ohio State. (1950)

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

Undergraduate Studies

Economics is the social science that studies the problem of using scarce resources to satisfy society's unlimited wants. The discipline is divided into two general areas—microeconomics and macroeconomics. Microeconomics explores questions about the way society should allocate resources; it applies to public policy in such areas as urban, environmental, health, and labor economics. Macroeconomics considers such questions as the causes of inflation and unemployment; it applies to such areas as monetary, developmental, and international economics.

The Department of Economics offers undergraduate work leading to a bachelor's degree. Students doing outstanding work in their major program may be eligible for departmental honors. The undergraduate courses in Economics provide a broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They also give a substantial foundation in economics to students interested in professional graduate training in economics or in careers in business, law, government, or secondary school teaching.

Students interested in more detailed information are encouraged to inquire at the Department's peer advising office, 418 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 course, to be taken in the freshman or sophomore year. Suggested preparation for two-year college transfers is (a) the equivalents of Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202) and (b) the equivalents of either Calculus (MTH 201, 202, 203) *or* Calculus for the Nonphysical Sciences (MTH 207, 208) and Probability and Statistics with Calculus (MTH 209).

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. A student must be classified as an Economics major in order to receive a bachelor's degree in Economics. Entering freshmen and other lower-division students who declare a major in Economics receive academic advising from Economics faculty members. Once students have completed 90 or more credits (junior standing or higher), the following requirements must be met in order to retain their status as Economics majors or to declare this major for the first time:
   a. Minimum grade point average (GPA) of 2.50 in all graded college-level course work attempted
   b. Grades of C– or P (pass) or better in Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202)
   c. Grades of C– or P or better in Calculus for the Nonphysical Sciences (MTH 207, 208) and Probability and Statistics with Calculus (MTH 209) *or* Calculus (MTH 201, 202, 203)
2. Intermediate Economic Analysis (EC 375, 376, 377) or Advanced Economic Theory (EC 475, 476, 477). Should be completed by the end of the junior year
3. Introduction to Econometrics (EC 421, 422) or Econometrics (EC 493, 494). Should be completed by the end of the junior year
4. 27 additional credits in Economics courses numbered 300 or above, with no more than 3 credits in Supervised Tutoring Practicum (EC 409) and at least 15 credits in courses numbered 400 or above (excluding EC 409)
5. 9 of these 27 credits must represent a concentration of three upper-division Economics courses in one of the following fields of specialization: comparative systems, economic development, industrial organization, international, labor and human capital, money, public economics, resource and environmental, urban and regional
6. A grade of C– or P or better in all Economics courses taken to satisfy the major requirements
7. No student who has previously received credit for a 400-level course will receive credit toward the Economics major for a corresponding 300-level course. For example, if a student has previously received credit for one of the 400-level courses in International Economics (EC 440, 441, 442), the student cannot use Introduction to International Economics (EC 340) to satisfy part of the major course requirements

Program Suggestions for Majors

1. Majors planning graduate study in Economics and others with an appropriate mathematical background should satisfy their intermediate theory requirement with Advanced Economic Theory (EC 475, 476, 477) instead of Intermediate Economic Analysis (EC 375, 376, 377)
2. The Department offers at least 10 fields of specialization including money, urban and regional, public economics, resource and environmental, labor, international, comparative economic systems, economic development, and industrial organization. For most fields, one 300-level introductory course and several 400-level courses are offered (the 300-level courses are not generally prerequisites for the associated

400-level courses). To provide depth, it is recommended that the student take at least three courses in each of two fields

3. Interested students should be aware of the University's five-year program combining an undergraduate departmental major and a Master of Business Administration. Early planning of courses to meet requirements of this combined program is essential

Minor Requirements

A minor in Economics requires 24 credits distributed as follows:

	24 credits
Introduction to Economic Analysis: Microeconomics (EC 201)	3
Introduction to Economic Analysis: Macroeconomics (EC 202)	3
Intermediate Economic Analysis (EC 375, 376)	6
Four additional upper-division 3-credit courses in Economics (excluding EC 409 Practicum)	12

All courses applied toward the Economics minor must be completed with a grade of C– or P (pass) or better.

No student who has previously received credit for a 400-level course will receive credit toward the Economics minor for a corresponding 300-level course. For example, if a student has previously received credit for one of the 400-level courses in International Economics (EC 440, 441, 442), the student cannot use Introduction to International Economics (EC 340) to satisfy part of the minor course requirements.

Graduation with Honors

Qualified students may apply for graduation with honors in Economics. Two requirements must be met:

1. Completion of upper-division Economics courses with at least a 3.50 grade point average
2. Completion of a research paper, written under the guidance of a faculty member, for 3 credits in Research (EC 401)

Students who have satisfied these requirements should notify the director of undergraduate studies during the term in which they want to graduate.

Secondary School Teaching

The Department of Economics offers work for preparation to teach social studies in Oregon public secondary schools. Certification as a secondary teacher with the Social Studies endorsement requires satisfactory completion of a program of teacher preparation that includes subject matter preparation in the social sciences and in professional education, as well as recommendation of the institution in which the preparation is completed. The Department offers work toward both Basic and Standard certification. For specific information regarding departmental requirements for the Social Studies endorsement, students should consult the departmental adviser for teacher education, Robert E. Smith, and the staff in the Teacher Education Office of Student Services.

Graduate Studies

The Department of Economics offers graduate work leading to the degrees of master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.). General information about graduate work at the University of Oregon is available in the Graduate School section of this bulletin. A detailed description of departmental degree requirements may be obtained from the Department office.

Applicants for admission must submit the following to the Department:

1. Scores on the Graduate Record Examinations (GRE) General and Economics Tests
2. Three letters of recommendation
3. Complete transcripts of previous work

Applicants whose native language is not English must also submit their scores on the Test of English as a Foreign Language (TOEFL).

Master's Degree

The Department of Economics offers a master's degree program for students planning to teach in two-year colleges or seeking research careers. The program requires a minimum of 45 graduate credits, and students must meet the other University and Graduate School requirements for the master of arts (M.A.) or the master of science (M.S.) degree. In addition, students must meet the following departmental requirements:

1. Knowledge of mathematics equivalent to that contained in Calculus (MTH 207, 208) or a higher-level calculus course
2. Knowledge of statistics and econometrics equivalent to that contained in either Probability and Statistics with Calculus (MTH 209) and Introduction to Econometrics (EC 421, 422G) *or* Econometrics (EC 493, 494G)
3. Appropriate work in micro- and macroeconomic theory equivalent to that contained in Advanced Economic Theory (EC 475, 476, 477G)
4. Completion of an acceptable research paper or, alternatively, a thesis approved by at least two departmental staff members

Students must maintain a minimum grade point average (GPA) of 3.00 in all graduate work undertaken as well as in all graduate credits in Economics; there is an additional minimum GPA requirement in the core economic theory and econometrics courses. Students must complete all requirements for the degree within five years after beginning graduate work in Economics at the University.

The master's degree usually requires four or five terms of work in residence. A few well-qualified students have completed requirements for the master's degree in three terms, in addition to a fourth 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 in the Graduate School. The program requires graduate courses in Geography; Planning, Public Policy and Management; Biology; and Economics, among others.

Address inquiries to John H. Baldwin, Director, Environmental Studies Program, 156 Hendricks Hall, University of Oregon, Eugene OR 97403. See also the **Environmental Studies** and **Graduate School** sections of this bulletin.

Doctor of Philosophy Degree

Every graduate student seeking the Ph.D. degree must satisfactorily complete a first-year core program including required work in micro- and macroeconomic theory seminars (EC 507) and Econometrics (EC 493, 494, 495). Students must pass an examination on this core program before continuing with the second year of the Ph.D. program.

After passing the core examination, a student must take 9 credits of graduate work in each of two fields of specialization, each supervised by a faculty committee. A research paper must also be completed on a topic in each field and be approved by the relevant committee. When the student has completed these field requirements, satisfied the University foreign language requirement, and submitted an acceptable dissertation proposal, he or she is advanced to candidacy for the Ph.D. degree. In the final stage of the program, the student is guided by his or her dissertation committee. The Department of Economics requires that the dissertation be completed within three calendar years of advancement to candidacy.

The doctorate usually takes from nine to 12 terms, including completion of an accepted dissertation.

Students in the Ph.D. program may, on application, be awarded a master's degree upon completion of 45 graduate credits, passage of the core examination, and approval of the two required research papers.

More detailed information is given in the Department's pamphlet, *The Ph.D. Program in Economics.*

Economics Courses (EC)

Lower Division

101 Economics of Current Social Issues (3) Examines social issues with the aid of a few basic economic concepts. May include film series presented by well-known economists.

199 Special Studies: [Term Subject] (1-3R) P/N only. Optional tutorial sections which may be taken in conjunction with EC 201, 202, and 375.

201 Introduction to Economic Analysis: Microeconomics (3S) First term of introductory sequence in principles of economics. MTH 101 recommended.

202 Introduction to Economic Analysis: Macroeconomics (3S) Second term of introductory sequence in principles of economics.

203 Introductory Economic Analysis (3S) Third term of introductory sequence in principles of economics. Policy applications.

204, 205 (H) Microeconomics and Macroeconomics (Honors) (3,3) Supply and demand in a decentralized market economy; the behavior of aggregate output, employment, and inflation; and countercyclical monetary and fiscal policy.

Upper Division

311 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. Siegel. *Students may not receive credit for both EC 311 and FINL 314.*

315 Urban Economic Problems (3) Topics may include urban and metropolitan growth, land use, race and poverty, education systems, slums and urban renewal, transportation, crime, and pollution and environmental quality. Prereq: EC 201. Whitelaw.

329 Introduction to Public Economics (3) Principles and problems of government financing. Expenditures, revenues, debt, and financial administration. Production by government versus production by the private sector. Tax measures to control externalities. Prereq: EC 201, 202. Tattersall.

332 Issues in Resource Economics (3) Topics may include conservation and the time pattern of use of replenishable and nonreplenishable natural resources, forestry and fisheries management, energy and energy resources, ground and surface water utilization. Prereq: EC 201.

333 Issues in Environmental Economics (3) Air and water pollution, solid waste disposal, and policy alternatives for moving toward a more optimal use of the natural environment. Prereq: EC 201.

335 Human Capital: Problems and Issues (3) Economic applications to the utilization of human capital. Topics may include investment in education and training, effects of poor health and aging, discrimination, marriage and family, and public policies. Prereq: EC 201.

340 Introduction to International Economics (3) Exchange across international boundaries: theory of comparative advantage, balance of payments and adjustments, international financial movements, exchange rates and international financial institutions, trade restrictions and policy. Prereq: EC 201, 202. Goldstein, Haynes.

344 Labor Market Issues (3) Topics may include the changing structure of employment, the minimum wage, the dual labor market hypothesis, collective bargaining, discrimination, and health and safety regulation. Prereq: EC 201, 202. Hersch, Stone.

350 The Market System and Its Critics (3) The market system, or capitalism, as described by its proponents, by reformist critics, and by radical critics. Reading selected to represent each point of view. Prereq: EC 201. Davis.

357 Problems and Issues in the Developing Economies (3) Topics may include the role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, and the "North-South debate." Prereq: EC 201.

360 Private Industry and Public Policy (3) Topics may include analysis of market power, trends in industrial structure, the role of advertising, pricing policies and inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prereq: EC 201, 202. Eakin.

370 The Evolution of Economic Ideas (3) Economic thought from the ancient world to the 20th century. Major schools of economic thought and their relationship to other social ideas of their times. Prereq: EC 201. Campbell.

375, 376, 377 Intermediate Economic Analysis (3,3,3) 375: income and employment theory. **376:** theory of the consumer, theory of the firm, determination of prices in various kinds of markets. *Students may not receive credit for both EC 376 and FINL 311.* **377:** general equilibrium, welfare economics, collective choice, and rules for evaluating economic policy. Prereq: EC 202 for 375; EC 201 for 376; EC 376 for 377. College algebra required for EC 375 or 376; one or more terms of calculus recommended.

390 The Rise of the Western Economies (3) Survey of the economic history of the major industrial economies. Alternative explanations of the "rise of the West." Prereq: EC 201. Tattersall.

401 Research (Arr,R)

405 Reading and Conference: [Term Subject] (1-3R)

407 (G) Seminar: [Term Subject] (Arr,R) The seminars offered vary from year to year depending on interests and needs of students and on availability of faculty members.

409 Supervised Tutoring Practicum: [Term Subject] (1-3R) P/N only. Credit may be given for participation in the Department's peer advising program.

410 (G) Experimental Course: [Term Subject] (Arr,R)

411 (G) Monetary Policy (3) Federal Reserve System strategies and methods of monetary and credit control. Effects of federal policies on prices, output, and employment. Prereq: EC 311 or FINL 314. Siegel.

412 (G) Monetary Theory (3) Monetary theories of income, employment, and the price level. Critiques of Keynesian and classical analysis. Prereq: EC 375, 376 or EC 475, 476. Siegel.

414 (G) Regional Economics (3) Location theory; interregional multiplier theory; regional growth; techniques of regional analysis: regional income accounting, economic base studies, input-output analysis, linear programming; regional and interregional models. Prereq: EC 201 and MTH 101, 102 or equivalents.

415 (G) Urban Economics I (3) Location theory; urbanization and metropolitan growth; intra-urban rent, location, and land use; size distribution of urban areas; welfare economics, political economy, and urban problems. Prereq: EC 201 and MTH 101, 102 or equivalents. EC 376, 377 recommended. McMillen, Whitelaw.

416 (G) Urban Economics II (3) Race and poverty; education systems, de facto segregation; housing, residential segregation, slums and urban renewal; transportation; financing local government; crime; environmental quality; urban planning. Prereq: EC 201 and MTH 101, 102 or equivalents; EC 376, 377 recommended. McMillen, Whitelaw.

418 (M) Economy of the Pacific Northwest (3) Locational factors influencing development of the region's major industries; recent changes in income and population; problems and governmental policies in the areas of taxation, environment, and planning. Prereq: EC 201 or 202. Tattersall, Whitelaw.

420, 421, 422 (G) Introduction to Econometrics (3,3,3S) Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Prereq: college algebra. Grove, Hersch.

429 (G) Theory of Public Economy (3) Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency. Prereq: EC 201, 202. Ellis, McMillen.

430 (G) Public Revenues and Expenditures (3) Public budgeting, detailed consideration of the principles of taxation and expenditure, analysis and comparison of various forms of taxation, government enterprises. Prereq: EC 201, 202. Kolpin, McMillen.

431 (G) Economics of Public Regulation (3) Public regulation of private enterprise. Public utility regulatory theory and proposals for change. The new regulatory framework: health, safety, environment. Prereq: EC 201, 202. Eakin.

432 (G) Resource Economics (3) Appropriate time pattern of harvest for a replenishable resource and appropriate rate of exhaustion of a nonreplenishable resource. Issues in natural resource policy. Prereq: EC 376, 377. Khang.

433 (G) Environmental Economics (3) Rules for an economically optimal level of environmental quality and the role of such economic analysis in the formulation of public policy toward the environment. Prereq: EC 376, 377. Whitelaw.

435 (G) Human Capital Theory (3) Optimal investment in human capital. Rate of return on investment in education and health; imperfections in the human capital market; impact of marriage, discrimination, and crime. Prereq: EC 376, 377. Grove.

439 (G) Health Economics (3) Policy issues in the field of health: demand and supply of medical services, models to explain hospital behavior, employment needs, cost-benefit analysis, program evaluation, and national health insurance. Prereq: EC 201, 202.

440, 441, 442 (G) International Economics (3,3,3) 440: the foreign exchange market; interaction between spot and forward markets; speculation and interest arbitrage; balance-of-payments accounting and alternative measures of payments deficits and surpluses. **441:** "pure" theory of international trade; direction of trade, international prices, volume of goods traded; tariffs, quotas, customs, unions, and common markets; free versus restricted trade. **442:** institutional arrangements to generate international liquidity; the role of the International Monetary Fund; special drawing rights; the pros and cons of flexible exchange rates; managed floating. Prereq to EC 440 and 441: EC 201, 202; EC 375, 376 recommended. Prereq to EC 442: EC 340 or 440. Haynes, Mikesell, Stone.

444 (G) Labor Economics (3) Supply and demand for labor, wage determination under various market structures, low-wage labor markets, segmentation, the role of trade unions, wage differentials, discrimination, and the nature of work. Prereq: EC 201; EC 376 recommended. Stone.

445 (G) Issues in Labor Economics (3) Theories of unemployment, alienation, inequality, human resources, and the impact of unions. Economic policy affecting labor markets, particularly policies and institutions relating to unemployment. Prereq: EC 201, 202. Hersch, Stone.

446 (G) Collective Bargaining and Public Policy (3) Current status of trade unions, history of the labor movement, industrial relations legislation, collective bargaining, labor and global corporations, labor movement strategies, unions and minorities, and union democracy. Prereq: EC 201. Stone.

450 (G) Marxian Economics (3) Readings in Marx are accompanied by modern writings that describe the Marxian system in the language of contemporary economics. Prereq: EC 201, 202; EC 375, 376 recommended. Davis.

451 (G) Comparative Economic Systems (3) Comparative study of alternative forms of economic organization. Market-directed versus planned economies; centralized versus decentralized planning. Case studies of individual economies. Prereq: EC 201, 202. Davis.

453 (G) Economics of the Pacific Rim (3) A case-study approach focusing on particular countries, on specific goods or commodities, and on specific types of government intervention. Prereq: EC 201, 202 or instructor's consent. Smith.

454 (G) Economy of China since 1949 (3) Economic growth and system change in the People's Republic of China from 1949 to the present. Prereq: EC 201, 202.

HST 455, 456 (G) Economic History of Modern Europe (3,3) See description under History.

457, 458, 459 (G) Economic Development (3,3,3) Experience of developed countries and theories of development. Policy ingredients of development programs: role of agriculture; sources of finance; techniques and strategy of investment planning. Prereq: EC 201, 202. Griffin.

460 (G) The Economics of Industrial Organization (3) Theories, quantitative measures, and institutional descriptions of the structure, conduct, and results that characterize American industry. Emphasis is on the determinants and consequences of market power. Eakin, Smith.

461 (G) Industrial Organization and Public Policy (3) Major policy instruments that have been developed to cope with social problems created by market power. The two principal instruments are antitrust and income policies. Eakin, Smith.

462 (G) The Multinational Corporation (3) Analysis of market power in international trade covering cartels, licensing arrangements, multinational corporations, and relevant national and international policy considerations. Smith.

464 Economics of the Wine Industry (3) A comprehensive study of an international industry: history, technology, structure, conduct, results, problems, and policy efforts. Prereq: EC 201, 202 or instructor's consent. Smith.

470 (G) Issues in Modern Economic Thought (3) Contemporary works which have been, or are, influential in shaping economic policy. Linkages among current comprehensive social theories and their relationship to earlier ideas. Prereq: EC 201, 202. Campbell.

473 (G) Economics of the Austrian School (3) Austrian economic theory: comparisons with neoclassical micro- and macroeconomics, monetary theory, research methodologies. Prereq: EC 375, 376 or instructor's consent. Siegel.

475, 476, 477 (G) Advanced Economic Theory (3,3,3) Principles of price and distribution theory, income and employment analysis. Prereq: EC 201, 202 and elementary calculus; instructor's consent required for undergraduates. Ellis, Hersch, Khang, Kolpin.

480 (G) Topics in Mathematical Economics (3) Mathematical formulations of economic theory. Linear programming, elementary growth models, matrices, stability analysis and equilibrium behavior under uncertainty, production functions, and Slutsky equation analysis of consumer demand. Prereq: EC 201, 202 and elementary calculus. Grove, Khang.

HST 487, 488, 489 (G) American Economic History (3,3,3) See description under History.

490 (G) Problems and Issues in Economic History (3) Topics may include differences in development

among nations, the role of transportation in economic development, economic analysis of slavery, and the public sector role in development. Prereq: EC 201, 202. Tattersall.

493, 494, 495 (G) Econometrics (3,3,3) Regression problems in autocorrelations, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures; the properties of these estimators; applications of these procedures to the problem of obtaining estimates of structural parameters in economic models containing many equations. Prereq: statistics and instructor's consent. Haynes, Kolpin.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent topics include Applied Econometrics, Comparative Economic Systems, History of Economic Thought, Industrial Organization and Control, International Trade and Finance, Labor Economics, Macroeconomic Theory, Microeconomic Theory, Operations Research, and Public Finance.

508 Workshop (Arr,R)

509 Practicum: [Term Subject] (1-3R) P/N only. Graduate teaching fellows may receive 3 credits per term; available to other graduate students with Department head's permission.

514, 515, 516 Urban and Regional Economic Analysis (3,3,3) Theories of metropolitan, regional, and interregional relations; intra- and interurban rent, location, and land use; patterns of natural resource use; and techniques of analysis. Analysis of the applied welfare economics and political economy of cities and regions: race and poverty, housing, education, state and local public finance, transportation, environmental quality, and crime. Whitelaw.

524, 525, 526 Economic Growth and Development (3,3,3) Economic, cultural, and political factors in economic development with special emphasis on low-income countries. Theory of economic development; case studies in economic growth; measures for accelerating development of poor countries; special problems of underdeveloped countries. Prereq: EC 201, 202; 12 credits in upper-division social science. Griffin, Mikesell.

English

118 Prince Lucien Campbell Hall
Telephone (503) 686-3911
Paul B. Armstrong, Department Head

Faculty

Paul B. Armstrong, Professor (modern fiction, literary theory). B.A., 1971, Harvard; M.A., 1974, Ph.D., 1977, Stanford. (1986)

Carol M. Bensick, Associate Professor (19th-century and Colonial American literature). B.A., 1977, Wellesley; M.A., 1980, Ph.D., 1982, Cornell. (1985)

James L. Boren, Associate Professor (Old and Middle English language and literature). B.A., 1965, San Francisco State; M.A., 1967, Ph.D., 1970, Iowa. (1970)

Edwin L. Coleman II, Associate Professor (Afro-American literature). B.A., 1961, M.A., 1962, San Francisco State; Ph.D., 1971, Oregon. (1971)

James W. Earl, Associate Professor (Anglo-Saxon literature). B.A., 1967, Bucknell; Ph.D., 1971, Cornell. (1987)

Marilyn Farwell, Associate Professor (women writers, literary criticism and theory). A.B., 1963, MacMurray; M.A., 1966, Ph.D., 1971, Illinois. (1971)

Richard A. Filloy, Assistant Professor (rhetoric, writing, Renaissance literature). B.A., 1969, M.A., 1974, Ph.D., 1977, California, Berkeley. (1983)

John T. Gage, Associate Professor (rhetoric, writing, modern poetry); Director, Composition Program. B.A., 1969, M.A., 1971, Ph.D., 1976, California, Berkeley. (1980)

Sam B. Girgus, Professor (American Literature); Director, American Studies Program. B.A., 1962, Syracuse; M.A., 1963, Iowa State; Ph.D., 1972, New Mexico. (1972)

Robert Grudin, Associate Professor (Renaissance literature). B.A., 1960, Harvard; M.A., 1963, Ph.D., 1969, California, Berkeley. (1971)

John A. Haislip, Professor (poetry writing); Director, Creative Writing Program. B.A., 1950, Ph.D., 1965, Washington (Seattle). (1966)

Joseph A. Hynes, Jr., Professor (modern literature and fiction); Vice-Provost for Academic Affairs. A.B., 1951, Detroit; A.M., 1952, Ph.D., 1961, Michigan. (1957)

Gloria E. Johnson, Professor (English drama). B.A., 1944, Barnard; M.A., 1946, Ph.D., 1954, Columbia. On leave fall 1988. (1959)

Linda Kintz, Assistant Professor (20th-century literature). B.A., 1967, Texas Tech; M.A., 1969, Southern Methodist; Ph.D., 1982, Oregon. (1988)

Glen A. Love, Professor (American literature, rhetoric). B.A., 1954, M.A., 1959, Ph.D., 1964, Washington (Seattle). (1965)

Richard M. Lyons, Professor (fiction writing). B.A., 1957, Brooklyn; M.F.A., 1962, Iowa. (1969)

Stoddard Malarkey, Professor (Middle English language and literature); Director, Undergraduate Studies. A.B., 1955, Reed; M.Ed., 1960, Oregon State; Ph.D., 1964, Oregon. (1965)

Forest Pyle, Assistant Professor (Romanticism, literary theory). B.A., 1980; M.A., 1983; Ph.D., 1988, Texas at Austin. (1988)

William Rockett, Associate Professor (Renaissance literature). B.A., 1961, M.A., 1963, Oklahoma; Ph.D., 1969, Wisconsin, Madison. On leave fall 1988, spring 1989. (1966)

George Rowe, Associate Professor (Renaissance literature); Director, Graduate Studies. B.A., 1969, Brandeis; M.A., 1971, Ph.D., 1973, Johns Hopkins. (1985)

Ralph J. Salisbury, Professor (creative writing). B.A., 1949, M.F.A., 1951, Iowa. (1961)

Steven Shankman, Associate Professor (18th-century literature, the Classical tradition, comparative literature). B.A., 1969, Texas at Austin; B.A., 1971, M.A., 1976, Cambridge; Ph.D., 1977, Stanford. (1984)

Sharon R. Sherman, Associate Professor (folklore). Ph.B., 1965, Wayne State; M.A., 1971, California, Los Angeles; Ph.D., 1978, Indiana. (1976)

Richard L. Stein, Professor (Victorian literature, literature and the fine arts); Director, English Honors. B.A., 1965, Amherst; A.M., 1966, Ph.D., 1970, California, Berkeley. (1976)

Richard C. Stevenson, Associate Professor (English novel, Victorian literature); Director, Honors College. A.B., 1961, A.M., 1963, Ph.D., 1969, Harvard. On leave fall 1988. (1968)

William C. Strange, Professor (Romanticism, lyric). B.A., 1952, Whitman; M.A., 1953, Montana; Ph.D., 1963, Washington (Seattle). (1960)

Donald S. Taylor, Professor (18th-century literature). B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley. (1968)

Nathaniel Teich, Associate Professor (Romanticism, writing, criticism). B.S., 1960, Carnegie-Mellon; M.A., 1962, Columbia; Ph.D., 1970, California, Riverside. (1969)

A. Kingsley Weatherhead, Professor (modern poetry and fiction). M.A., 1949, Cambridge; M.A., 1949, Edinburgh; Ph.D., 1958, Washington (Seattle). (1960)

Louise Westling, Associate Professor (20th-century American literature). B.A., 1964, Randolph-Macon Woman's; M.A., 1965, Iowa; Ph.D., 1974, Oregon. (1985)

George Wickes, Professor (modern literature). B.A., 1944, Toronto; M.A., 1949, Columbia; Ph.D., 1954, California, Berkeley. (1970)

Mary E. Wood, Assistant Professor (19th-century American literature). B.A., 1978, Yale; M.A., 1980, Ph.D., 1987, Stanford. (1987)

Claudia Yukman, Assistant Professor (19th-century American literature). B.A., 1977, Mills; M.A., Ph.D., 1985, Brandeis. (1986)

Emeriti

Lucile F. Aly, Professor Emerita (rhetoric, teacher education). B.S., 1936, Missouri; M.A., 1942, Columbia; Ph.D., 1959, Missouri. (1960)

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; Dip. in Linguistics, 1970, University College, London. (1947)

Thelma Greenfield, Professor Emerita (Renaissance drama). B.A., 1944, M.A., 1947, Oregon; Ph.D., 1952, Wisconsin, Madison. (1963)

Clark Griffith, Professor Emeritus (American literature). A.B., 1947, Central Missouri State; M.A., 1948, Southern Methodist; Ph.D., 1952, Iowa. (1970)

William J. Handy, Professor Emeritus (modern American literature, criticism). B.A., 1947, M.A., 1949, Ph.D., 1954, Oklahoma. (1965)

Ruth F. Jackson, Senior Instructor Emerita. B.A., 1929, M.A., 1933, Oregon. (1955)

Edward D. Kittoe, Assistant Professor Emeritus. B.A., 1931, M.A., 1936, Oregon. (1936)

Albert A. Kitzhaber, Professor Emeritus (rhetoric, teacher education). B.A., 1939, Coe; M.A., 1941, Washington State; Ph.D., 1953, Washington (Seattle). (1962)

Stanley R. Maveety, Professor Emeritus (Renaissance and Bible literature). B.S., 1943, Northwestern; M.A., 1950, Columbia; Ph.D., 1956, Stanford. (1955)

Waldo F. McNeir, Professor Emeritus (Renaissance literature). B.A., 1929, Rice; M.A., 1932, Ph.D., 1940, North Carolina. (1961)

Ernest G. Moll, Professor Emeritus (Romanticism). A.B., 1922, Lawrence; A.M., 1923, Harvard. (1928)

Carlisle Moore, Professor Emeritus (Victorian and modern literature). B.A., 1933, M.A., 1934, Ph.D., 1940, Princeton. (1946)

John C. Sherwood, Professor Emeritus (18th-century literature). B.A., 1941, Lafayette; M.A., 1942, Ph.D., 1945, Yale. (1956)

Christof A. Wegelin, Professor Emeritus (modern fiction, American literature). Dip. Tech., 1933, Winterthur; M.A., 1942, North Carolina; Ph.D., 1947, Johns Hopkins. (1952)

Oliver M. Willard, Associate Professor Emeritus (English language). B.A., 1927, Stanford; A.M., 1931, Ph.D., 1936, Harvard. (1946)

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

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 the 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 that breadth of outlook and depth of perspective which become increasingly important in subsequent phases of their careers.

Major Requirements

The Department of English expects its majors to acquire knowledge of English and American literature. In addition, it expects its majors to gain a sense of history and a reading knowledge of at least one foreign language. Majors should construct their programs in consultation with an adviser. The general major requirements for the degree of bachelor of arts (B.A.) in the Department of English are as follows:

1. Satisfaction of the University language requirements for the B.A. degree
2. Three history courses
3. Three literature courses chosen from ENG 104, 105, 106, 107, 108, 109, 204, 205, 206, 253, 254, 255
4. Three Shakespeare courses: ENG 201, 202, 203
5. The courses above must be passed with a grade of C– or P (pass) or better
6. 36 credits in upper-division courses with a grade of C– or better. This requirement may be met in one of two ways:
   a. 3 credits in the Middle Ages, 9 more credits in literature before 1800, 9 in literature since 1800 (these 21 credits need not be taken in period courses), and 15 additional credits *or*
   b. A balanced and coherent program, constructed with an adviser's guidance, consisting of six related courses in language, literature, or writing (18 credits), and 18 additional credits. Students choosing option b must have the written approval of their adviser and of the Department curriculum committee no later than the second term of their junior year
7. Majors are limited to 9 credits in Reading and Conference (ENG 405) *or* 18 credits in ENG 405 and Writing and Conference (WR 405) combined

Minor Requirements

The minor in English requires 24 credits in college-level courses in English and writing (excluding credit for the College-Level Examination Program and courses taken to fulfill the University composition requirement), 15 of which must be upper division. ENG 200, 400, 401, 403, 408 (but not WR 408), 409 may not be used to satisfy requirements for the minor.

The 24 credits must include a three-term University-recognized English cluster and at least one more literature course for a minimum of 12 credits in literature.

Lower-division courses must be passed with grades of C– or P (pass) or better, upper-division courses with a C– or better.

Secondary School Teaching

The Department of English offers work for preparation to teach language arts in the public secondary schools. Certification as an Oregon secondary teacher with the language arts endorsement requires satisfactory completion of a program of teacher preparation that includes subject matter preparation in the teaching specialty and in professional education, as well as recommendation of the institution in which the preparation is completed. The English Department offers work toward Basic Oregon certification and toward Standard certification. For specific information regarding requirements for the language arts endorsement, students should consult the departmental adviser for teacher education and the staff in the Teacher Education Office of Student Services.

Honors Program in English

This program is designed to provide interested undergraduate majors with a number of important educational opportunities. During the sophomore and junior years, honors students participate in honors seminars dealing with literary 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, prepared in conjunction with a course of study tailored to their own specific academic needs and conducted on a tutorial basis with a faculty member. The honors program is fully compatible with courses and requirements in the Department; the program's emphasis, particularly during the junior and senior years, is on the detailed study of limited topics—an extended consideration of one or two authors, a single literary problem, and so on.

Honors Program Admission. Students should apply to the honors program chair for admission to the program during the spring term of their freshman year. However, admission is possible as late as the junior year. Entry into the program is determined by performance in literature and composition courses and by other evidence of superior academic ability.

Honors Degree Requirements. A minimum of three honors seminars should be taken during the sophomore and junior years, normally three terms of ENG 407 (honors seminar) or the equivalent. If entry into the program occurs after completion of the sophomore year, the requirement may be reduced to two seminars.

At the end of the junior year, a prospectus for the senior honors project should be submitted to the program chair. Honors seniors enroll in Thesis (ENG 403) during the first two terms of their senior year. The senior honors project consists of a 30- to 40-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.

American Studies

The American Studies Program offers an undergraduate major and minor for students who are interested in American culture and character. For more information contact the Director, American Studies Program, 404 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403; telephone (503) 686-3963.

Graduate Studies

The Department of English offers graduate work in English literature, American literature, and creative writing. It offers the master of arts (M.A.), doctor of arts (D.A.), and doctor of philosophy (Ph.D.) degrees in English as well as a master of fine arts (M.F.A.) degree in creative writing. An interdisciplinary studies M.A. degree in teaching English is also available through the Graduate School. A detailed description of these programs will be sent with the Application for Graduate Admission form.

Master of Arts Degrees

Admission Requirements

1. An undergraduate grade point average (GPA) of 3.00 or, if the student has 12 or more credits of graduate work in English, a 3.00 graduate GPA
2. A combined minimum Graduate Record Examinations (GRE) score of 1100 on the Verbal section of the General Test and the Literature in English Test. The quantitative part of the General Test is optional
3. For nonnative speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL) examination

Admission Procedures

1. Obtain an Application for Graduate Admission from the graduate secretary, English Department
2. Send the first copy to the University Office of Admissions and Records with a $25.00 fee and the remaining copies to the graduate secretary, English Department
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the University Office of Admissions and Records, the other to the graduate secretary
4. Submit or have sent to the graduate secretary, English Department:
   a. An official transcript 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 completed file will be reviewed by the Department's graduate admissions committee, which will notify 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 will be reviewed for clearance toward the degree.

Degree Requirements

The Department offers both a 58-credit degree program for candidates who do not plan to go beyond the M.A. and a structured M.A. program for those who contemplate proceeding to a doctoral degree.

For completion of the degree, both programs require a reading knowledge of a foreign language (a Graduate Student Foreign Language Test, or GSFLT, score of 25th percentile or its equivalent). The language is normally French, German, Russian, Spanish, Italian, Latin, or Greek, although in special circumstances another language may be allowed.

Structured Program. Students must take the following:

1. Introduction to Literary Research (ENG 540) or a course in criticism
2. One of the following: Introduction to Middle English (ENG 426), English Grammar (ENG 490), Old English (ENG 511). Equivalency may be granted for graduate or undergraduate work elsewhere, provided it was taken within seven years of entering the University
3. Fourteen additional graded classroom courses (i.e., other than reading and conference, research, or thesis) in English, to include at least one course in each of the seven areas listed below, a through g, and at least one more course in each of three of the listed areas. Of the 14, at least three must be 500-level courses
   a. Literature and language before 1500
   b. Renaissance literature
   c. English literature from 1660 to 1780
   d. English literature from 1780 to 1900
   e. American literature to 1900
   f. Modern British and American literature
   g. Special studies: folklore and mythology, ethnic literature, women and literature, rhetoric, criticism, and others

A GPA of 3.25 in the total 16 courses is required.

58-Credit Program. Although no "areas" need to be satisfied in this program, students must take the following:

1. One of the following: Introduction to Middle English (ENG 426), English Grammar (ENG 490), or Old English (ENG 511). Equivalency may be granted for undergraduate or graduate work elsewhere, provided it was taken within seven years of entering the University
2. An approved program of at least 55 additional credits in graduate classroom courses or seminars. At least 40 credits must be taken in residence at Eugene, and at least 10 credits must be in 500-level courses or seminars. Normally, all 55 credits must be in graduate courses offered by the Department of English, but the candidate may petition the graduate committee to substitute up to three graduate-level courses in a related field

A cumulative GPA of 3.25 is required.

Note: Supervised College Teaching (ENG 502) and Workshop: Composition (ENG 508) may not be counted toward graduate degree course work requirements.

Interdisciplinary M.A. For information see the description in the Graduate School section of this bulletin under Interdisciplinary Master's Degree Programs.

Master of Fine Arts Degree

Admission Requirements

1. Bachelor's degree
2. Other materials submitted under admission procedures that give evidence that the applicant will be able to complete the prescribed course of study satisfactorily

Admission Procedures

1. Obtain an Application for Graduate Admission from the director of creative writing, English Department
2. Send the first copy to the University Office of Admissions and Records with a $25.00 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 Records, the other to the director
4. Submit or have sent to the director:
   a. Letters of recommendation from two people familiar with the applicant's potential as a writer
   b. A sample of the applicant's creative writing

Application may be made for any term except summer session.

Degree Requirements

The candidate for the M.F.A. degree must complete 72 credits of graduate work, including at least 18 credits in English and American literature or literature in translation, at least 18 credits in writing, and 18 credits in thesis, the result of which must be a work of literary merit. The remaining credits may be taken in related fine arts fields, such as the history and criticism of art, music, and drama, or in additional literary studies, aesthetics, or other fields relevant to the candidate's needs as a writer. The candidate must also pass a written examination on a reading list of works of fiction, poetry, or drama.

Doctor of Arts and Doctor of Philosophy Degrees

Admission Requirements

1. Ordinarily, a Master of Arts (M.A.) in English, with a 3.33 graduate grade point average (GPA)
2. A combined minimum Graduate Record Examinations (GRE) score of 1250 on the Verbal section of the General Test and the Literature in English Test. The quantitative part of the General Test is optional
3. For nonnative speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL) examination

Admission procedures are the same as for M.A. degrees. Applicants who received the M.A. in the structured program at the University of Oregon can be admitted to the Ph.D. program on request; those with the 58-credit M.A. and the M.F.A. must go through the standard application procedure.

Residency Requirements

The Graduate School requires at least three years of full-time work beyond the bachelor's degree for the doctorate with at least one year spent in continuous residence on the Eugene campus. The Department of English interprets this latter requirement to mean an academic year in continuous residence with enrollment in at least two formal English graduate courses or seminars per term for one academic year, and enough of a second to ensure a total minimum of six classroom courses or seminars completed on this campus. This on-campus requirement must be satisfied during the first year (plus) 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 to satisfy continuous residence, and that two courses a term may or may not equal this minimum. Note also that although the Graduate School allows a summer session term to count toward continuous residence, the Department's regulation is for an 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 a very high competence in one language (minimum GSFLT score of 70th percentile or completion of a third-year sequence). Ordinarily the languages are French, German, Greek, Italian, Latin, Russian, or Spanish, although in special circumstances another language may be allowed. Old English (ENG 511, 512, 513) 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.

QUALIFYING EXAMINATION. The qualifying examination requirement and procedures have been revised. For further information, contact the Director of Graduate Studies, English Department.

COURSES. The student must take:

1. Introduction to Literary Research (ENG 540) no later than the first term it is available after receiving the M.A. (or during the first year of doctoral study). A candidate who has had equivalent graduate work at the University or elsewhere may consult the director of graduate studies, English Department,

about using that work to satisfy this requirement

2. One of the following: Introduction to Middle English (ENG 426), English Grammar (ENG 490), Old English (ENG 511). Equivalency may be granted for undergraduate or graduate work elsewhere, provided it was taken within seven years of entering the graduate program
3. Six classroom courses beyond the M.A. taken in residence, exclusive of the courses in 1 and 2 above, and including at least two 500-level courses or seminars. A 3.25 GPA in the eight courses is required
4. Two four-hour written examinations. After consultation with an adviser and approval by the graduate committee, the student will adopt from the following list two fields to be covered by these examinations:

I. Old English language and literature
II. Middle English language and literature
III. Renaissance dramatic literature to 1660
IV. Renaissance nondramatic literature to 1660
V. English literature 1660-1780
VI. English literature 1780-1830
VII. English literature 1830-1900
VIII. British literature 1900 to the present
IX. American literature to 1900
X. American literature 1900 to the present
XI. English linguistics
XII. Rhetoric
XIII. Special studies

Note: Only one of the two fields chosen may be in Field XIII.

Doctor of Arts Examination. Upon completion of the preceding requirements, the candidate may petition the graduate committee to take the doctor of arts (D.A.) examination, either as an end in itself or as a step toward the Ph.D. Specifics of the examination are described in the departmental handout, "Graduate Programs in English."

Dissertation. The Ph.D. will be granted upon completion of the preceding requirements (except the D.A. examination) and a dissertation and examination thereon. The dissertation may be a work of literary scholarship on a single subject, or, if the director of the dissertation agrees, a collection of three substantial essays exhibiting internal coherence but not necessarily treating a single precisely defined subject. No more than three years may elapse between the completion of all other requirements and the completion of the dissertation. The English Department does not offer a Ph.D. in creative writing.

American Studies

Students who are interested in American history and culture may want to earn a master's degree in American Studies through the Interdisciplinary Studies: Individualized Program (IS:IP). A doctoral program emphasizing American culture studies is offered by the Department of English. For more information about graduate degrees in American Studies, contact the Director, American Studies Program, 404 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403; telephone (503) 686-3963.

Writing

Creative Writing

The Department offers creative writing courses for nonmajors and majors. Undergraduate English majors planning a program emphasizing creative writing are advised to complete at least 6 credits of Introduction to Imaginative Writing (WR 241, 242, 243). For information on the graduate program leading to the M.F.A. degree, consult the director of the Creative Writing Program.

Expository Writing

The English Department offers required and elective courses in expository writing for all University students to help them improve their ability to write clearly and effectively. All students must fulfill the University writing requirement of 6 credits of composition or be cleared according to established waiver and exemption policies. The requirement is WR 121 and either WR 122 or 123, or their approved equivalents, excluding courses numbered 199 and 400-410.

Exemptions from the first term of writing will be given to students who score 650 and above on the Verbal section of the College Entrance Examination Boards (CEEB) Scholastic Aptitude Test or on the Achievement Test in English Composition (EN). Students should present official copies of their scores to the composition office, English Department, if not granted exemption at the time of admission. No credit is awarded for this exemption. Students with CEEB Advanced Placement 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 Testing Office, University Counseling Center, and should be considered by students who are highly competent writers. In addition, students who earn an A in WR 121 at the University may select any advanced expository writing course to fulfill the requirement.

Students for whom English is the native language are placed in their first writing course on the basis of the Test of Standard Written English (TSWE), which is required of all new students and of transfer students who have not satisfied the writing requirement. Students should sign up for the TSWE at the University Counseling Center Testing Office before registration. Students for whom English is not the native or primary language are placed in their first writing course on the basis of a placement test, which is administered before registration. Nonnative speakers should inquire at the Office of International Services 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, 91, 92, or 93. 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)

Note: Not every course listed here can be offered every year; students are advised to consult the most recent *Time Schedule of Classes*.

Lower Division

104, 105, 106 Introduction to Literature (3,3,3) Works representing the principal literary genres. **104:** fiction. **105:** drama. **106:** poetry.

107, 108, 109 World Literature (3,3,3) Literary and cultural foundations of the Western world; analysis of selected masterpieces of literature read in chronological order from ancient to modern. Earl, Shankman, Teich.

151 Introduction to Afro-American Literature (3) Reading and critical analysis of Afro-American fiction, poetry, and drama in historical and thematic perspective; examination of the black experience that influenced the literature. Coleman.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201, 202, 203 Shakespeare (3,3,3) The major plays in chronological order. Required of majors. Boren, Farwell, Grudin, Johnson, Rockett, Rowe, Strange, Wickes.

204, 205, 206 Survey of English Literature (3,3,3) The principal works of English literature selected to represent great writers, literary forms, and significant currents of thought. **204:** Anglo-Saxon beginnings to the Renaissance. **205:** 17th and 18th centuries. **206:** 19th and 20th centuries. Earl, Farwell, Stein.

240 Introduction to Native American Literature (3) The nature and function of oral literature; the traditional literature as a background for a study of contemporary native American writing. Not offered 1988-89.

244 American Detective Fiction (3) The literary and cultural significance of selected works by such writers as Dashiell Hammett, Raymond Chandler, and Ross Macdonald in their historical contexts. Boren. Not offered 1988-89.

250 Introduction to Folklore and Myth (3) The process and genres of traditional (i.e., folk) patterning; the relations between these forms of expression and other arts, especially English and American literature. Sherman.

253, 254, 255 Survey of American Literature (3,3,3) American literature from its beginnings to the present. Bensick, Handy, Love, Westling, Wood, Yukman.

Upper Division

Note: Sophomore standing or above is a prerequisite for 300-level courses. Junior standing or above is a prerequisite for 400-level courses.

300 Introduction to Literary Criticism (3) Various techniques of literary criticism (such as historical, generic, formalistic, mythic) and the use of library resources. Recommended for majors in sophomore or early in junior year. Farwell, Pyle, Teich.

301 Tragedy (3) The nature of tragedy and of tragic expression in various literary forms. Rockett, Rowe.

302 Romance (3) Readings of narratives of adventure and quest, including works in the allegorical mode. Classical, medieval, and modern examples, with attention to romance elements in 20th-century works. Not offered 1988-89.

303 Epic (3) Epic and heroic literary masterpieces; the nature of the genre. Shankman, Strange. Not offered 1988-89.

304 Comedy (3) The comic view in both dramatic and nondramatic forms. Emphasis on English masters, with attention also to classical and continental writers. Stein, Strange.

305 Satire (3) Satire, or criticism through ridicule, as a major literary expression. Examples from dramatic, narrative, poetic, and graphic forms with special emphasis on contemporary satire. Strange.

310 Afro-American Prose (3) Forms, themes, and styles in the fictional and nonfictional prose of Africa, the West Indies, and Afro-America. Novels, short stories, essays, autobiographies, and other narratives. Coleman.

311 Afro-American Poetry (3) The study of African, West Indian, and Afro-American poetry, written and performed. Coleman.

312 Afro-American Drama (3) Major achievements in African, West Indian, and Afro-American drama. Coleman.

321, 322, 323 English Novel (3,3,3) 321: rise of the novel from Defoe to Austen. **322:** Scott to Hardy. **323:** Conrad to the present. Stevenson, Taylor.

324 American Satire (3) Satire in American literature; its nature, development, and significant contributions to the interpretation of American life. Love. Not offered 1988-89.

325 Literature of the Northwest (3) Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Love.

326 Western American Literature (3) Major literary works of the American West from frontier times to the present. Love.

360 Women Writers (3) Introduction to the study of women writers as a literary group with unique styles, themes, images, and perspectives. Farwell, Westling, Wood.

390 Introduction to English Linguistics (3) The structure of English including its phonetics, phonology, orthography, morphology, syntax, and semantics; historical change and geographical-social variation in English; the semantics of English; and English stylistics. Not offered 1988-89.

391, 392, 393 American Novel (3,3,3) Development of the American novel from its beginnings to the present. Bensick, Love, Wickes, Yukman.

394, 395, 396 20th-Century Literature (3,3,3) British, American, and some European literature from 1890 to the present; significant works of poetry, drama, and fiction in relation to intellectual and historical developments. Armstrong, Hynes, Kintz, Stein, Weatherhead.

399 Special Studies: [Term Subject] (1-3R) R when topic changes.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Selected seminars are offered each year.

408 (M) Workshop (Arr,R)

409 (G) Supervised Tutoring Practicum: [Term Subject] (1-3R)

410 (G) Experimental Course: [Term Subject] (Arr,R) Selected seminars are offered each year.

411, 412, 413 (G) English Drama (3,3,3) Development of English drama from medieval to modern times with emphasis on the growth of genres and connections with cultural history. **411:** Middle Ages through Jacobean period. **412:** Restoration, 18th and 19th centuries, from Dryden to Shaw. Johnson.

414, 415, 416 (G) History of Literary Criticism (3,3,3) Studies in the theory and practice of literary criticism from Plato and Aristotle to the present. Armstrong, Farwell, Filloy, Handy, Shankman.

417 (G) Studies in Mythology (3) Survey of the mythology of one or more cultures with special attention to comparative relationships, world views, theoretical schools of interpretation, and the use of myth in literature. Sherman.

418 (G) Folklore and Mythology of the British Isles (3) Basic folk traditions in the British Isles (e.g., ballads, folktales, legends, myths) and their treatment in the written literature of major British authors. Sherman. Not offered 1988-89.

419 (G) American Folklore (3) American folklore; its connections in American history and culture; its role in the development of the writings of selected American authors (e.g., Hawthorne, Melville). Sherman.

420, 421, 422 (G) Modern Drama (3,3,3) 420: growth of the modern theater in Europe through 1919, naturalism, symbolism, expressionism. **421:** European and American drama 1920-1949, the experimental theater and its effects on realism. **422:** international developments in drama from 1950 to the present. Not offered 1988-89.

424 (M) Old English Literature in Translation (3) Introduction to the linguistic, historical, and cultural milieu of Anglo-Saxon England (ca. 500-1100); reading in translation of selected prose and poems, including *Beowulf* and the "Elegies." Not offered 1988-89.

426 (G) Introduction to Middle English (3) The English language from ca. 1100 to 1500. Emphasis on the development of reading skills in various dialects through linguistic study of literary selections. Boren. Not offered 1988-89.

427 (G) Middle English Literature (3) Literary selections in translation from the Middle English period (ca. 1100-1500), exclusive of Chaucer. Focus on the works in their cultural and historical contexts. Boren.

428 (M) Chaucer (3) Close textual study of selected *Canterbury Tales* in Middle English and instruction in the grammar and pronunciation of Chaucer's language. Boren, Earl, Malarkey.

429 (G) *Troilus and Criseyde* (3) Close textual study of Chaucer's poem with consideration of *The Book of the Duchess* and *The Parlement of Foules*. Instruction in grammar and pronunciation of Chaucer's English. Boren, Malarkey.

430, 431 (G) Literature of the Renaissance (3,3) 430: Renaissance thought. **431:** Renaissance epic and prose narrative. Filloy, Grudin, Rowe.

434 (G) Spenser (3) Examines the works of Edmund Spenser. Rowe. Not offered 1988-89.

436 (G) Advanced Shakespeare (3) Detailed study of selected plays. When offered in spring term or summer session, the course may concentrate on the plays to be presented in Ashland that summer. Grudin, Johnson.

437, 438 (G) The Literature of the English Bible (3,3) Literary qualities of the English Bible with some reference to its influence on English and American literature. Maveety, Yukman.

440, 441 (G) 17th-Century Literature (3,3) Poetry and prose from Jonson through the Restoration in relation to the trends of thought and feeling that characterize the century. Rockett, Rowe. Not offered 1988-89.

444 (G) Milton's Minor Poems and Prose (3) The *Poems* of 1645 and the major prose works on liberty, education, and politics. Farwell, Rockett. Not offered 1988-89.

445 (G) Milton's Major Poems (3) *Paradise Lost, Paradise Regained,* and *Samson Agonistes*. Farwell, Rockett.

446 (G) Film and Folklore (3) The developmental use of film by folklorists. Folklore genres, theories, and fieldwork methods are related to filmmakers' techniques. Analysis includes documentary and ethnodocumentary films. Sherman.

447 (G) American Popular Literature and Culture (3) Surveys cultural aesthetics reflected in historical romances, dime novels, detective fiction, Westerns, and new journalism as expressions of popular and folk culture and the American experience. Sherman.

448 (G) Black Folklore (3) Analysis of Afro-American customs, language, beliefs, sayings, and tales expressed through oral tradition. Coleman.

450, 451, 452 (G) 18th-Century Literature (3,3,3) 450: Restoration. **451:** primarily Swift and Pope. **452:** primarily Johnson and his circle. Shankman, Taylor.

460, 461, 462 (G) English Romantic Writers (3,3,3) Romantic thought and expression. **460:** Blake, Burns, and other writers of the age of gothic and sensibility. **461:** Wordsworth, Coleridge, Hazlitt, and other writers of the age of revolution. **462:** Byron, Shelley, Keats, and other writers of the second generation. Pyle, Strange, Teich.

470, 471 (G) Victorian Literature and Culture (3,3) Major literary works of the Victorian period in their cultural contexts with emphasis on significant patterns of social, ethical, and aesthetic thought. Readings in poetry, essays, and some fiction with reference to Victorian painting and architecture. **470:** 1830s to mid-1850s. **471:** late 1850s through 1890s. Stein.

473, 474 (G) 19th-Century English Fiction (3,3) Introduction to 19th-century English fiction in critical and social perspective. Stevenson. Not offered 1988-89.

477, 478, 479 (G) American Literature before 1900 (3,3,3) Early American literature; romanticism; realism and naturalism. Bensick, Love, Wood, Yukman.

480 (G) Major British Writers (3R) Detailed study of two or three British authors not substantially treated in other courses. Armstrong, Gage, Stein, Taylor, Weatherhead, Wickes.

481, 482, 483 (G) Major American Writers (3,3,3R) Detailed study of two or three major authors each term. Bensick, Gage, Handy, Love, Westling, Wickes, Wood, Yukman.

487 (G) Yeats and Joyce (3) The principal works of Yeats and Joyce, considered against the background of the Irish Renaissance.

488 (M) Literary Analysis for Teachers (3) For prospective teachers of English in junior and senior high school. Training in analyzing and teaching fiction, drama, poetry.

489 (G) Teaching Writing (3) Methods of teaching composition to secondary and postsecondary students. Diagnosing writing problems, making assignments, evaluating compositions, and motivating students. Filloy, Gage, Love.

490 (G) English Grammar (3) Comprehensive survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

491 (G) History of the English Language (3) Origins and development of English from medieval to modern times. Study of syntactic, morphological, and semantic changes in the word stock. Development of British and American English. Prereq: LING 290.

494 (G) Existentialism and Modern Literature (3) Study of 19th- and 20th-century works reflecting the characteristic themes of existentialism by such authors as Kierkegaard, Tolstoy, Camus, Sartre, Kafka, Beckett, Joyce, Hemingway, Albee, Kesey. Handy. Not offered 1988-89.

496, 497 (G) Contemporary American Literature (3,3) Critical study of post-World War II American writing in the context of contemporary aesthetic and cultural developments. Haislip, Handy, Wickes.

498 (G) Studies in Women and Literature (3R) Topics vary from year to year. The following list is representative: American Women Writers, Feminist Criticism, Individual Authors, Women Poets, and Women Writers before 1800. Farwell, Kintz, Westling, Wood.

Graduate

Note: Instructor's consent is required for all 500-level courses.

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R) P/N only. Gage.

503 Thesis (Arr,R) P/N only

505 Reading: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Selected seminars are offered each year.

508 Workshop (Arr,R) P/N only. Gage.

510 Experimental Course: [Term Subject] (Arr,R)

511, 512, 513 Old English (4-5,4-5,4-5) Linguistic and literary study; selected readings in prose and poetry, including the entire *Beowulf*. Earl.

514, 515, 516 Old Icelandic (4-5,4-5,4-5) Linguistic and literary study: East and West Norse; readings in historical sources, the sagas, the *Eddas*, the skaldic poetry. Of particular interest to students of Old English and Germanic antiquity. Not offered 1988-89.

519 The *Pearl* Poet (4-5) Detailed study of the works attributed to the *Pearl* poet with concentration on *Pearl* and *Sir Gawain and the Green Knight*. Prereq: ENG 426 or reading knowledge of Middle English. Boren, Malarkey. Not offered 1988-89.

520 Topics in the History and Structure of English (5) Advanced English linguistics. Topics vary according to student and faculty interest. Not offered 1988-89.

524 Chaucer's *Canterbury Tales* (4-5) The complete *Canterbury Tales* with instruction in the grammar and pronunciation of Chaucer's language. Boren, Malarkey.

530, 531, 532 Shakespeare (4-5,4-5,4-5) 530: representative comedies of Shakespeare's early, middle, and late periods. **531:** historical plays. **532:** tragedies. Grudin, Johnson.

535, 536, 537 Tudor and Stuart Drama (4-5,4-5,4-5) 535: beginnings through Marlowe. **536:** Dekker through Jonson. **537:** Webster through Ford. Shakespeare not included. Rowe. Not offered 1988-89.

540 Introduction to Literary Research (3) Topics include bibliographical tools and methods of research, current issues in the profession, and recent developments in literary theory. Rowe.

588 Modern British Poetry (4-5) British poetry from Hardy to the present. Weatherhead. Not offered 1988-89.

589 Modern American Poetry (4-5) American poetry from the imagists to the present. Weatherhead. Not offered 1988-89.

590, 591, 592 Modern Fiction (4-5,4-5,4-5) Main tendencies of the fiction of the past hundred years. **590:** the rise and development of realism. **591:** naturalism. **592:** postnaturalism. Wickes. Not offered 1988-89.

593, 594 Contemporary British Fiction (4-5,4-5) A chronological study of developments in British fiction since the late 1930s with emphasis on particular works by important writers. Hynes. Not offered 1988-89.

Writing Courses (WR)

Developmental

Note: WR 40 and 49 are self-support courses offered through the Continuation Center, 333 Oregon Hall. A separate fee is assessed for all students enrolling in these courses. This fee must be paid in addition to regular tuition. WR 91, 92, and 93 are self-support courses offered through the American English Institute as part of the Supplementary English Language Training (SELT) program. See the **American English Institute** section of this bulletin for more information. All five 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.

91, 92, 93 English as a Second Language (3,3,3) Written and spoken English for students whose native language is not English. Emphasis is on written English in order to prepare students for other writing courses. Students are placed in these courses based on examinations administered by the University Testing Office.

Lower Division

121 English Composition (3) Fundamentals of academic expository prose. Frequent essays with special attention to the relation between thesis and structure in written discourse. Prereq: Test of Standard Written English (TSWE) score of 38, WR 49, or equivalent.

122 English Composition (3) Advanced expository prose; frequent essays with special attention to argument and the attendant concerns of audience and style. Prereq: WR 121 or equivalent.

123 English Composition (3) Research paper. The techniques for researching and writing academic papers. Practice in writing documented essays based on the use of library resources. Prereq: WR 121 or equivalent.

185 Practical Grammar (3) Focuses on the sentence and its components: parts of speech, phrases, clauses, verbals, and sentence patterns and classifications.

199 Special Studies: [Term Subject] (1-3R)

216 Expository Writing (3) Practice in various forms of expository writing. Frequent written themes. Prereq: grade of A in WR 121, completion of writing requirement, or equivalent.

241, 242, 243 Introduction to Imaginative Writing (3,3,3) For students interested in the techniques of writing fiction, drama, and poetry, and in the development of a critical appreciation of the art of writing. **241:** fiction. **242:** drama. **243:** poetry.

Upper Division

320 Scientific and Technical Writing (3) Emphasis on form and style of scientific, professional, and technical writing; weekly writing assignments include reports, proposals, instructions, and correspondence. Use of graphics and documentation in publication. Prereq: completion of writing requirement and upper-division standing.

321 Business Communications (3) Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students. Prereq: completion of writing requirement and upper-division standing.

324, 325, 326 Short Story Writing (3,3,3) Examination of the basic techniques and structure of the short story; extensive analyses of student work and established models. Prereq: instructor's consent. Lyons, Salisbury, Taylor.

331, 332, 333 Play Writing (3,3,3) Creative experiment in the writing of plays with incidental study of models. Analysis and discussion of student work. Prereq: instructor's consent. Not offered 1988-89.

341, 342, 343 Poetry Writing (3,3,3) Verse writing; study of various verse forms as media of expression. Analysis of class work. Prereq: instructor's consent. Haislip, Salisbury.

405 Writing and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (1-18R) R when topic changes. Selected seminars are offered each year.

408 (G) Workshop (Arr,R)

409 (G) Supervised Tutoring Practicum: [Term Subject] (1-3R)

411 (M) Advanced Composition (3) Expository writing with emphasis on improving students' prose style and attention to the underlying principles of syntax and rhetoric. Intended for prospective secondary school teachers and others who want this training. Prereq: completion of writing requirement and upper-division standing or instructor's consent. Gage, Love, Teich.

430, 431, 432 Senior Creative Writing (3,3,3) Advanced sequence in short story, poetry, and play writing. Prereq: instructor's consent. Haislip, Lyons, Salisbury.

451, 452, 453 Projects in Writing (3,3,3) For students wanting advanced instruction and practice in writing short stories, novels, television dramas, nonfiction, etc. Prereq: instructor's consent. Haislip, Lyons, Salisbury.

Graduate

503 Thesis (Arr,R) P/N only. Prereq: instructor's consent.

505 Writing and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

507 Seminar: [Term Subject] (1-18R) R when topic changes. Selected seminars are offered each year. Prereq: instructor's permission.

530, 531, 532 Graduate Creative Writing (3,3,3S) Concentration on student writing in a workshop approach. Primarily for M.F.A. candidates but open to other graduate students with interest and talent. Prereq: instructor's consent. Haislip, Lyons, Salisbury.

Environmental Studies

Environmental Studies Center
104 Condon Hall
Telephone (503) 686-3895 or -5006
John H. Baldwin, Program Director

Program Committee

Michael D. Axline, Law
John H. Baldwin, Planning, Public Policy and Management
Stanton A. Cook, Biology
Richard P. Gale, Sociology
Daniel Goldrich, Political Science
Glen A. Love, English
Galen R. Martin, International Studies
Patricia F. McDowell, Geography
Robert Z. Melnick, Landscape Architecture
Mark H. Reed, Geological Sciences
Alvin W. Urquhart, Geography
David H. Wagner, Biology

The interdisciplinary field of environmental studies is concerned with 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. It helps students compare and integrate these separate perspectives and develop comprehensive, well-reasoned approaches to environmental issues, problems, and thought.

Undergraduate Studies

The undergraduate Environmental Studies Program offers an interdisciplinary minor.

Minor Requirements

The minor includes four required courses and six electives. The interdisciplinary minor in Environmental Studies requires a minimum of 30 credits, of which at least 21 must be upper division.

Required Courses **12-15 credits**

Introduction to Environmental Studies (PPPM 331) 3
One of the following science clusters 9-12

Three courses chosen from The Natural Environment (GEOG 101), Geomorphology (GEOG 301), Climatology (GEOG 302), Biogeography (GEOG 303) 9

Physics of Energy and Environment (PH 114), The Sun as a Future Energy Source (PH 116), The Energy Laboratory (PH 115) *or* Mineral Resources and the Environment (GEOL 321) 9

Explaining Life's Diversity: Evolution (BI 120) *or* Explaining Life's Diversity: Ecology (BI 121), Explaining Life's Diversity: Plants (BI 122), Explaining Life's Diversity: Animals (BI 123) *or* Explaining Life's Diversity: Animal Behavior (BI 124) 10-12

Habitats: Life of the Forest (BI 141), Habitats: Freshwater Biology (BI 142), Habitats: Marine Biology (BI 143) 12

Biology of Common Plants (BI 160), Chemistry, Nutrition, and World Food (CH 121), The Natural Environment (GEOG 101) 10

General Biology I: How Cells Work (BI 201), General Biology II: How Organisms Function (BI 202), General Biology III: The Living World (BI 203) 9

Electives **18-30 credits**
Natural science: choose any three courses from the following list.

Anthropology. Human Ecology (ANTH 320)

Biology. Ecology (BI 314), Coastal Biology (BI 360), Microbiology (BI 384), Populations and Communities (BI 471), Laboratory and Field Ecology (BI 472), Terrestrial Ecosystems (BI 474), Limnology (BI 475), The Biology of Estuarine Systems (BI 477), Marine Ecology (BI 478), Microbial Ecology (BI 485), Behavioral Ecology (BI 492)

Geography. The Natural Environment (GEOG 101), Geomorphology (GEOG 301), Climatology (GEOG 302), Biogeography (GEOG 303), Seminar: Geomorphic Hazards (GEOG 407), Advanced Geomorphology (GEOG 482), Geography of Water Resources (GEOG 483), Hydrology (GEOG 484), Geography of Soils (GEOG 485), Advanced Biogeography (GEOG 489)

Geological Sciences. The Fossil Record (GEOL 304), Mineral Resources and the Environment (GEOL 321), Volcanoes and Earthquakes (GEOL 351), Oceanography (GEOL 353), Petroleum Geology (GEOL 422), Economic Mineral Deposits (GEOL 423)

Physics. Physics of Energy and Environment (PH 114), The Sun as a Future Energy Resource (PH 116)

Social science: choose any three courses from the following list

Architecture. Environmental Control Systems (ARCH 391), Architectural Form and Urban Quality (ARCH 439), Solar Heating (ARCH 491), Passive Cooling (ARCH 493)

Economics. Issues in Resource Economics (EC 332), Issues in Environmental Economics (EC 333), Urban Economics I (EC 415), Urban Economics II (EC 416), Environmental Economics (EC 433)

Geography. Environmental Alteration (GEOG 370), Geography of Energy (GEOG 372), Urban Geography (GEOG 435), Cultural Geography (GEOG 436), Geographic Landscapes (GEOG 437), Historical and Contemporary Views of the Environment (GEOG 455)

International Studies. Population and Global Resources (INTL 251), Seminar: Science and Development (INTL 407), International Community Development (INTL 420), World Value Systems (INTL 430)

Landscape Architecture. Site Analysis (LA 361), Landscape Architectural Design (LA 389), Urban Farm (LA 390), Introduction to Landscape Planning Analysis (LA 440), Landscape Preservation (LA 480), Site Planning and Design (LA 489), Landscape Perception (LA 490)

Leisure Studies and Services. Leisure and Natural Resources (LSS 390), Principles of Outdoor Education (LSS 490), Recreation and Natural Resources (LSS 492)

Planning, Public Policy and Management. Public Service Policies and Programs (PPPM 323), Innovative Education: Oregon Environmental Issues (PPPM 400), Citizen Participation (PPPM 461), Natural Resource Policy (PPPM 470)

Political Science. Ocean Politics (PS 423), Environmental Politics (PS 497)

Sociology. World Population and Social Structure (SOC 303), Sociology of the Environment (SOC 416)

Excluding the required cluster courses, no more than two courses may be taken in any one department. Courses in a student's major department do not count for minor course requirements. Students should plan their programs as early in their undergraduate careers as possible with the aid of a faculty adviser chosen from the Environmental Studies Committee. With the adviser's consent, a course numbered 407, 408, or 410 can be substituted for one of the elective courses. Grades of mid-C or better must be earned in all courses applied toward the minor. At least five of the courses must be taken at the University of Oregon. Other courses that are appropriate as Environmental Studies minor electives may be offered occasionally. For information inquire at the Environmental Studies Center.

Graduate Studies

A flexible degree focusing on environmental studies can be earned through the Interdisciplinary Studies: Individualized Program. This program is centered on the identification, management, and analysis of environmental issues and policies; interaction of environmental sciences, social sciences, and professional fields; and applied environmental problem solving.

The two-year interdisciplinary graduate major requires completion of 68 credits. To develop considerable breadth and substance in knowledge, the student must take a minimum of 15 credits in each of the three areas of concentration. There are 15 credits of required courses, 9 credits of which can be applied to the concentration areas, in the following fields of study: ecology, environmental law and politics, resource policy management and planning, environment and society, and physical environment. Applied project skills are developed through a 6-credit internship, a 9-credit thesis or terminal project, and a 1-credit research seminar, distributed across three concentration areas. For electives, the student may select from more than 50 University courses related to environmental studies.

Students are admitted by the Environmental Studies Committee on a competitive basis. Once admitted, each student must meet with his or her adviser each term to evaluate progress and plan subsequent academic work.

Graduate Courses

In addition to the courses listed above, several departments offer environment-related courses specifically for graduate students. Recent courses are listed below.

Anthropology. Native North Americans (ANTH 417G)

Economics. Workshop: Resource Economics (EC 508), Urban and Regional Economic Analysis (EC 514, 515, 516)

Geography. Seminars: Landscape Studies, Quaternary Environments (GEOG 507), History of Geographic Thought (GEOG 555)

Landscape Architecture. Land and Landscape (LA 543)

Law. Urban Land Use Law (L 568), Water Resources Law (L 569), Environment and Energy (L 576), Law of the Sea (L 577), Ocean and Coastal Law (L 579); the School of Law also trains its students through the Environmental Law Clinic

Planning, Public Policy and Management. Seminar: Environmental Planning and Management (PPPM 407G), Introduction to Urban Planning (PPPM 511), Legal Issues in Planning and the Environment (PPPM 518), Legislative and Administrative Procedures (PPPM 523), Land Use Planning I, II (PPPM 540, 541), Public Land Law (PPPM 552)

Folklore and Ethnic Studies

466 Prince Lucien Campbell Hall
Telephone (503) 686-3539
Edwin L. Coleman II and Sharon R. Sherman, Program Codirectors

Participating Faculty

Edwin L. Coleman II, English
Sharon R. Sherman, English and Religious Studies
Carol W. Silverman, Anthropology

The interdisciplinary Folklore and Ethnic Studies Program offers perspectives on ethnic, regional, occupational, age, sex, 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 an emphasis on film and video documentation and presentation, are integral parts of the Program offerings in folklore.

The Ethnic Studies component focuses on theoretical and practical issues of political, philosophical, cultural, social, economic, and technological realities of life in a multicultural country. Such factors provide the backdrop for the identities of ethnic, national, and traditional groups and are related to patterns of exclusion, exploitation, suppression, and discrimination.

Resources

Film and Folklore

Among its many approaches to the study of folklore, a major strength of the University of Oregon folklore program is its emphasis on the use of film and video. Students who want to use film and video in their study of folklore receive the theoretical and practical training necessary to document and present folklore visually through film and folklore courses and fieldwork seminars. Special one-on-one training in equipment use, fieldwork methodologies, and editing is available. The Program has equipment for 16mm bench editing and complete resources for the making of video tapes—from shooting raw data to editing a polished videotape program for cablecast and distribution. Although the Program encourages shooting in the field, studio training is obtainable through the Instructional Television Unit of the University's Instructional Media Center, the Telecommunication and Film area of the Speech Department, and the off-campus Community Cable Access Center.

Folklore Archive

The Randall V. Mills Archive of Northwest Folklore, the largest facility of its kind in the Northwest, is a research repository available to folklore scholars and students. It houses raw field data, student and faculty research projects, and audio and visual materials, which include audio tapes, video tapes, and more than 7,000 slides. A six-part indexing and cross-referencing system makes the archive data easily retrievable. The Archive is open to the public as well as to the University community.

Undergraduate Studies

Students may earn a Certificate in Folklore and Ethnic Studies while completing a degree in another department or school. A primary goal of the Program is to encourage students to become more aware of the ethnic and culture-based dimensions and applications of their particular major fields. Students in literature, social sciences, education, urban planning, art history, humanities, and Asian or other international studies—to name only a few—find that related Folklore and Ethnic Studies courses can enrich their own degree programs.

Clusters. The following courses constitute one arts and letters cluster:

Introduction to Afro-American Literature (ENG 151), Introduction to Native American Literature (ENG 240), Introduction to Folklore and Myth (ENG 250)

The following courses constitute one social science cluster:

Introduction to Ethnicity and Ethnic Communities (ES 101, 102), Ethnic Groups and the American Experience (ES 103)

Certificate in Folklore and Ethnic Studies

Students may satisfy requirements for a Folklore and Ethnic Studies Certificate by satisfactory completion (grade of mid-C or better) of:

1. 21 credits of related upper-division courses and 15 credits of required lower-division courses *or*
2. 21 credits of related upper-division courses, 6 credits of Practicum (ES 409) in field experience or 6 credits in fieldwork-based courses, and 9 credits of lower-division courses in Folklore and Ethnic Studies. By concentrating courses, the student may obtain a certificate that indicates an ethnic studies or a folklore emphasis

Students seeking to qualify for such a certificate must consult a codirector two terms before graduation for course work approval and transcript evaluation and to arrange the practicum. Students must complete major and degree requirements in another department or school of the University.

Minor in Ethnic Studies

The interdisciplinary minor in Ethnic Studies requires 24 or more credits, with a minimum of 15 upper-division credits, distributed as follows:

Course Requirements	**24 credits**
Introduction to Ethnicity and Ethnic Communities (ES 101, 102)	6
Ethnic Groups and the American Experience (ES 103)	3
Related upper-division courses from areas such as Anthropology (ANTH), Dance (DP), Economics (EC), English (ENG), Folklore and Ethnic Studies (ES), Geography (GEOG), History (HST), Political Science (PS), Psychology (PSY), Religious Studies (R), Sociology (SOC), Spanish (SPAN), or Speech: Rhetoric and Communication (RHCM)	15

A list of approved courses is available in the Folklore and Ethnic Studies Program office.

The minor program must be planned in consultation with a Folklore and Ethnic Studies adviser. With the consent of Folklore and Ethnic Studies faculty members, students may use appropriate courses numbered 405, 407, and 410, taught in participating departments, as electives. A grade of mid-C or better must be earned in any course applied toward the minor; at least four of the courses must be taken at the University of Oregon.

Graduate Study in Folklore

Folklore may be chosen as an area of concentration in a master's or doctoral degree program in the English or Anthropology departments. Students may also create their own plan of study for a master's degree through the Interdisciplinary Studies: Individualized Program (IS:IP) offered by the Graduate School. With the approval of the Graduate School, students generally select courses taught by folklorists in the English and Anthropology departments and combine these with a third interest area such as history, dance, telecommunication and film, or music. A thesis or fieldwork project is required for completion of the degree. Students working toward M.A. degrees must also demonstrate competence in a foreign language.

Folklore and Ethnic Studies Courses (ES)

Note: Only Folklore and Ethnic Studies courses are described below. For courses cross-listed from other departments, see course descriptions in the various departmental listings.

Lower Division

101, 102 Introduction to Ethnicity and Ethnic Communities (3,3) History and traditions of minority groups (both nonwhite and white) in the United States; contemporary issues.

103 Ethnic Groups and the American Experience (3) Voices of the ethnic experience in America: literature, autobiography, and oral history.

199 Special Studies: [Term Subject] (1-3R) By arrangement with instructor and approval of program director.

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

310 Scandinavian Minorities in America (3) Not offered 1988-90.

315 Introduction to the Asian-American Experience (3) Histories of Asian-American groups in the United States: Chinese, Filipino, Japanese, Korean, and others.

320 Problems and Issues in the Native American Community (3) Cultural conflict between native American and white-frontier world views. Legal status of native people, treaty rights, and the Bureau of Indian Affairs. The philosophy and effects of termination, reservations, tribal traditions, and unity.

330 Minority Women: Issues and Concerns (3) The status, problems, and styles of nonwhite women—native American, Afro-American, Chicana, Chinese, and Japanese—in contemporary American society.

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (M) Seminar: [Term Subject] (Arr,R)

409 Practicum: [Term Subject] (Arr,R)

410 (M) Experimental Course: [Term Subject] (Arr,R)

Additional Courses

Note: Other upper-division courses with related subject matter may be included in individual Folklore and Ethnic Studies Certificate pro-

grams by arrangement with the instructors and the codirectors of Folklore and Ethnic Studies. For descriptions of the following courses, see departmental sections of this bulletin.

Anthropology. Selected Topics in Ethnology (ANTH 210), Oregon Native Americans (ANTH 230), Ethnology of Hunters and Gatherers (ANTH 301), Ethnology of Tribal Societies (ANTH 302), Ethnology of Peasant Societies (ANTH 303), Race, Culture, and Sociobiology (ANTH 414G), Native North Americans (ANTH 417G), Native Central Americans (ANTH 418G), Native South Americans (ANTH 419G), Peoples of the Pacific: Australian Aborigines (ANTH 423G), Peoples of the Pacific: Melanesia (ANTH 424G), Peoples of the Pacific: Polynesia and Micronesia (ANTH 425G), Peoples of South Africa (ANTH 426G), Peoples of Central and East Africa (ANTH 427G), Peoples of West Africa and the Sahara (ANTH 428G), Jewish Folklore and Ethnology (ANTH 430G), Peoples of India (ANTH 438G), Peoples of East Asia (ANTH 439G), Peoples of Southeast Asia (ANTH 440G), Religion and Magic of Primitives (ANTH 444G), Folklore and Mythology of Primitives (ANTH 445G), Art among Primitives (ANTH 446G), Cultural Dynamics (ANTH 450G)

Dance. Cultural Backgrounds of Folk Dance, Music, and Art (DP 257), Seminar: Dance Films (DP 407), Dance Cultures of the World (DP 452G)

English. Introduction to Afro-American Literature (ENG 151), Introduction to Native American Literature (ENG 240), Introduction to Folklore and Myth (ENG 250), Afro-American Prose (ENG 310), Afro-American Poetry (ENG 311), Afro-American Drama (ENG 312), Reading and Conference (ENG 405), Seminar (ENG 407G), Experimental Course: Native American Literature (ENG 410G), Studies in Mythology (ENG 417G), Folklore and Mythology of the British Isles (ENG 418G), American Folklore (ENG 419G), Film and Folklore (ENG 446G), American Popular Literature and Culture (ENG 447G), Black Folklore (ENG 448G), Seminars: Ballad, Folklore Fieldwork, Folktale, Major Afro-American Writers (ENG 507)

Geography. Geography of Languages (GEOG 438), Ethnic Geography (GEOG 439), Cultural Geography of the Soviet West (GEOG 469), Cultural Geography of the Soviet East (GEOG 470)

History. Afro-American History (HST 221, 222, 223)

Music. Music in World Cultures (MUS 258)

Political Science. Politics of Multi-Ethnic Societies (PS 443G)

Psychology. Prejudice (PSY 415M)

Religious Studies. Great Religions of the World (R 201, 202, 203), Religions of India (R 301), Chinese Religions (R 302), Japanese Religions (R 303), Judaism and Christianity since C.E. 70 (R 306), Religions of the Islamic World (R 307), History of Eastern Christianity (R 324, 325), Buddhism and Asian Culture (R 330, 331)

Romance Languages. Introduction to Spanish-American Literature (SPAN 315)

Sociology. Race, Class, and Ethnic Groups in America (SOC 212), Sociology of Race Relations (SOC 445G)

Speech. Background of Black Protest Rhetoric (RHCM 426G)

General Science

155 Science II
Telephone (503) 686-5211
Robert L. Zimmerman, Director and Chair

Program Committee

Ralph J. Barnhard, Chemistry
Mary L. Fulton, Mathematics
Amit Goswami, Physics
Mark H. Reed, Geological Sciences
David R. Sokoloff, Physics
David H. Wagner, Biology
Robert L. Zimmerman, Physics

The General Science curriculum enables students to design interdisciplinary programs in science that meet the requirements for a bachelor's degree. Many exciting areas in science today do not fit well into a single traditional science discipline. Among these are neurosciences—the study of the relationships between the functions of the nervous system and behavior, environmental sciences—the scientific study of our interactions with the physical environment, and biophysical sciences—the study of living systems using physical and chemical techniques. Students wanting technical careers in one of these areas or planning to do graduate study might be better served by a well-designed interdisciplinary program than by a more specialized degree program.

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.

Transfer Students. 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.

Upon admission, transfer students should consult a General Science adviser in the Office of Academic Advising and Student Services, 164 Oregon Hall. Decisions about which UO courses to take are partially based on the number of transferred credits.

Careers. Students planning careers as high school teachers may work toward certification with the Integrated Science endorsement while earning a bachelor's degree in General Science. See Secondary School Teaching later in this section for more information.

Prehealth science students preparing for careers in medicine, dentistry, or related fields find that the General Science Program allows them to meet professional school admission requirements while gaining more breadth than allowed in a specific science major. Students planning careers in business, public relations, and human services may find the General Science Program the most appropriate major for them.

Degree Requirements

Because of the flexibility of the General Science requirements, it is important that all students design their programs carefully, in consultation with a General Science adviser or committee member.

Majors and prospective majors should seek assistance in program planning when they identify or change career goals, because successful application to professional schools and training programs may require them to complete additional courses beyond those required for the General Science major. Suggested course sequences aimed at meeting requirements of professional schools and training programs may be designed individually by students in consultation with their advisers or committee members.

Some examples of interdisciplinary programs, 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, geology, physics

Neurosciences: biology, chemistry, psychology

All majors are encouraged to consult with their General Science advisers during the junior year to ensure that their remaining course work is structured to meet all requirements of the General Science major. General Science majors must meet the major requirements of the *General Bulletin* in effect the year they are accepted as majors *or* the major requirements of a subsequent unexpired bulletin.

Acceptance of transfer courses and credits is determined by evaluators in the Office of Admissions and Records in consultation with General Science advisers or committee members. A student should notify the General Science adviser of the intention to graduate at least one term before the proposed graduation date.

Lower-Division Requirements

All lower-division courses must be completed with a GPA of 2.00 or better. Courses graded N (no pass) or F may be repeated for credit.

1. Proficiency in mathematics through second-term calculus (MTH 201, 202)
2. Completion of one course in computer science (CIS 131, 133, or 134)
3. Completion of three of the sequences or three-term combinations listed below. At least two of these sequences must be accompanied by the appropriate laboratory sequence:

   Anthropology. Introduction to Human Evolution (ANTH 110), Evolution of Monkeys and Apes (ANTH 111), Human Evolution (ANTH 321)

   Biology. General Biology I: How Cells Work (BI 201), General Biology II: How Organisms Function (BI 202), and General Biology III: The Living World (BI 203) with laboratories (BI 207, 208, 209) *or* Molecular Biology (BI 291), Cellular Biochemistry (BI 292), and Cellular Physiology (BI 293) with laboratories (BI 294, 295, 296)

Chemistry. General Chemistry (CH 104, 105, 106) with General Chemistry Laboratory (CH 107, 108, 109) *or* General Chemistry (CH 204, 205, 206) with laboratories (CH 207, 208, 209)

Computer and Information Science. Computer Science I, II, III (CIS 210, 211, 212) with laboratories (CIS 220, 221, 222)

Ecology and Environmental Science. Physics of Energy and Environment (PH 114), The Energy Laboratory (PH 115), Mineral Resources and the Environment (GEOL 321)

Geological Sciences. General Geology: The Earth's Dynamic Interior (GEOL 101), General Geology: The Face of the Earth (GEOL 102), General Geology: Earth History (GEOL 103) with laboratories (GEOL 104, 105, 106) *or* General Geology (GEOL 201, 202, 203 includes laboratories)

Physics. General Physics (PH 201, 202, 203) *or* General Physics with Calculus (PH 211, 212, 213) with Introductory Physics Laboratory (PH 204, 205, 206)

Psychology. Psychology as a Science (PSY 202, 203) and Biological Psychology (PSY 304) *or* Introduction to Experimental Psychology (Honors College) (PSY 217, 218) and Biological Psychology (PSY 304)

Upper-Division Requirements

1. In addition to the lower-division requirements, students must either (a) complete a minimum of 30 credits, of which at least 24 credits must be graded mid-C or better, in courses numbered 300 and above, *or* (b) complete BI 291, 292, 293 with grades of mid-C or better and a minimum of 24 upper-division credits with grades of mid-C or better
2. Twelve credits must be completed in one field of study and at least 9 credits in a second field. Only four upper-division credits from courses having fewer than two lower-division prerequisites may be applied to the degree

   Courses numbered 310, 400-410, or 507 may not be included unless approved by the General Science adviser.

   Upper-division courses may be selected from:

   Anthropology. Courses in human and primate anatomy and evolution (ANTH 320-324, 470-480)

   Biology. All upper-division courses

   Chemistry. All upper-division courses

   Computer and Information Science. All upper-division courses

   Geological Sciences. All upper-division courses except Materials and Processes of Ceramics (GEOL 428)

   Mathematics. All upper-division courses

   Physics. All upper-division courses

   Psychology. Courses in the experimental and physiological areas (PSY 302, 430-450)

Prehealth Sciences

Prehealth science students who choose to major in General Science should examine the admission requirements of the professional school of their choice early in their undergraduate careers. This allows students' programs to be designed to meet these requirements while satisfying the General Science requirements. Such students should consult the Health Sciences, Preparatory section of this bulletin for more information and consult with their General Science adviser and with prehealth science faculty advisers.

Secondary School Teaching

The University offers work in preparation for teaching general or integrated science in public secondary and middle schools. Certification as an Oregon secondary teacher with the Integrated Science endorsement requires satisfactory completion of a teacher preparation program, which includes work in a teaching specialty and in professional education and recommendation of the institution in which the preparation is completed. The General Science Program includes work toward both Basic and Standard Oregon certification. For specific information regarding requirements for the Integrated Science endorsement, students should consult the Program's endorsement adviser for teacher education and the staff in the Teacher Education Office of Student Services.

Lower-Division Requirements

Integrated science students must complete the mathematics and computer science courses required for all General Science majors. All lower-division courses must be completed with a GPA of 2.75 or better. The courses shown below are required for the science sequence portion of the program.

Astronomy. Elementary Astronomy (PH 108, 109)

Biology. General Biology I: How Cells Work (BI 201), General Biology II: How Organisms Function (BI 202), General Biology III: The Living World (BI 203), with laboratories (BI 207, 208, 209). Molecular Biology (BI 291), Cellular Biochemistry (BI 292), and Cellular Physiology (BI 293), with laboratories (BI 294, 295, 296) are acceptable substitutes

Geological Sciences. General Geology (GEOL 201, 202, 203)

Students must also complete one of the following Chemistry and Physics sequences:

Chemistry and Physics. General Chemistry (CH 104, 105, 106) with General Chemistry Laboratory (CH 107, 108, 109) and Essentials of Physics (PH 101, 102, 103) *or* General Physics (PH 201, 202, 203) with Introductory Physics Laboratory (PH 204, 205, 206) and Survey of General, Organic, and Biochemistry (CH 101, 102, 103)

Upper-Division Requirements

Except for the addition of Climatology (GEOG 302), Geology of Oregon and the Pacific Northwest (GEOL 352), and Oceanography (GEOL 353), upper-division requirements for students in the integrated science program are the same as those required for a General Science degree.

Geography

107 Condon Hall
Telephone (503) 686-4555
Alvin W. Urquhart, 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)

Carl L. Johannessen, Professor (biogeography, cultural geography, Central America). B.A., 1950, M.A., 1953, Ph.D., 1959, California, Berkeley. (1959)

William G. Loy, Professor (cartography, interpretation of aerial imagery, place-name studies). B.A., 1958, Minnesota at Duluth; M.S., 1962, Chicago; Ph.D., 1967, Minnesota. (1967)

Patricia F. McDowell, Associate Professor (geomorphology, soils, Quaternary environments). B.A., 1971, M.A., 1977, Illinois Institute of Technology; Ph.D., 1980, Wisconsin, Madison. On leave 1988-89. (1982)

Alexander B. Murphy, Assistant Professor (cultural geography, political geography, law and geography). B.A., 1977, Yale; J.D., 1981, Columbia; Ph.D., 1987, Chicago. (1987)

Gary H. Searl, Adjunct Assistant Professor (geographic education, Oregon). B.B.A., 1959, M.S., 1966, Oregon. (1966)

Everett G. Smith, Jr., Professor (social geography, urban geography). B.A., 1953, M.A., 1956, Illinois; Ph.D., 1962, Minnesota. (1965)

Alvin W. Urquhart, Professor (cultural geography, geographic landscapes, environmental alteration). B.A., 1953, M.A., 1958, Ph.D., 1962, California, Berkeley. (1963)

Ronald Wixman, Associate Professor (Soviet Union, eastern Europe, cultural geography). B.A., 1968, Hunter; M.A., 1972, Columbia; Ph.D., 1978, Chicago. (1975)

Emeriti

Samuel N. Dicken, Professor Emeritus (coastal geomorphology, cultural geography, Oregon). B.A., 1924, Marietta; Ph.D., 1930, California, Berkeley. (1947)

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)

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

Undergraduate Studies

Undergraduate students in the Department of Geography develop an awareness of the landscapes of several regions of the world and investigate the physical and cultural processes that form landscapes. Any lower-division course is open to any student at the University; none have prerequisites or require particular high school background. For students transferring to the University in their third year, preparation in introductory college geography courses is desirable.

An undergraduate major in Geography may follow a broadly based general degree program or a more specialized curriculum that emphasizes environmental studies, social science teaching, or urban 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 15 Geography courses used to fulfill a major in Geography. Beginning fall 1988 a grade point average (GPA) of 2.25 or better in graded Geography courses will be required for majors.

Mathematical skills are important to some areas of geographical study. It is recommended that all Geography majors complete College Algebra (MTH 101) and Elementary Functions (MTH 102). The B.S. degree, which requires completion of three selected Mathematics courses, is recommended for students planning a physical geography or environmental studies option. The B.A. degree, which requires two years of foreign language training, is recommended for students planning a cultural geography option. For students planning graduate studies in certain areas of geography, a three-term sequence in calculus (MTH 201, 202, 203 or MTH 207, 208, 209) is also recommended.

Although a degree in Geography is primarily a liberal arts degree, many graduates have found related vocational opportunities in government or private employment, principally in planning, environmental research, or cartography.

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

Students majoring in Geography should consult their advisers to determine which clusters will best support their major. For those students not majoring in Geography, the two approved clusters are:

Social Science. GEOG 103, 105, and one course selected from 201-208

Science. Three courses selected from GEOG 101, 301, 302, 303

Major Requirements

Fifteen courses, of which 10 must be upper division, are required as follows:

Physical Geography. Three courses must be selected from: The Natural Environment (GEOG 101), Geomorphology (GEOG 301), Climatology (GEOG 302), Biogeography (GEOG 303), Advanced Geomorphology: [Term Subject] (GEOG 482), Geography of Water Resources (GEOG 483), Hydrology (GEOG 484), Geography of Soils (GEOG 485), World Regional Climatology (GEOG 487), Advanced Biogeography (GEOG 489)

Cultural Geography. Three courses must be selected from: Landscape, Environment, and Culture (GEOG 103), Urban Environment (GEOG 105), Environmental Alteration (GEOG 370), Geography of Energy (GEOG 372), Political Geography (GEOG 433), Economic Geography (GEOG 434), Urban Geography (GEOG 435), Cultural Geography (GEOG 436), Geographic Landscapes (GEOG 437), Geography of Languages (GEOG 438), Ethnic Geography (GEOG 439), Historical and Contemporary Views of the Environment (GEOG 455)

Regional Geography. Three courses must be selected from: Geography of Europe (GEOG 201), Geography of Latin America (GEOG 202), Geography of Asia (GEOG 203), Geography of the Soviet Union (GEOG 204), Geography of Africa (GEOG 205), Geography of Oregon (GEOG 206), Geography of the United States (GEOG 207), Geography of Eastern Europe (GEOG 208), Geography of Middle America (GEOG 463), Geography of Western Europe (GEOG 464), Eastern North America (GEOG 467), Western North America (GEOG 468), Cultural Geography of the Soviet West (GEOG 469), Cultural Geography of the Soviet East (GEOG 470)

Techniques of Geographers. Three courses must be selected from: Reading and Interpretation of Maps (GEOG 180), Cartographic Methods (GEOG 311), Aerial Photo Interpretation and Remote Sensing (GEOG 312), Geographic Field Studies (GEOG 313), Geographic Application of Quantitative Methods (GEOG 314), Advanced Cartography (GEOG 411)

Research seminar for undergraduate majors. One Seminar (GEOG 407)

Electives in Geography. A minimum of 6 additional credits of courses, seminars, reading and conference, or research

Environmental Studies or Urban Studies Option

Geography majors who want either an environmental studies or an urban studies option must arrange a study program, in consultation with a faculty adviser, that modifies the requirements of the general geography program. A written record of this special program becomes part of the student's departmental file.

Minor Requirements

Students who minor in Geography must complete eight Geography courses with grades of C– or better, including five upper-division courses. GEOG 400, 401, 405, 406, 408, and 409 may not be applied toward the Geography minor.

The eight courses must include at least one in techniques, for example, Reading and Interpretation of Maps (GEOG 180) or Cartographic Methods (GEOG 311); one in physical geography, for example, The Natural Environment (GEOG 101) or Climatology (GEOG 302); and one in regional or cultural geography, for example, Geography of Europe (GEOG 201) or Urban Geography (GEOG 435). Remaining courses to complete the minor should be selected in consultation with an adviser in the Department of Geography.

Secondary School Teaching

The Department of Geography offers work in preparation for teaching social studies in the public secondary schools. Certification as an Oregon secondary teacher with the Social Studies endorsement requires satisfactory completion of a teacher preparation program, which includes work in a teaching specialty and in professional education and recommendation of the institution in which the preparation is completed. The Department of Geography offers work toward both Basic and Standard Oregon certification. For specific information regarding requirements for the Social Studies endorsement, students should consult Gary H. Searl, the Department's endorsement adviser for teacher education, and the staff in the Teacher Education Office of Student Services.

Honors College Program

The Honors College student in Geography must complete the following work in the Department:

Geomorphology (GEOG 301)
Climatology (GEOG 302)
Biogeography (GEOG 303)
Geographic Field Studies (GEOG 313)
Cultural Geography (GEOG 436)
Geographic Landscapes (GEOG 437)
Junior and senior honors seminars (HC 407)
Senior honors thesis

Graduate Studies

Graduate work leading to both the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees is offered. The Department also supervises an interdisciplinary master of science (M.S.) degree program with emphasis on geography and education.

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 previous training to geographic problems. Field studies, seminars, and the preparation of theses form the heart of advanced geographic training.

Admission

To apply for admission, send to the University Office of Admissions and Records the original copy of the Application for Graduate Admission form and the application fee and transcripts as explained in the Graduate School section of this bulletin.

The Department of Geography should receive:

1. The four carbon copies of the admission application
2. Official transcripts of all undergraduate and graduate college work
3. Three letters of reference
4. A score from the Graduate Record Examinations (GRE) General Test
5. A statement concerning interests to be pursued at the University; for applicants to the Ph.D. program, the statement of interests must indicate specific research directions or possible dissertation topics of the applicant.
6. If appropriate, the application for a graduate assistantship or fellowship award
7. All international applicants must submit a score from the Test of English as a Foreign Language (TOEFL)

Applicants whose application materials are received by March 1 are given preference for fall admission.

Master's Degree Program

The M.A. degree in Geography emphasizes general proficiency in physical and cultural geography and basic skills in the use of geographic techniques and methods through the following program of 45 graduate credits, at least 36 in Geography. The program must include the following:

1. The courses listed below or their equivalents, if previously completed:
   Geomorphology (GEOG 301)
   Climatology (GEOG 302)
   Biogeography (GEOG 303)
   Cartographic Methods (GEOG 311)
   Aerial Photo Interpretation and Remote Sensing (GEOG 312)
   Geographic Field Studies (GEOG 313)
   Geographic Application of Quantitative Methods (GEOG 314)
   Urban Geography (GEOG 435)
   Cultural Geography (GEOG 436)
   At least one other course in cultural geography
2. Historical and Contemporary Views of the Environment (GEOG 455), Cultural Geography (GEOG 523), or History of Geographic Thought (GEOG 555)
3. Three graduate seminars in Geography at the University of Oregon
4. Reading skill in one foreign language equivalent to second-year university proficiency. Competence may be shown by passing a second-year university foreign language course or by passing the Graduate Student Foreign Language Test (GSFLT) at the appropriate level
5. A thesis approved by a departmental committee and 9 credits of Thesis (GEOG 503)

Interdisciplinary Program in Geography

This program is designed to relate the research methods and viewpoint of geography to the teaching of social studies at all levels of instruction. The interdisciplinary M.S. degree program requires 36 credits of work in geography and 9 to 15 credits in education. Course and seminar requirements parallel those for the M.A. program. Teaching skills are substituted for foreign language competence. A final written examination administered by a departmental committee is required. A learning activity project is substituted for a thesis. Consult the departmental interdisciplinary program adviser for additional information.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree option in Environmental Studies is offered through the Graduate School's Interdisciplinary Studies: Individualized Program. Graduate courses in Geography; Planning, Public Policy and Management; Biology; and Law (among others) comprise the program.

Address inquiries to John H. Baldwin, Director, Environmental Studies Program, 104 Condon Hall, University of Oregon, Eugene OR 97403. See also the **Environmental Studies** and **Graduate School** sections of this bulletin.

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.

This program is designed to suit each individual's background and interests. In addition to a selection of seminars and courses, the candidate may use the flexibility of Research (GEOG 501) and Reading and Conference (GEOG 505) 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. Prospective candidates should pay particular attention to the systematic specialization and regional interests of the faculty before applying for admission.

Ph.D. Requirements

1. Completion of an M.A. degree in Geography or equivalent study that includes courses required for the M.A. degree in Geography at the University of Oregon
2. Six graduate seminars in geography, at least four at the University of Oregon. These may include seminars taken for the M.A. degree
3. Evidence of foreign language or advanced research competence. There are three ways this requirement can be met:
   a. Reading knowledge of two foreign languages at the second-year university level *or*
   b. Reading knowledge of one foreign language at the third-year university level, shown by passing a third-year composition and conversation course in a foreign language or by passing the Graduate Student Foreign Language Test (GSFLT) at the appropriate level *or*
   c. Completion of three courses from areas other than geography that cover methods and techniques useful in geographic research. These courses must be formally approved by the Geography faculty
4. Passing of comprehensive written examinations in
   a. Regional geography of an area such as North America, Middle America, arid lands, or Western Europe *and*
   b. A systematic field of geography such as geomorphology, climatology, biogeography, population and settlement geography, cultural geography, urban geography, or economic geography *and*
   c. Geographic thought and method
5. An approved field of study in a department or departments suggested by the student
6. A dissertation presenting the results of research of a substantive and original nature on a significant geographic problem. The dissertation must be approved by a faculty committee and presented at a public lecture

Financial Assistance

A limited number of graduate teaching fellowships (GTFs) are available. Fellows are exempt from tuition but do pay a small fee each term. They usually register for 15 credits of course work a term and are assigned duties limited to eight to 16 hours a week. Applications for fellowships should be received by March 1.

The College Work-Study Program (under federal funding for students from low-income families) provides an alternative means of financial assistance. The Department of Geography has several positions under this program at a maximum of 20 hours a week and a rate from $3.75 to $5.75 an hour. For work-study certification and for applications for loans or grants, a separate request for forms should be made to the Office of Student Financial Aid, 260 Oregon Hall, University of Oregon, Eugene OR 97403.

Geography Courses (GEOG)

Lower Division

101 The Natural Environment (3) Physical geography of the earth with special emphasis on vegetation, landforms, climate, and soils. Bartlein, Johannessen, Loy.

103 Landscape, Environment, and Culture (3) Focuses on the ways in which various cultures have evaluated, used, and modified the landscapes and environments they have occupied. Murphy, Urquhart, Wixman.

105 Urban Environment (3) The character of cities and ways of life in urban locations around the world. Smith, Urquhart.

180 Reading and Interpretation of Maps (3) Physical and cultural features on maps. Critical analysis of cartographic styles employed by atlas and map makers.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201 Geography of Europe (3) Physical and cultural processes that have shaped the rural and urban landscapes of Europe. Searl.

202 Geography of Latin America (3) Ways in which major cultural groups have modified the environment of Latin America throughout history. Not offered 1988-89.

203 Geography of Asia (3) The major physical and cultural realms of Asia, excluding Soviet Asia. Wixman.

204 Geography of the Soviet Union (3) Natural regions, major population groups, and the economic development of the USSR. Wixman. Not offered 1988-89.

205 Geography of Africa (3) Physical and cultural processes that have shaped the rural and urban landscapes of Africa. Not offered 1988-89.

206 Geography of Oregon (3) The nature of Oregon: its natural and human resources, changing patterns of settlement, urbanization and economic development, and problems of environmental use. Loy.

207 Geography of the United States (3) Natural and cultural landscapes, settlement patterns and urban systems, regional divisions and integration. Smith.

208 Geography of Eastern Europe (3) Physical, economic, historical, and ethnocultural features that have created the present distribution of people and the levels of socioeconomic development in Eastern Europe. Not offered 1988-89.

Upper Division

301 Geomorphology (3) Landforming processes in the physical landscape with emphasis on processes and resulting landforms. GEOG 101 recommended. McDowell.

302 Climatology (3) Elements of climate: the heat and water balance at the surface of the earth, atmospheric processes that affect climate, factors of climatic change. GEOG 101 recommended. Bartlein.

303 Biogeography (3) Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution, aerial photo interpretation, and domestication of biota. GEOG 101 recommended.

311 Cartographic Methods (3) Map design, construction, and projections. Loy.

312 Aerial Photo Interpretation and Remote Sensing (3) Use of aerial photographs and other forms of imagery. Loy.

313 Geographic Field Studies (3) Research techniques in geography applied to local areas and problems. Field trip fee.

314 Geographic Application of Quantitative Methods (3) Quantitative methods used in physical

and cultural geography, their significance and limitations. Majors only. Bartlein.

370 Environmental Alteration (3) Human alteration of the world's major ecological systems. Consequences of human activity at different times and places in regard to soils, atmosphere, vegetation, landforms, and water. Urquhart.

372 Geography of Energy (3) Nature and geographical distribution of energy resources, production, conversion facilities, and consumption. Patterns of energy transportation. Energy use in different societies. Not offered 1988-89.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 Field Studies (Arr,R)

407 (G) Seminar: [Term Subject] (3R) The following seminar topics are offered in 1988-89: Cultural Diffusion (Johannessen), Ethnic Geography of Europe (Murphy and Wixman), Oregon Landscapes (Searl), and Problems in Urban Geography (Smith).

408 Workshop (Arr,R)

409 Supervised Tutoring: [Term Subject] (Arr,R) P/N only

410 (G) Experimental Course: [Term Subject] (Arr,R) Current topics are Advanced Climatology (Bartlein), Geography, Law, and the Environment (Murphy), Geography of Canada (Smith), Geography of Eastern Europe (Wixman), Historical Geography of the United States (Murphy), and Quaternary Environments.

411 (G) Advanced Cartography (3) Map construction, preparation of graphs and diagrams, and a final individual project. Loy.

433 (G) Political Geography (3) Spatial perspectives on global political patterns and processes. Political territories and their relationship to resources, ethnic patterns, and ideological communities. Impact of political arrangements on the landscape. Murphy.

434 (G) Economic Geography (3) Description and analysis of economic locations in different parts of the world. Smith.

435 (G) Urban Geography (3) Urbanization throughout the world; the structure of urban settlements; cities as regional centers, physical places, and homes for people; geographic problems in major urban environments. Prereq: upper-division or graduate standing. Smith.

436 (G) Cultural Geography (3) Concepts of culture applied to geographic regions of the world. Prereq: GEOG 103 or instructor's consent. Urquhart. Not offered 1988-89.

437 (G) Geographic Landscapes (3) Concepts and examples of the cultural landscape. Prereq: GEOG 103 or instructor's consent. Urquhart.

438 (G) Geography of Languages (3) Present distribution of languages in the world—who, where, and how many. Historical evolution of present linguistic patterns. The significance of other cultural phenomena to languages. Wixman.

439 (G) Ethnic Geography (3) Relationship of landscape, environmental perception, and sociogeographic phenomena to ethnicity. World distribution and diffusion of ethnic groups. Wixman. Not offered 1988-89.

455 (G) Historical and Contemporary Views of the Environment (3) Ways in which humans have thought about their place in nature. A study of major environmental ideas from Classical times to the present. Urquhart.

463 (M) Geography of Middle America (3) Physical, historical, and cultural processes that have shaped the landscapes of Mexico, Central America, and the Caribbean Islands. Prereq: 6 credits of lower-division Geography courses. Johannessen.

464 (M) Geography of Western Europe (3) Natural environments, cultural groups, and distinctive regional landscapes of Western Europe. Murphy.

467 (M) Eastern North America (3) Growth of major regions from Atlantic colonies. Agriculture, industry, population, and metropolitan centers. Not offered 1988-89.

468 (M) Western North America (3) Areas of attraction and aversion; their development into modern regions. Not offered 1988-89.

469 (M) Cultural Geography of the Soviet West (3) Demographic, social, cultural, and political situation of ethnic groups in the Western Borderlands of the USSR. Wixman. Not offered 1988-89.

470 (M) Cultural Geography of the Soviet East (3) Demographic, social, cultural, and political situation of ethnic groups in the Islamic regions of the USSR. Wixman. Not offered 1988-89.

482 (G) Advanced Geomorphology: [Term Subject] (3R) Study of one of the principal landforming processes, its characteristics in time and space, and the resulting landforms. **R** when topic changes. Prereq: GEOG 301 or instructor's consent. McDowell. Not offered 1988-89.

483 (G) Geography of Water Resources (3) Human interaction with and impact on the hydrologic system; emphasis on water use, water supply, and water quality. Field trip fee. Prereq: GEOG 101 or equivalent. McDowell. Not offered 1988-89.

484 (G) Hydrology (4) Processes operating in the hydrologic cycle, methods of hydrolic analysis; emphasis on surface water. Prereq: GEOG 101 or 201, and MTH 101, 102. McDowell. Not offered 1988-89.

485 (G) Geography of Soils (3) Morphology and genesis of soils, soil profile description, soil classification, environmental influences on soils, applications of soil information. Field trips. Special fee. Prereq: GEOG 101 or GEOL 201 or BI 122, 141, 160, or 203. McDowell. Not offered 1988-89.

487 (G) World Regional Climatology (3) Problems in climatic classification. Distribution of climates on the surface of the earth. Prereq: GEOG 302. Not offered 1988-89.

489 (G) Advanced Biogeography (3) Relation of plants and animals to the environment, historical changes in plant distribution, aerial photo interpretation and mapping of vegetation, domestication of plants and animals. Prereq: GEOG 303. Johannessen. Field trip fee.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Field Studies (Arr,R)

507 Seminar: [Term Subject] (Arr,R) The following graduate seminar topic was offered in 1987-88: Introduction to Geographic Research. Murphy, Wixman.

508 Workshop (Arr,R)

509 Supervised Tutoring: [Term Subject] (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R)

523 Cultural Geography (3) Basic literature and current developments in cultural geography. Research paper prepared for publication. Not offered 1988-89.

555 History of Geographic Thought (3) Development of concepts of the earth and of human relation to it; ends and means of geographic study. Not offered 1988-89.

Geological Sciences

144 Geology Building
Telephone (503) 686-4573
Jack M. Rice, Department Head

Faculty

Sam Boggs, Professor (sedimentation, sedimentary petrology). B.S., 1956, Kentucky; Ph.D., 1964, Colorado. (1965)

M. Darby Dyar, Assistant Professor (mineralogy-spectroscopy, petrology, geochemistry). B.A., 1980, Wellesley; Ph.D., 1985, Massachusetts Institute of Technology. (1986)

Gordon G. Goles, Professor (geochemistry). A.B., 1956, Harvard; Ph.D., 1961, Chicago. (1967)

Eugene D. Humphreys, Assistant Professor (seismology, regional tectonics). B.S., 1974, M.S., 1978, California, Riverside; Ph.D., 1985, California Institute of Technology. (1985)

A. Dana Johnston, Assistant Professor (experimental petrology, geochemistry). B.S., 1976, Bates; M.S., 1978, Ph.D., 1983, Minnesota at Minneapolis-St. Paul. (1986)

M. Allan Kays, Professor (metamorphic and igneous petrology). B.A., 1956, Southern Illinois; M.A., 1958, Ph.D., 1960, Washington (St. Louis). (1961)

Alexander R. McBirney, Professor (igneous petrology, volcanology). B.S., 1946, United States Military Academy, West Point; Ph.D., 1961, California, Berkeley. (1965)

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, Associate Professor (mineral deposits, hydrothermal geochemistry). B.A., 1971, Carleton; M.S., 1974, Ph.D., 1977, California, Berkeley. On leave 1988-89. (1978)

Gregory J. Retallack, Associate Professor (paleobotany, paleosols). B.A., 1973, Macquarie; Ph.D., 1978, New England University, Australia. (1981)

Jack M. Rice, Professor (geochemistry, petrology). A.B., 1970, Dartmouth; M.S., 1972, Ph.D., 1975, Washington (Seattle). (1977)

Mark A. Richards, Assistant Professor (geodynamics). B.S., 1977, Texas at Austin; M.S., 1978, Ph.D., 1986, California Institute of Technololgy. (1985)

Norman M. Savage, Professor (Paleozoic paleontology, stratigraphy). B.Sc., 1959, Bristol; Ph.D., 1968, Sydney. (1971)

Harve S. Waff, Professor (tectonophysics, electromagnetic depth sounding). B.S., 1962, William and Mary; M.S., 1966, Ph.D., 1970, Oregon. (1978)

Ray J. Weldon, Assistant Professor (structural geology, neotectonics; Quaternary geology). B.A., 1977, Pomona; Ph.D., 1986, California Institute of Technology. (1988).

Courtesy

Arthur J. Boucot, Courtesy Professor (paleontology, evolution). A.B., 1948, A.M., 1949, Ph.D., 1953, Harvard. (1969)

Jane Gray, Courtesy Professor of Geology; Professor of Biology (paleobotany, palynology).

Allan B. Griggs, Courtesy Professor (regional and economic geology); Research Geologist. B.S., 1932, Oregon; Ph.D., 1952, Stanford. (1980)

David Morgan, Courtesy Assistant Professor (hydrology). B.S., 1976, Oregon; M.S., 1979, Stanford. (1986)

Special Staff

Elise Mezger, Research Associate (Quaternary geology, geomorphology). B.A. 1982, Pomona; M.S., 1986, Southern California. (1988)

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)

Lloyd W. Staples, Professor Emeritus (mineralogy, economic and engineering geology). A.B., 1929, Columbia; M.S., 1930, Michigan; Ph.D., 1935, Stanford. (1939)

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

Undergraduate Studies

The undergraduate program of the Department of Geological Sciences is designed to provide an understanding of the materials of the earth and processes that have shaped the earth and generated our surface environment and mineral and energy resources. Geology is a science that applies all the basic sciences—biology, chemistry, mathematics, and physics—to the understanding of earth processes in a historical context of geologic time. It is a science that explores problems by combining field investigations with laboratory experiments and theoretical studies.

Preparation. High school students planning to major in Geology should include in their high school program algebra, geometry, trigonometry, geography, and science (physics, chemistry, biology, earth science, or general science).

Students transferring to the Department of Geological Sciences following two years of college work elsewhere should have completed a year of general chemistry, a year of general physics, and a year of calculus. If available to the student, a year of general geology with laboratory is also recommended. In addition, such students should have completed as many as possible of the University requirements for undergraduates.

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, consulting firms, and state and federal agencies. Geologists and geophysicists with doctor of philosophy degrees have further 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. Those with bachelor's degrees can qualify for positions as laboratory technicians or field assistants and for limited professional positions as junior geologists or geophysicists.

Geology Curriculum

In the Geology program of study, lower-division students are required to take the following courses:

Lower-Division Requirements **45-48 credits**

General Geology (GEOL 201, 202, 203) *or* General Geology: The Earth's Dynamic Interior, The Face of the Earth, Earth History (GEOL 101, 102, 103) with General Geology Laboratory (GEOL 104, 105, 106) 12-15
Calculus (MTH 201, 202, 203) 12
General Chemistry (CH 104, 105, 106) *or* General Chemistry (CH 204, 205, 206) 9
General Physics (PH 201, 202, 203) *or* General Physics with Calculus (PH 211, 212, 213) 12

Upper-division Geology majors are required to take the following courses:

Upper-Division Requirements **36 credits**

The Fossil Record (GEOL 304) *or* Paleontology (GEOL 431, 432, or 433) 3
Lithology (GEOL 311) *or* Petrology and Petrography (GEOL 414, 415, or 416) 5
Mineralogy (GEOL 325, 326) 8
Structural Geology (GEOL 391) 4
Stratigraphy and Sedimentation (GEOL 392) 4
Field Geology (GEOL 480) 9
Scientific and Technical Writing (WR 320) 3

Students are also required to take 30 credits of additional course work, chosen from one or more of the three specific areas shown below. At least 10 of the required 30 credits must be taken in the Department of Geological Sciences. The recommended courses for three common options are listed below.

Stratigraphy-Sedimentology-Paleontology Option

Geological Sciences. Petrology and Petrography (GEOL 416), Petroleum Geology (GEOL 422), Paleontology (GEOL 431, 432, 433), Paleopedology (GEOL 435)

Chemistry. General Chemistry Laboratory (CH 107, 108, 109), Organic Chemistry (CH 331, 332, 333)

Computer and Information Science. Introduction to Numerical Computation (CIS 133)

Geography. Geomorphology (GEOG 301)

Mathematics. Elements of Statistical Methods (MTH 425)

Biology. A maximum of 15 credits in Biology at the 200 level or above

Students who want to specialize in paleontology should take 9 credits in paleontology and up to 15 in Biology.

Geophysics-Structure-Tectonics Option

Geological Sciences. Experimental Course: Neotectonics and Quaternary Geology (GEOL 410G), Petrology and Petrography (GEOL 414, 415), Tectonics (GEOL 462), General Geophysics (GEOL 463), Exploration Geophysics (GEOL 464)

Computer and Information Science. Introduction to Numerical Computation (CIS 133)

Mathematics. Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333), Introduction to Differential Equations (MTH 461)

Physics. Classical Mechanics (PH 324, 325), Electricity and Magnetism (PH 441, 442)

Mineralogy-Petrology-Geochemistry Option

Geological Sciences. Petrology and Petrography (GEOL 414, 415, 416), Methods of Petrologic Analysis (GEOL 418), Electron Beam Analysis in Mineralogy and Petrology (GEOL 419), Activation Analyses in Petrology and Geochemistry (GEOL 420), Economic Mineral Deposits (GEOL 423), Thermodynamic Geochemistry (GEOL 461), Geochemistry (GEOL 470)

Chemistry. General Chemistry Laboratory (CH 107, 108, 109), Instrumental Analysis (CH 324), Organic Chemistry (CH 331, 332, 333), Inorganic Chemistry (CH 411, 412), Physical Chemistry (CH 441, 442), Principles of Chemical Thermodynamics (CH 451), Principles of Statistical Mechanics (CH 453)

Computer and Information Science. Introduction to Numerical Computation (CIS 133)

Physics. X-ray Crystallography (PH 491)

Note: The United States Geological Survey and other government agencies require their geological employees to have a background in paleontology and geomorphology.

Students who plan to enter graduate school after receiving their undergraduate degree should also be aware that passing the Graduate Record Examination Geology Test requires preparation in the three broad areas of geology: stratigraphy-sedimentation-paleontology, structural geology and geophysics, mineralogy and petrology.

Grade Options and Standards. Geology undergraduates must take for a grade (pass/no pass not acceptable) all Geology courses required in their program for graduation. Required courses taken outside the Geological Sciences Department (e.g., Mathematics, Chemistry, Physics, Biology, scientific and technical writing) must also be taken for grades. All required courses must be completed with grades of C– or better; grades of D are not acceptable.

Minor Requirements

Majors in other disciplines who want to minor in Geology must begin with either General Geology (GEOL 201, 202, 203) or General Geology: The Earth's Dynamic Interior, The Face of the Earth, Earth History (GEOL 101, 102, 103) with laboratories (GEOL 104, 105, 106). In addition, a minimum of 15 upper-division credits must be completed. A grade of C– or better must be earned in all courses. Appropriate courses are listed below.

Geological Sciences. The Fossil Record (GEOL 304), Lithology (GEOL 311), Mineral Resources and the Environment (GEOL 321), Mineralogy (GEOL 325, 326), Mountains and Glaciers (GEOL 350), Volcanoes and Earthquakes (GEOL 351), Geology of Oregon and the Pacific Northwest (GEOL 352), Oceanography (GEOL 353), Geology of the Moon and Planets (GEOL 354), Structural Geology (GEOL 391), Stratigraphy and Sedimentation (GEOL 392), Petrology and Petrography (GEOL 414, 415, 416), Electron Beam Analysis in Mineralogy and Petrology (GEOL 419), Petroleum Geology (GEOL 422), Economic Mineral Deposits (GEOL 423), Materials and Processes of Ceramics (GEOL 428), Paleontology (GEOL 431, 432, 433), Paleopedology (GEOL 435), Pacific Coast Geology (GEOL 451), Thermodynamic Geochemistry (GEOL 461), Tectonics (GEOL 462), General Geophysics (GEOL 463), Exploration Geophysics (GEOL 464), Geochemistry (GEOL 470)

Biology. Methods of Pollen Analysis (BI 435), Paleoecology and Paleobiology of Nonmarine Organisms (BI 491)

Possible Curricula for Science Majors

Biology Majors: GEOL 304, 352, 353, 392, 431, 432, 433

Chemistry Majors: GEOL 325, 326. Following GEOL 326, students with an interest in inorganic chemistry may want to choose two additional courses from GEOL 414, 415, 425, 461, 470.

Students interested in organic chemistry might choose two additional courses from GEOL 391, 392, 422

Physics Majors: GEOL 391, 462, 463, 464

Possible Curricula for Nonscience Majors

Students majoring in disciplines outside the natural sciences should choose a minimum of four upper-division courses from the list of appropriate courses that are compatible with their individual interests. Students with a minimal mathematics background should restrict their course selections to the following: GEOL 304, 311, 321, 325, 326, 352, 353, 354, 380, 391, 392, 414, 415, 416, 422, 428, 431, 432, 433, 435, 451, 473, and BI 435.

Group Requirements

Fourteen stand-alone Geology courses and several Geology clusters are approved to satisfy University science group requirements. For details see the Group Requirements section of this bulletin under Registration and Academic Policies.

Secondary School Teaching

Students interested in teaching earth sciences in Oregon public schools may obtain certification in their field through a major in either Geology or General Science. Certification as a teacher of science in Oregon public junior and senior high schools requires satisfactory completion of a program of teacher education that includes subject matter preparation in the sciences and in professional education, as well as the recommendation of the institution in which the preparation is completed. The Department of Geological Sciences offers work leading toward an Oregon teaching endorsement in specified science fields at the Basic and Standard certification levels, as determined by the Teacher Standards and Practices Commission. For specific information regarding certification or endorsement requirements for Integrated Science (earth science and general science), students should consult the staff in the Teacher Education Office of Student Services.

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 earlier academic records, scores on the Graduate Record Examinations (GRE), and letters of recommendation. International students must also submit scores on the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applications are welcome from students who are interested in using their background in related fields, such as physics, chemistry, and biology, to solve geologic or geophysical problems.

Responsibility for advising graduate students lies with a guidance committee consisting of three faculty members. This committee meets with each student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes.

Requirements

Incoming graduate students are expected to have undergraduate preparation approximately equivalent to that required for the bachelor's degree in Geology at the University of Oregon, as indicated in this bulletin. Deficiencies are determined by the student's guidance committee, which also assists in designing a course of study appropriate to his or her needs and interests. Course work taken to correct deficiencies may be on a pass/no pass (P/N) or graded basis or, with the approval of the student's guidance committee, by registered audit or by challenge.

The basic University requirements for graduate degrees are described in the Graduate School section of this bulletin. The Department sets additional examination, course work, seminar, foreign language (for M.A. and Ph.D.), and thesis requirements. Applicants should write directly to the Department of Geological Sciences for details.

Programs

Graduate study in Geology may be pursued in one or more of four broad areas: mineralogy-petrology-geochemistry, stratigraphy-sedimentary petrology-paleontology, structural geology-geophysics, and economic geology (mineral deposits). Students are encouraged to sample course work from all of these areas. Independent thesis research may be pursued in any area with the consent of a faculty thesis adviser and after circulating a thesis proposal to the full Geological Sciences faculty for comment.

Mineralogy-Petrology-Geochemistry. The Department has good analytical and other research facilities for petrologic and geochemical studies, and the volcanic and metamorphic terranes of the Northwest offer an unsurpassed natural laboratory for research and graduate instruction in the broad field of igneous and metamorphic processes.

Active research programs are diverse. They include field and analytical study of igneous and metamorphic rocks in the Cascade Mountains and Klamath Mountains; 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 geochemistry and tectonics of the lithosphere and the asthenosphere.

Stratigraphy-Sedimentary Petrology-Paleontology. The research interests of the 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; regional stratigraphy of the Pacific Northwest; Paleozoic brachiopod and conodont biostratigraphy of Australia, western North America, and northwest Europe; evolution of major kinds of soils and terrestrial ecosystems through geological time; Cretaceous and Cenozoic foraminifera; and Cenozoic diatoms and silicoflagellates. Opportunities for research in palynology are also available through cooperation with the Department of Biology.

Structural Geology-Geophysics. Graduate work in the structural geology-geophysics area involves the study of 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 in understanding regional tectonics. Studies of upper mantle and lithospheric structure in and around the Basin and Range province in California and the Pacific Northwest subduction zone are resulting in essential constraints, unavailable from surface geology, for detailed dynamical models of plate-lithospheric deformation. The more general study of mantlewide convection, particularly the large-scale role of subduction, is a rapidly developing field. Geophysical observations including long-wavelength gravity, seismic studies of large-scale mantle heterogeneity, and plate tectonic reconstructions are being combined with theoretical fluid mechanics to map roughly the global pattern of convection and plate motions.

Structural geology focuses on applying modern field and analytical techniques to solving problems in the Cenozoic tectonics of the western United States. Detailed field mapping, trench logging, and geomorphic analysis are combined with seismic array data, land and space-based geodetic data, electromagnetic imaging, and theoretical modeling to address problems including Oregon coastal deformation, active tectonics of the San Andreas fault system, the dynamics of the Basin and Range province, and seismic risk along the Pacific margin of the United States

Mineral Deposits. Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, volcanogenic massive sulfides, and sediment-hosted base metal deposits. 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., seawater-basalt reaction, boiling of epithermal solutions, effects of cooling of hydrothermal solutions).

Related Research Activities

The Center for Volcanology consists of an informal, voluntary group of departmental faculty members who are interested in promoting research in the fields of igneous processes and volcanic geology. Oregon and the Pacific

Northwest provide exceptional opportunities for field study of volcanic rocks and structures.

The Condon Museum of Geology, adjacent to the Geological Sciences Department, contains an extensive collection of vertebrate fossils, paleobotanical specimens, and recent vertebrates, which are available to interested researchers.

Research Facilities

Students may use a variety of analytical facilities and equipment including an electron microprobe, a scanning electron microscope, X-ray diffraction, atomic absorption and emission, and wet-chemical analysis. Two piston-cylinder apparatuses 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, processing of seismic and gravity data, and numerical modelling 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, hydrothermal, and diagenetic systems. The Department houses a MassComp, a Microvax II coupled to a Tektronix 4129 high-resolution color-graphics workstation, and an Ethernet connection to a Convex 64 bit array processor. In addition, it has four LSI-11/73s, an AT, and numerous terminals that are hardwired to University mainframe computers.

The sedimentological and paleontological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an X-radiography unit, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalog of foraminifera, an acid room, and a conodont-processing laboratory.

Financial Aid for Graduate Students

The Department provides support to a limited number of graduate students through teaching assistantships. Other students receive research assistantships from individual faculty members whose research is supported by grant funds. Current sponsors of grant-funded research include the American Chemical Society, ARCO, National Aeronautics and Space Administration, National Science Foundation, the Oregon State Department of Geology and Mineral Industries, and the Western Mining Corporation, Australia.

Approximately one-half of our graduate students are fully or partially supported through teaching and research assistantships. Modest financial support for graduate field and laboratory work is available through small grants from the department's Student Research Fund. Further information on financial assistance and the Department policies for awarding and renewing teaching and research fellowships may be obtained by writing directly to the Department.

Geology Courses (GEOL)

Lower Division

101 General Geology: The Earth's Dynamic Interior (4) Earth's internal processes: volcanism, earthquakes, gravity, magnetism, the earth's internal structure, mountain building, plutonism, metamorphism, plate tectonics. Concurrent enrollment in GEOL 104 recommended. Waff.

102 General Geology: The Face of the Earth (4) Surface materials, landforms, and processes. Rocks and minerals, geologic time scale; weathering, erosion, sedimentation; groundwater, streams, glaciers, winds, deserts, oceans, and coastlines. Concurrent enrollment in GEOL 105 recommended. Johnston.

103 General Geology: Earth History (4) Origin and early history of the earth; time scale; fossilization; correlation; sedimentary environments; sea-floor spreading; orogenesis; stratigraphic history of North America; evolution of plants and animals. Concurrent enrollment in GEOL 106 recommended. Dyar, Orr.

104, 105, 106 General Geology Laboratory (1,1,1) Identification and properties of minerals and rocks, how to read topographic and geologic maps and use aerial photographs, reproduction of geologic processes by model studies, fossils as evidence of evolutionary processes. Pre- or coreq: GEOL 101, 102, 103.

199 Special Studies: [Term Subject] (1-3R) Studies of special geologic topics that combine background lectures with guided field trips to areas of particular geologic interest.

201, 202, 203 (H) General Geology (4,4,4) Covers the same general ground as GEOL 101, 102, 103 but on a more detailed scale. For science majors, Honors College students, and other students with backgrounds in chemistry, physics, and mathematics. Rice, Richards, Orr.

BI 242 Paleobiology and Evolution of Plants (4) See description under Biology.

291 Rocks and Minerals (3) Common minerals and rocks; origin and properties of precious, semiprecious, and ornamental stones; economically important rocks and minerals. For nonmajors. Prereq: high school chemistry. Kays. Not offered 1988-89.

Upper Division

304 The Fossil Record (3) Origin of life in Precambrian; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speciation and extinction. Intended for junior and senior nonmajors but also open to Geology majors. Savage.

311 Lithology (5) The origin, occurrence, and classification of rock types. Laboratory examination and classification of rocks in hand specimens and thin sections. Three lectures, two laboratories. Prereq: GEOL 325, 326. Kays.

321 Mineral Resources and the Environment (3) Origin and geographic distribution of deposits of metals, oil, coal, water, and geothermal energy. Evaluation of the human and environmental problems resulting from exploitation of the Earth's resources. Reed.

325, 326, 327 Mineralogy (4,4,4) 325: crystal structure, symmetry, physical and chemical properties of minerals, X-ray powder diffraction, nonsilicate minerals. **326:** optical crystallography, silicate minerals in hand specimens and under the polarizing microscope. **327:** special topics. Prereq: CH 104, 105, 106; GEOL 201, 202, or 101, 102, 104, 105; high school trigonometry or MTH 102 or MTH 115. Dyar, Holser. GEOL 327 not offered 1988-90.

350 Mountains and Glaciers (3) The nature and origins of Alpine and Andean mountain ranges; types of glaciers that shape their topography. McBirney.

351 Volcanoes and Earthquakes (3) The mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, geothermal resources, examples in Oregon. Humphreys.

352 Geology of Oregon and the Pacific Northwest (3) The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution. Goles.

353 Oceanography (3) Characteristics and physical, chemical, and biological processes of the world's oceans. Includes sections on origin of the oceans, plate tectonics, and human use and misuse of oceans. Orr.

354 Geology of the Moon and Planets (3) Results of exploration of the lunar surface and observations of the planets and satellites; inferences from the studies of meteorites; the early history of the Earth. Goles.

380 Geologic Field Methods (3) Not offered 1988-90.

391 Structural Geology (4) Description, analysis, and origin of geologic structures; solution of problems by orthographic and stereographic projections; collection and interpretation of field and map data. Prereq: GEOL 101, 102, 104, 105 or GEOL 201, 202. Weldon.

392 Stratigraphy and Sedimentation (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 201, 202, 203 or GEOL 101-106. Boggs.

401 Research (Arr,R) P/N only

405 Reading and Conference: [Term Subject] (Arr,R) P/N only

407 (G) Seminar: [Term Subject] (Arr,R)

408 (M) Workshop (Arr,R)

409 Practicum: [Term Subject] (1-3R)

410 (G) Experimental Course: [Term Subject] (Arr,R) Recent topics include Geodynamics and Geochemistry of Natural Waters; Neotectonics and Quaternary Geology is planned for 1988-89.

412 Written and Spoken Exposition of Geology (1) Not offered 1988-89.

414, 415, 416 (G) Petrology and Petrography (5,5,5) Origin, occurrence, and classification of rocks. Laboratory work in both megascopic and microscopic examination. **414:** igneous. **415:** metamorphic. **416:** sedimentary. Prereq: PH 201, 202, 203; GEOL 325, 326. Johnston, Kays, Boggs.

418 (G) Methods of Petrologic Analysis (4) Conventional laboratory techniques with emphasis on optical and X-ray methods. Prereq: GEOL 414, 415. McBirney.

419 (G) 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 325, 326, and first-year physics or instructor's consent. Rice.

420 (G) Activation Analyses in Petrology and Geochemistry (3) Not offered 1988-90.

422 (G) Petroleum Geology (3) Petroleum as an energy source: occurrence, distribution, reserves, chemical and physical properties; geologic framework of petroleum entrapment and accumulation; origin and migration; exploration and drilling techniques; petroleum and global tectonics. Prereq: GEOL 391, 392. Boggs.

423 (G) Economic Mineral Deposits (4) Magmatic segregation, porphyry copper-molybdenum, hydrothermal veins, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks. Geologic setting, tectonic setting, and chemistry of ore deposition. Prereq: GEOL 325, 326; pre- or coreq: GEOL 311. Reed.

425 (G) Properties of Crystals (3) Not offered 1988-90.

428 (M) Materials and Processes of Ceramics (3) Not offered 1988-90.

431, 432, 433 (G) Paleontology (3,3,3) Biostratigraphy, evolution, and paleoecology of life on earth. **431:** archaic (Paleozoic and some Mesozoic) marine invertebrates. **432:** modern (Mesozoic and Cenozoic) marine invertebrates. **433:** nonmarine fossils. Lectures and laboratory exercises on fossil specimens. Prereq: GEOL 203 or 103, 106. Savage, Orr, Retallack.

435 (G) 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 326. Retallack.

BI 435 (G) Methods of Pollen Analysis (5) See description under Biology.

451 (G) Pacific Coast Geology (3) The general geology and special problems of the west coast of the United States and Canada from Alaska to southern California. Prereq: GEOL 392 and senior or graduate standing. Retallack.

455 (M) Studies in Physical Geology (3) Earth materials, geologic processes, and landform development. Prereq: upper-division standing. Offered infrequently. Not offered 1988-90.

456 (M) Regional Geology of North America (3) A regional approach to the study of North American geology, rock units, structures, landforms, and geologic history. Field trips. Prereq: upper-division standing. Offered infrequently, summer session only. Not offered 1988-90.

461 (G) Thermodynamic Geochemistry (4) Introduction to geologic applications of classical chemical thermodynamics. Gibbs free energy and its temperature, pressure, and composition derivatives; fugacity; activity; chemical potential; solutions, ideal and nonideal. Prereq: GEOL 325, one year of college chemistry, elementary calculus, or instructor's consent. Rice.

462 (G) Tectonics (3) Processes of continental orogeny, sea-floor spreading, and plate tectonics with emphasis on current research. Prereq: GEOL 391, 392, or instructor's consent.

463 (G) General Geophysics (3) Physics of the earth: origin and composition, seismic waves, gravity and isostasy, lateral variations in the crust and mantle, geomagnetism, heat flow, plate tectonics, and convection. Prereq: one year of calculus and physics or instructor's consent. Humphreys, Richards.

464 (G) Exploration Geophysics (4) Theory and methods used in geologic 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 391, GEOL 463 or instructor's consent. Humphreys.

470 (G) Geochemistry (4) Analytical techniques of geochemistry; distributions of elements; lunar and planetary geochemistry; terrestrial igneous, metamorphic, and sedimentary geochemistry; oceans and atmosphere; applications of stable and radiogenic isotopes. Prereq: GEOL 325, 326 or CH 441, 442, 443 or instructor's consent. Goles.

473 (G) Photogeology (3) Not offered 1988-90. An experimental 410G course, Neotectonics and Quaternary Geology, replaces it. Includes some photo interpretation of active structures and surfaces. Prereq: GEOL 201, 202, or 101, 102, 104, 105; GEOL 391, 392. Weldon.

480 Field Geology (9) Geological fieldwork in selected parts of Oregon emphasizing mapping at several scales in sedimentary, igneous, and metamorphic areas. Mapping on topographic and airphoto bases. Offered summer session only; meets in the field for six weeks immediately after spring term. Prereq: GEOL 201, 202, 203, or 101 through 106; GEOL 391, 392. A course in mineralogy and lithology recommended. Kays.

BI 491 (G) Paleoecology (3) See description under Biology.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Field Studies (Arr,R) Geologic fieldwork principally in connection with graduate thesis. Emphasis on individual problems. Prereq: graduate standing, thesis adviser's consent.

507 Seminar: [Term Subject] (Arr,R)

509 Practicum: [Term Subject] (1-3R)

510 Experimental Course: [Term Subject] (Arr,R)

511 Advanced Microscopy and Instrumentation (4) Advanced optical mineralogy including universal stage, immersion methods, and ore microscopy; X-ray diffraction. Prereq: GEOL 414, 415, 416. McBirney.

514 Advanced Metamorphic Petrology (4) The petrology of the main parts of Cordilleran oceanic melange terranes of the Northwest including high P/T and high T/P metamorphic belts. Selected rock suites examined microscopically. Prereq: GEOL 415, 461 or equivalent. Kays.

515 Advanced Igneous Petrology I (3) Igneous rocks of differentiated basic intrusions and the oceans. Content varies according to current research interests. Selected rock suites examined microscopically. Prereq: GEOL 414, 461 or equivalents. McBirney.

516 Advanced Igneous Petrology II (3) Orogenic igneous rocks, including calcalkaline series, granites, and rocks of the stable continental interior. Content varies according to current research interests. Selected rock suites examined microscopically. Prereq: GEOL 414, 461 or equivalents. Johnston.

519 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, report. Kays.

520 Advanced Mineral Deposits (3) Hypotheses of origin of mineral deposits; geochemistry of hydrothermal and sedimentary deposits of precious and base metals. The chemistry and geology of ore-forming environments. Prereq: GEOL 423. Reed.

523 Petrology of Detrital Rocks (3) Siliciclastic sedimentary rocks with emphasis on sandstones: provenance, transportation, deposition, and diagenesis. Selected rock suites examined microscopically. Prereq: GEOL 392, 416. Boggs.

524 Petrology of Carbonate Rocks (3) Origin, composition, texture, and diagenesis of carbonate sedimentary rocks. Selected rock suites examined microscopically. Prereq: GEOL 392, 416. Boggs.

525 Stratigraphy of North America (3) Not offered 1988-90.

526 Global Stratigraphy (3) Major stratigraphic events of geologic history. The stratigraphic record in different parts of the world. Major paleontologic changes and problems of evolutionary outbursts, extinction, faunal provinces, and migration. Seniors and graduate students only. Savage.

531, 532 Advanced Paleontology (3,3) Applied problems in paleontology, principles of taxonomy. Problems and theory of biostratigraphy. Collection, preparation, and scientific illustration of fossil specimens. Palaeoenvironments. Savage.

533 Micropaleontology (3) Separation from matrices and preparation for microscopy; fundamentals of microscopy; microtechniques; biology and ecology of important microfossil groups. Emphasis on biostratigraphy. Classification of parataxa, petroleum, and oceanographic micropaleontology. Prereq: GEOL 103, 106 or 203. Orr.

541 Archaeological Geology (3) Principles of mineralogy, petrology, and stratigraphy; materials of stone-tool industries, stratigraphy, and geochronology; palaeoenvironment and palaeodiet. For Anthropology majors specializing in archaeology. Prereq: graduate standing, instructor's consent; previous course work in a physical science recommended. Goles.

561 Advanced Geochemistry I: Cosmochemistry (4) Origin of elements and the solar system; classification, petrological and geochemical characteristics, ages, and origins of meteorites; lunar geochemistry, petrology, structure, and origin; geochemical features of planetary bodies. Prereq: CH 442, GEOL 461, or instructor's consent. Goles.

562 Advanced Geochemistry II: Thermodynamic Applications (3) Scientific literature of geochemistry, petrology, and mineralogy emphasizing the thermodynamic approach; properties of silicate melts; phase equilibria, geothermometry-barometry in igneous systems; thermodynamic data. Prereq: GEOL 414, 415 or instructor's consent.

563 Advanced Geochemistry III: Low-Temperature Geochemistry (3) Not offered 1988-90.

564 Advanced Geochemistry IV: Metamorphic Geochemistry (3) Thermodynamics of rock-forming solid solutions; excess mixing functions; silicate minerals and metamorphic fluids; subsolidus geothermometry and geobarometry; dehydration and mixed-volatile equilibria. Prereq: GEOL 415, 461 or instructor's consent. Rice.

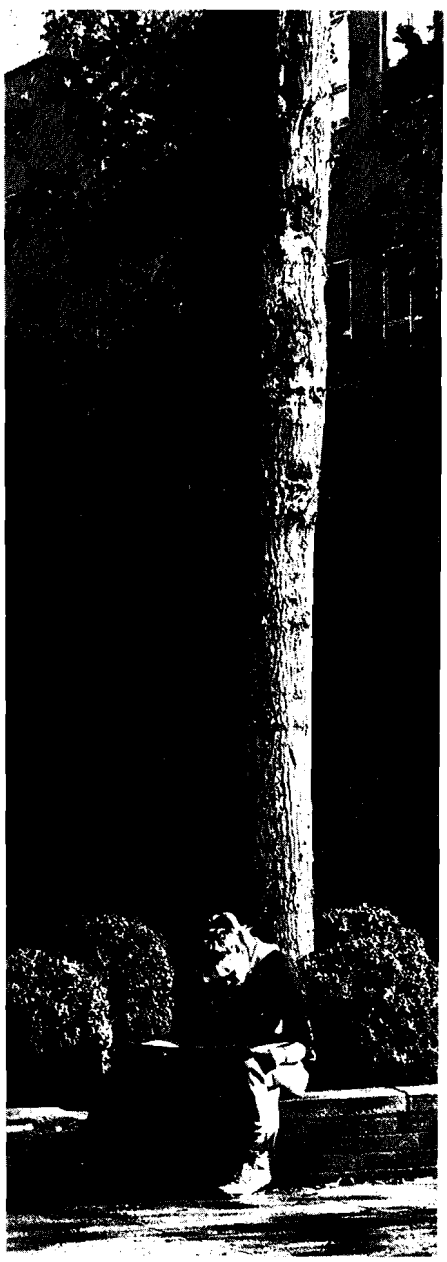
565 Advanced Geochemistry V: Igneous Geochemistry (4) Theoretical aspects of analytical techniques; distribution of minor and trace elements among igneous phases; the earth's upper mantle; origins of basaltic magmas; magmatic differentiation. Prereq: CH 442, GEOL 414 or 461, or instructor's consent. Goles.

566 Hydrothermal Geochemistry (3) Chemical equilibria involving minerals, gases, and aqueous solutions; complexing, solid solution, metasomatism, boiling, cooling, and mixing of solutions applied to ore genesis, diagenesis, weathering. Prereq: GEOL 461 or CH 451 or equivalent. Reed.

571, 572, 573 Geophysics (3,3,3) Selected topics in geophysics. Previous topics have included seismology, magnetotellurics, heat and mass transfer, and dynamics of the mantle. Prereq: instructor's consent. Waff, Richards, Humphreys.

591 Advanced Structural Geology (3) Application of structural analysis to field-oriented problems in active tectonics of Oregon; projects include field mapping, analysis of current stress orientations, and paleoseismicity. Prereq: GEOL 391. Weldon.

592 Volcanology (2) The products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes. McBirney.



Germanic Languages and Literatures

202 Friendly Hall
Telephone (503) 686-4051
Jean M. Woods, Department Head

Faculty

Susan C. Anderson, Assistant Professor (20th-century literature, literary theory, pedagogy). B.A., 1978, M.A., 1981, Ph.D., 1985, North Carolina, Chapel Hill. (1986)

Kenneth S. Calhoon, Assistant Professor (enlightenment, romanticism, literary theory). B.A., 1979, Louisville; M.A., 1981, Ph.D., 1984, California, Irvine. (1987)

Peter B. Gontrum, Professor (20th-century literature, poetry). A.B., 1954, Haverford; M.A., 1956, Princeton; Ph.D., 1958, Munich. (1961)

Walther L. Hahn, Professor (romanticism, 19th-century novel and *Novelle*). Dip., Teachers College, Berlin, 1949; M.A., 1954, Rice; Ph.D., 1956, Texas at Austin. (1961)

Helmut R. Plant, Associate Professor (Germanic philology, paleography). B.A., 1957, Fairmont; M.A., 1961, Ph.D., 1964, Cincinnati. (1967)

Karla L. Schultz, Assistant Professor (literary theory, 20th-century literature, German film). B.A., 1967, Alma; M.A., 1968, Washington (Seattle); M.A., 1980, Ph.D., 1984, Oregon. (1987)

Ingrid A. Weatherhead, Senior Instructor (Norwegian language, literature). B.A., 1950, M.A., 1951, Puget Sound. (1962)

Jean M. Woods, Professor (16th-century, baroque, and 18th-century literature). B.A., 1948, Wellesley; M.A., 1965, Ph.D., 1968, Oregon. (1967)

Virpi Zuck, Associate Professor (Scandinavian literature). B.A., 1964, M.A., 1965, University of Helsinki; Ph.D., 1977, Wisconsin, Madison. (1974)

Emeriti

Edmund P. Kremer, Professor Emeritus. J.U.D., 1924, Frankfurt am Main. (1928)

Wolfgang A. Leppmann, Professor Emeritus (Goethe, 18th-century literature). B.A., 1948, M.A., 1949, McGill; Ph.D., 1952, Princeton. (1969)

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)

Astrid M. Williams, Professor Emerita. B.S., 1921, M.A., 1932, Oregon; Ph.D., 1934, Marburg. (1935)

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

Undergraduate Studies

The Department of Germanic Languages and Literatures offers three options leading to the bachelor of arts (B.A.) degree in German: German language and literature, German area studies, and German and Scandinavian. All three options require 15 courses at the upper-division level (300-499) of at least 3 credits each, as listed below, in addition to proficiency in the German language normally demonstrated by satisfactory completion of at least the third term of Second-Year German (GER 203) or Intensive Second-Year German (GER 205).

Except in very unusual cases, the Department will not accept a grade of D in any course counted toward fulfilling requirements for a major in German.

Undergraduate majors planning to teach English in Germany are advised to take Applied German Phonetics (GER 498) and English grammar courses.

To receive proper academic guidance all Arts and Sciences premajors are urged and all majors are required to take Special Studies: Advising Conference (GER 199) at least once prior to their senior year.

Honors. To earn a bachelor of arts with honors, a student must maintain a 3.50 grade point average (GPA) and write an honors essay or thesis approved by the departmental honors committee for 3 credits in Thesis (GER 403).

Preparation. The Department of Germanic Languages and Literatures has no particular requirements for high school students beginning the language. However, it is recommended that students with one or two years of high school German take a placement examination during registration week to help with proper placement. Students are also urged to acquire a strong background in English grammar equivalent to the Department's foundation course, Comparative English and German Grammar (GER 109).

Undergraduate students preparing for graduate work in German are advised to begin a second foreign language. They should also take related courses in either English or other European literature, or both, or in philosophy or history.

Careers. A bachelor's degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, and translation and editorial work. Graduates of the Department have been especially successful in being accepted into graduate programs in German, Scandinavian, linguistics, history, and comparative literature. Many professional schools look favorably on a student with a degree in the language and literature option. Recent graduates of the Department have had considerable success in entering schools of law and business.

Major Requirements

Note: The following courses do not count toward the major: German for Reading Knowledge (GER 321, 322, 323), Special Studies (GER 199), Innovative Education (GER 200, 400), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum: Tutoring (GER 409).

German Language and Literature Option

1. Six upper-division German language courses of at least 3 credits each (18 total credits)
2. Nine upper-division German literature courses of at least 3 credits each (27 total credits); these courses must include Introduction to German Literature (GER 324, 325, 326)
3. Of these 15 courses, at least three must be 400-level GER courses

German Area Studies Option

1. Six upper-division German language courses of at least 3 credits each (18 total credits)
2. Nine upper-division courses distributed as follows:
   a. Three courses of at least 3 credits each in upper-division German literature
   b. Three courses of at least 3 credits each in upper-division German culture and civilization
   c. Three courses of at least 3 credits each chosen from appropriate courses in other departments. Examples include the following:

   Art History. Medieval Art and Architecture in Germany (ARH 325)

   History. History of Germany (HST 436, 437), Germany in the 20th Century (HST 438), Cultural History from Nietzsche to Freud (HST 440), Europe in the Era of Total War, 1914-1929 (HST 445), Europe in the Era of Total War, 1929-1945 (HST 446)

   Music. The Music of Bach and Handel (MUS 351), The Classic Symphony and Sonata (MUS 352)

   Philosophy. Leibniz (PHL 423), Kant (PHL 429, 430)

   Political Science. Political Systems of Postwar Germany (PS 336)

   Other appropriate courses may be used to fulfill this requirement, subject to the approval of the undergraduate adviser.
3. Of these courses, at least three must be 400-level GER courses

Sample German Program

Entering freshmen considering a major in German may want to enroll in the following courses during their first year at the University.

Fall term	**15 credits**
First-Year German (GER 101)	4
Comparative English and German Grammar (GER 109)	3
Special Studies: Advising Conference (GER 199)	1
English Composition (WR 121)	3
History of Western Civilization (HST 101) *or*, for students with Advanced Placement credit in European history, Europe since 1789 (HST 301)	3
International folk dancing, ballroom dancing, or other elective	1
Winter term	**16-18 credits**
First-Year German (GER 102 *or* 104)	4-6
Shakespeare (ENG 202)	3
History of Western Civilization (HST 102) *or*, for students with Advanced Placement credit in European history, Europe since 1789 (HST 302)	3
English Composition (WR 122)	3
Concepts of Computing: Computers and Computation (CIS 121) or other course from science group	3
Spring term	**16-18 credits**
First-Year German (GER 103 *or* 105)	4-6
Structure of English Words (LING 150)	3
History of Western Civilization (HST 103) *or*, for students with Advanced Placement credit in European history, Europe since 1789 (HST 303)	3
Personal Health (HES 250) or other health course	3
Elective from science group	3

German and Scandinavian Option

1. 6 credits in one Scandinavian language
2. 9 upper-division credits in another Scandinavian language
3. 9 credits in upper-division Scandinavian literature or culture
4. 12 credits in upper-division German language or literature

Minor Requirements

The Department of Germanic Languages and Literatures offers a minor in German and one in Scandinavian.

Note: The following courses do not count toward the German minor: German for Reading Knowledge (GER 321, 322, 323), Special Studies (GER 199), Innovative Education (GER 200, 400), Reading and Conference (GER 405), Special Problems (GER 406), Workshop (GER 408), Practicum: Tutoring (GER 409).

German Minor. The German minor correlates especially well with areas involving international or European concentration. It is particularly useful for students of international studies, international business, European history, sociology, political science, journalism, linguistics, art history, music history, other foreign languages, theater, and related fields.

The German minor requires eight courses in German, of at least 3 credits each, at the upper-division level. These may include courses in language, literature, and culture and civilization. No courses from other departments count toward the minor in German. Grades of at least C- or P (pass) must be earned in all courses used to satisfy requirements for the minor.

Since not all courses are offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to departmental undergraduate advisers in German.

Scandinavian Minor. The Scandinavian minor correlates well with areas involving international or European concentration. It is particularly useful for students of international business, European history, sociology, political science, theater, art history, and similar fields.

Twenty-four credits in Scandinavian are required, of which 18 must be upper division (9 in language, 9 in literature). SCAN 400-410 *do* count toward the Scandinavian minor. Grades of at least C– or P (pass) must be earned in all courses used to satisfy requirements for the minor.

Specific questions about the Scandinavian minor should be addressed to departmental undergraduate advisers in Scandinavian.

Study Abroad

Germany and Austria. The Department encourages students in German to spend a year at the German Study Center in Stuttgart-Tübingen, where, during the spring, they may participate in the Center's German Language Intensive Program. Both the Center and the program are operated by the Oregon State System of Higher Education. Another opportunity is to study for six weeks during the summer at the *Deutsche Sommerschule am Pazifik* in Portland.

For further information students should consult the departmental representatives. All students majoring or minoring in Germanic languages and literatures must consult them about their proposed courses of study in the Stuttgart-Tübingen program before beginning their year abroad. Special Studies: Study in Germany (GER 399) is also recommended in preparation for the German university language-qualifying examination and for general orientation.

All German majors are required to complete three courses at the 400 level on the Eugene campus unless they intend to graduate *in absentia* while enrolled through the Baden Württemberg program. (See International Services in the Services for Students section of this bulletin.) Students are reminded that the German major and minor requirements are in terms of courses rather than credits. All students working toward a German major or minor must consult an undergraduate adviser before beginning any study-abroad program in order to ensure that departmental requirements can be met.

Students may petition the Germanic Languages and Literatures Department for exceptions to the above.

Norway and Sweden. Students in Scandinavian are strongly encouraged to spend a year studying in an exchange program at the University of Bergen in Norway or at the University of Linköping in Sweden. For further information consult departmental advisers in Scandinavian.

Secondary School Teaching

The Department of Germanic Languages and Literatures offers courses to prepare students for teaching German in the public secondary schools. Certification as an Oregon secondary teacher with the German endorsement requires satisfactory completion of a program of teacher preparation that includes subject matter preparation in the teaching specialty and in professional education, as well as recommendation of the institution in which the preparation is completed. The Department of Germanic Languages and Literatures offers work toward Basic and Standard Oregon certification. For additional information regarding requirements for the Foreign Language endorsement in German, students should consult the endorsement adviser in Germanic Languages and Literatures and the staff in the Teacher Education Office of Student Services.

To be recommended for certification as a teacher of German, students must satisfy departmental requirements for a major and complete the state-approved professional education program, including Special Methods in Secondary School (SEED 495). To receive departmental approval for student teaching, these requirements must be completed satisfactorily; the student must also attain a composite score of 250 in the Modern Language Association (MLA) language proficiency test.

The Department recommends that, if possible, students complete the five-year program for Standard certification before beginning to teach and that they concurrently satisfy the requirements for a master's degree in teaching German.

Graduate Studies

The Department offers programs leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) in Germanic languages and literatures. For a graduate degree in German, work in German literature may be supplemented by courses in Germanic philology. Potential candidates should consult the graduate adviser for information about University and departmental requirements.

In addition to the regular M.A. degree, the Department offers an M.A. in teaching German. The program provides the secondary school teacher an opportunity to study language and literature at the graduate level, to achieve competence in written and spoken German, and to study and practice methods of presenting classroom material. It also fulfills the Oregon requirements for Standard secondary teacher certification.

German Courses (GER)

Note: Because not every course listed here can be offered every year, students are advised to consult the most recent *Time Schedule of Classes.*

Lower Division

101, 102, 103 First-Year German (4,4,4S) Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language.

104, 105 First-Year German (6,6S) A two-term sequence covering the work of GER 101, 102, 103. For students who want to begin German winter term.

109 Comparative English and German Grammar (3) Aspects of English grammar that are especially significant for students of German. Concepts and terminology important in German; illustrations from earlier forms of English. Plant.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201, 202, 203 Second-Year German (4,4,4S) Grammar and composition; reading of selections from representative authors; conversation. Prereq: GER 103, GER 105, or the equivalent.

204, 205 Intensive Second-Year German (6,6S) Covers in two terms the work of GER 201, 202, 203. Prereq: one year of college German or equivalent or instructor's consent. Plant.

229 Basic Writing in German (3) The writing of German prose with focus on simple grammatical structures and the orthography of German. First in a series of writing courses; the others are GER 329 and 429. Prereq: placement by test. Not offered 1988-89.

240 Contemporary Germany (3) The cultural and historical heritage influencing contemporary life in the German-speaking countries with emphasis on developments in the arts. All lectures in English. Not offered 1988-90.

250 Goethe and His Contemporaries in Translation (3) Readings in German literature in English translation. Works from the classical age of German literature including those from Lessing, Schiller, and Kleist as well as the chief works of Goethe. No knowledge of German required.

251 Thomas Mann, Kafka, and Hesse in Translation (3) Readings of these three authors in English translation: emphasis on their short fiction. No knowledge of German required. Not offered 1988-89.

252 Brecht and Modern German Drama in Translation (3) Works by Bertolt Brecht and other important dramatists, such as Dürrenmatt and Frisch, in English translation. No knowledge of German required.

255 Medieval German Literature in Translation (3) The major German writers of the Middle Ages in English translation. Works by Wolfram von Eschenbach and Gottfried von Strassburg as well as the *Song of the Nibelungs.* No knowledge of German required.

257 Contemporary German Fiction in Translation (3) Recent German fiction in English translation. The novels and short prose of such authors as Grass, Böll, Handke, Lenz, Walser, and Johnson. No knowledge of German required.

Upper Division

301, 302, 303 Masterpieces of German Literature (3,3,3) The great authors in the German literary tradition. Emphasis on the literary experience and appreciation of the works. Discussion in German. Prereq: second-year German or instructor's consent.

321, 322, 323 German for Reading Knowledge (3,3,3S) Intensive practice in grammar; reading of texts in the student's primary field. Principally for graduate students.

324, 325, 326 Introduction to German Literature (3,3,3) Concepts and methods of explication of German literary texts. Analysis of poetry, drama, and prose. Discussion in German. Recommended for majors. Prereq: second-year German or instructor's consent.

327 Translation: German-English (3) General principles of translating; in-class exercises. Prereq: GER 323, two years of college German, or equivalent.

329 Intermediate Composition in German (3) Use of complex grammatical structures in writing; compound tenses, passive voice, subjunctive mood; specialized vocabulary. Conducted in German. Prereq: placement by writing test.

334, 335, 336 German Composition and Conversation (3,3,3) Extensive practice in speaking and writing. Conducted in German. Prereq: two years of college German.

337 Intermediate Spoken German (3) Talks on both assigned and student-initiated topics. Exercises to increase vocabulary, idiomatic usage, and comprehension. Extemporaneous speaking. Conducted in German. Prereq: two years of college German or equivalent.

338 Intermediate Spoken German (3) Review of German pronunciation and spelling. Reports on recorded materials, including German radio tapes, in the language laboratory. Production of a "live" radio program in German. Conducted in German. Prereq: two years of college German or instructor's consent.

339 Intensive German Grammar Review (3) Intensive review of all grammatical structures of German. Exercises supplemented by historical explanation. Prereq: two years of college German or equivalent.

340, 341 German Culture and Civilization (3,3) Cultural, artistic, and intellectual developments in Germany since 1871; contributions in art, music, architecture, literature, theater, and film against the background of historical and social developments. Conducted in German. Prereq: two years of college German or instructor's consent.

399 Special Studies: [Term Subject] (1-4R) New topics or approaches appropriate for third-year German proficiency level. Content varies; focus may be on different aspects of German language, literature, or culture and civilization. **R** when topic changes.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-16R)

403 Thesis (1-16R)

405 Reading and Conference: [Term Subject] (1-16R)

406 Special Problems (1-16R)

407 (G) Seminar: [Term Subject] (1-16R) Recent topics include Advanced Composition and Conversation, Comedy and Tragicomedy, Enzensberger, Kleist and Büchner, 19th-Century Drama, and Schnitzler.

408 (G) Workshop (1-16R)

409 Practicum: [Term Subject] (1-3R)

410 (G) Experimental Course: [Term Subject] (1-16R) Recent topics include Literature into Film and Topics in Business German.

411 (G) Age of Classicism (3) The German literary revival in the late 18th century. Readings from Lessing, Goethe, Schiller, Hölderlin, and others. Prereq: GER 324, 325, 326 or instructor's consent.

412 (G) Age of Classicism (3) Readings in the Age of Goethe, ca. 1770-1830. Prereq: GER 324, 325, 326 or instructor's consent.

413 (G) Goethe's *Faust* (3) The historical and literary tradition of the Faust legend; the genesis of Goethe's *Faust* with emphasis on Part I. Prereq: GER 324, 325, 326 or instructor's consent.

414 (G) Beginning of the German *Novelle* (3) Goethe's contribution, *Unterhaltungen deutscher Ausgewanderten*, to the wide range of narrative possibilities as exemplified in romantic *Novellen* and those by Kleist and his early successors. Conducted in German. Prereq: GER 324, 325, 326 or instructor's consent. Not offered 1988-89.

415 (G) German *Novellen*: The Art of Fiction (3) Readings from Gotthelf to Fontane with emphasis on narrative structure and technique. Conducted in German. Prereq: GER 324, 325, 326 or instructor's consent.

416 (G) 19th-Century German Literature and Reality (3) Readings from the wealth of *Novellen* displaying a reflection of and concern with contemporary conditions; the concept and role of the *Novelle* writer as a critic of society. Conducted in German. Prereq: GER 324, 325, 326 or instructor's consent.

418 (G) German Literature from the Middle Ages through the Enlightenment (3) German literature from the medieval period (modern translations of works from Old and Middle High German), the Reformation, the Baroque, and the Enlightenment. Literary history. Prereq: GER 324, 325, 326 or instructor's consent.

428 (G) Advanced Translation: English-German (3) Principles of translating with in-class exercises followed by translations of students' own texts. Conducted in German. Prereq: GER 327, three years of college German, or the equivalent. Not offered 1988-89.

429 (G) Advanced German Writing (3) Writing of original compositions; special problems in German grammar and usage. Analysis of texts. Précis writing. Conducted in German. Prereq: placement by writing test or instructor's consent.

431 (G) Literature at the Turn of the Century (3) German prose, poetry, and drama at the beginning of this century. Authors include Hauptmann, Hofmannsthal, and Schnitzler. Prereq: GER 324, 325, 326 or instructor's consent. Gontrum.

432 (G) From Expressionism through Exile (3) Selected readings from Thomas Mann, Hesse, Rilke, Kafka, and Brecht; each author's position in German literature. Prereq: GER 324, 325, 326 or instructor's consent.

433 (G) Literature after 1945 (3) The dramas of Frisch and Dürrenmatt and contemporary fiction by writers such as Böll and Grass. Literary directions since the end of World War II. Prereq: GER 324, 325, 326 or instructor's consent.

434 (G) History of the German Language (3) Modern German dialects. Grammar, orthography, and vocabulary of High German from the 20th back to the 9th century. The seminal works of German linguistic science. Conducted in German. Prereq: three years of college German or equivalent or instructor's consent. Not offered 1988-89.

437 (G) Advanced Speaking Practice in German (3) Practice in expressive reading including papers prepared for other courses. Analysis of German radio broadcasts and other recorded materials. Extemporaneous talks, one major oral presentation. Conducted in German. Prereq: three years of college German or equivalent or instructor's consent. Not offered 1988-89.

440 (G) Topics in German Culture and Civilization (3) Political, social, economic, and cultural aspects of the Federal Republic and the German Democratic Republic. Term paper required. Conducted in German. Prereq: GER 340 and 341 or instructor's consent.

450 Performance of German Drama (3R) Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of play and scene rehearsals in class; public performance at end of term. Conducted in German. Prereq: two years of college German or instructor's consent. **R** when topic changes.

481 (G) Major German Authors (3R) In-depth study of one of the following major writers in German literary history: Lessing, Heine, Hölderlin, Hauptmann, Rilke, Kafka, Thomas Mann, Hesse, Brecht, or Grass. Primarily for undergraduates. Prereq: GER 324, 325, 326 or instructor's consent. **R** when topic changes.

498 (G) Applied German Phonetics (3) The articulatory basis of German pronunciation; analytic comparison of the sounds of German and English; diagnosis and remedy of common errors in American pronunciation of German. Conducted in German. Prereq: three years of college German or instructor's consent. Plant.

Graduate

501 Research (1-16R) P/N only

503 Thesis (1-16R) P/N only

505 Reading and Conference: [Term Subject] (1-16R)

507 Seminar: [Term Subject] (1-16R) Recent topics include Contemporary German Prose, Critical Theory and Kafka, Novels of Günter Grass, Rilke, Theodor Storm, Thomas Mann and *Dr. Faustus*, and Tragedy and the Tragic.

508 Workshop (1-16R)

509 Supervised Tutoring Practicum: [Term Subject] (1-3R)

510 Experimental Course: [Term Subject] (1-16R)

512, 513 German Lyric of the 18th and 19th Centuries (4,4) The poetry of Goethe, Schiller, Hölderlin, Mörike, Heine, and others. From the *Sturm und Drang* to the end of the 19th century. Each term devoted to two or three poets. Prereq: graduate standing or instructor's consent.

514 Introduction to Middle High German (4) Middle High German grammar; emphasis on a nonhistorical description of the language of manuscripts.

515 Readings in Middle High German Literature (4) Study of facsimile editions. Reading of manuscripts and some manuscript copying. Selections from the *Manesse Codex* and the *Carmina Burana*. Conducted in German. Prereq: instructor's consent.

517, 518 German Romanticism (4,4) Readings in Tieck, Friedrich Schlegel, Novalis, Hoffmann, Mörike, and Eichendorff. The concept and underlying philosophy of romantic poetry. Romanticists' contributions to literary criticism. Hahn.

520 Research Methods in German (3) Bibliography and methods of research in German language and literature as an introduction to graduate study.

524 German Literature of the 16th Century (4) Humanism and the Reformation as reflected in German literature; the influence of Luther. Readings in Hans Sachs, Fischart, and Brant; typical *Volksbücher*. Not offered 1988-89.

526 German Literature 1700-1750 (4) The German Enlightenment and its relation to the Enlightenment in England and France. Readings in Gottsched, Klopstock, Wieland, and other typical figures of the period.

527, 528 Goethe (4,4) Goethe's works, including *Faust*, and Goethe's aesthetic and critical views.

530, 531 Old High German (4,4) Nonhistorical description of the structure of Old High German; emphasis on syntax. Some reading of manuscripts; selections from literature. Not offered 1988-89.

532 Introduction to Gothic (4) Gothic grammar and script. Readings in the Gothic Bible; comparison with West Germanic translations of corresponding passages of the New Testament. Of interest to students of Old English and Old Norse. Not offered 1988-89.

536 Lessing (4) Lessing's dramas, his theoretical and philosophical writings, and his contribution to German classicism. Not offered 1988-89.

537 *Sturm und Drang* (4) The dramatic works of the "Storm and Stress" writers and their contribution to a new understanding of literature.

538 Schiller (4) Schiller as a dramatist and poet, with particular consideration also of his important critical essays. Nicholls.

539 Introduction to Old Saxon (4) Old Saxon grammar with emphasis on syntactic structures; some manuscript readings; critical translation of major portions of *Heliand* and *Genesis*. Recommended for students of Old English. Not offered 1988-89.

540, 541 German Drama of the 19th Century (4,4) The dramas of Kleist, Büchner, Grabbe, Grillparzer, and Hebbel; emphasis on dramatic technique and on the individual contributions of these writers to the genre.

543, 544, 545 20th-Century German Lyric (4,4,4) The major poets of this century including Rilke, Trakl, and Benn as well as contemporary poets such as Enzensberger, Bachmann, and Celan. Prereq: graduate standing or instructor's consent. Gontrum.

546, 547, 548 Modern German Novel (4,4,4) Thomas Mann, Hesse, Kafka, Musil, Grass, Frisch, or others. Emphasis on the nature of the genre, on its gradual transformation, and on narrative style and technique. Gontrum, Leppmann, Nicholls. Not offered 1988-89.

550, 551, 552 Modern German Drama (4,4,4) Dramatic works and new dramatic techniques. **550:** Gerhart Hauptmann, Arthur Schnitzler. **551:** Wedekind and the Expressionists. **552:** Brecht, Dürrenmatt, Frisch. Gontrum.

558 German Lyric of the 17th Century (4) Poetry by Weckherlin, Opitz, Spee, Dach, Gryphius, and Hofmannswaldau. Poetic theory of Opitz, Harsdörffer, and other 17th-century theoreticians. Not offered 1988-89.

559 German Drama and Prose of the 17th Century (4) Dramas by Gryphius, Lohenstein, and Reuter. The Baroque novel and the work of Grimmelshausen. Not offered 1988-89.

566 The Concept of the German *Novelle* (4) The literary historical background and development of the genre; various theories of the *Novelle* from Friedrich Schlegel to Musil; critical assessment from Lukács to Weinrich. Hahn.

Scandinavian Courses (SCAN)

Lower Division

111, 112, 113 First-Year Norwegian (3,3,3S) Thorough grammatical foundation in idiomatic Norwegian with emphasis on both reading and speaking the language. Weatherhead.

121, 122, 123 First-Year Swedish (3,3,3S) Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking. Zuck.

131, 132, 133 First-Year Danish (3,3,3S) Thorough grammatical foundation in idiomatic Danish with emphasis on both reading and speaking the language.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

204, 205, 206 Second-Year Norwegian (3,3,3S) Review of grammar; composition, conversation, current newspapers; selections from representative authors. Weatherhead.

207, 208, 209 Second-Year Swedish (3,3,3S) Review of grammar; composition, conversation; selections from contemporary fiction, essays, and newspapers. Zuck.

214, 215, 216 Second-Year Danish (3,3,3S) Review of grammar; composition; conversation; selections from representative texts in Danish. Prereq: SCAN 131, 132, 133 or instructor's consent.

Upper Division

351 Ibsen to Hamsun in Translation (3) Outstanding Danish and Norwegian authors in the context of Scandinavian intellectual history. Readings and lectures in English. Zuck.

352 August Strindberg to Ingmar Bergman in Translation (3) A century of Swedish literature and film in transition and in revolt. Readings and lectures in English. Zuck.

353 Readings in Translation: Scandinavian Literature and Society (3) Selected aspects of Scandinavian society, past and present, based on readings of major Scandinavian authors. Readings and lectures in English. Most recent topic is women in Scandinavian literature. Zuck.

354, 355, 356 Third-Year Norwegian (3,3,3S) Introduction to the history of the language; literary texts describing social and cultural features of modern Norway; spoken and written practice. Conducted in Norwegian. Prereq: two years of college Norwegian or equivalent. Weatherhead.

357, 358, 359 Third-Year Swedish (3,3,3S) Historical survey of the language; modern idiomatic Swedish with practice in oral communication and written composition. Conducted in Swedish. Prereq: two years of college Swedish or equivalent. Zuck.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 Special Problems (Arr,R)

407 Seminar: [Term Subject] (Arr,R)

408 Workshop (Arr,R)

409 Practicum: [Term Subject] (1-3R)

410 Experimental Course: [Term Subject] (Arr,R)

History

175 Prince Lucien Campbell Hall
Telephone (503) 686-4802
Mavis Howe Mate, Department Head

Faculty

Raymond Birn, Professor (Europe: 1600-1815). A.B., 1956, New York; M.A., 1957, Ph.D., 1961, Illinois. (1961)

Thomas A. Brady, Professor (Renaissance and Reformation). B.A., 1959, Notre Dame; M.A., 1963, Columbia; Ph.D., 1968, Chicago. On leave 1988-89. (1967)

Howard Brick, Assistant Professor (20th-century America). B.A., 1975, M.A., 1976, Ph.D., 1983, Michigan. (1987)

Cynthia J. Brokaw, Assistant Professor (premodern China). B.A., 1972, Wellesley; M.A., 1974, Ph.D., 1984, Harvard. (1987)

Richard Maxwell Brown, Beekman Professor of Northwest and Pacific History (American West). B.A., 1952, Reed; A.M., 1955, Ph.D., 1959, Harvard. On leave 1988-89. (1977)

Roger P. Chickering, Professor (20th-century Germany). B.A., 1964, Cornell; M.A., 1965, Ph.D., 1968, Stanford. (1968)

Matthew Dennis, Assistant Professor (early America). B.A., 1977, California, Irvine; M.A., 1979, Ph.D., 1986, California, Berkeley. (1988)

Joseph W. Esherick, Professor (China). B.A., 1964, Harvard; M.A., 1966, Ph.D., 1971, California, Berkeley. On leave 1988-89. (1971)

G. Ralph Falconeri, Associate Professor (Japan, modern China). B.A., 1949, Nevada; M.A., 1958, Ph.D., 1967, Michigan. (1963)

Robert S. Haskett, Assistant Professor (Latin America). B.A., 1975, California, Long Beach; M.A., 1978, Ph.D., 1985, California, Los Angeles. (1988)

Paul S. Holbo, Professor (American foreign relations); Vice-Provost, Academic Affairs. B.A., 1951, Yale; M.A., 1955, Ph.D., 1961, Chicago. (1959)

R. Alan Kimball, Associate Professor (modern Russia). B.A., 1961, Kansas; M.A., 1963, Ph.D., 1967, Washington (Seattle). (1967)

Robert G. Lang, Associate Professor (Tudor and Stuart England). A.B., 1955, Columbia; D.Phil., 1963, Oxford. (1964)

Jack P. Maddex, Professor (Civil War). B.A., 1963, Princeton; Ph.D., 1966, North Carolina. (1966)

Mavis Howe Mate, Professor (medieval, women). B.A., 1956, M.A., 1961, Oxford; Ph.D., 1967, Ohio State. (1974)

Glenn A. May, Associate Professor (American foreign relations, Southeast Asia). B.A., 1966, M.Phil., 1971, Ph.D., 1975, Yale. (1983)

Randall E. McGowen, Assistant Professor (modern Britain, India). B.A., 1970, American; M.A., 1971, Ph.D., 1979, Illinois. (1982)

John Nicols, Associate Professor (ancient). A.B., 1966, California, Berkeley, M.A., 1968, Ph.D., 1974, California, Los Angeles. On leave 1988-89. (1980)

Stanley A. Pierson, Professor (cultural and intellectual European). B.A., 1950, Oregon; A.M., 1951, Ph.D., 1957, Harvard. (1957)

Daniel A. Pope, Associate Professor (American economic). B.A., 1966, Swarthmore; M.A., 1968, Ph.D., 1973, Columbia. (1975)

George J. Sheridan, Jr., Associate Professor (France, European socioeconomic). B.A., 1969, Princeton; M.A., 1974, Ph.D., 1978, Yale. (1976)

John Theibault, Assistant Professor (early Germany). B.A., 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. (1965)

Leslie Decker, Professor Emeritus (American economic). B.A., 1951, Maine; M.A., 1952, Oklahoma State; Ph.D., 1961, Cornell. (1969)

William S. Hanna, Professor Emeritus (Colonial America). A.B., 1949, M.A., 1954, Ph.D., 1959, California, Berkeley. (1965)

Earl Pomeroy, Beekman Professor Emeritus of Northwest and Pacific History (20th-century American). B.A., 1936, San Jose State; M.A., 1937, Ph.D., 1940, California, Berkeley. (1949)

Robert W. Smith, Professor Emeritus (modern Britain). B.A., 1937, Chicago; M.A., 1940, Ph.D., 1942, California, Los Angeles. (1947)

Lloyd Sorenson, Professor Emeritus (history of civilization). B.A., 1938, North Dakota; M.A., 1945, Ph.D., 1947, Illinois. (1947)

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

Undergraduate Studies

The study of history offers both a framework for a liberal education and the background that is essential to an understanding of the contemporary world. Through analyzing interpretive studies and accounts by witnesses to historical events, students come to appreciate more fully the complexity of human experience. By examining social 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 preparation 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 and a year of United States history.

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. Additional education beyond the bachelor's degree is required in many of these fields.

The History Major

Upon deciding to major in History, the student is assigned 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. Undergraduate peer advisers are also available to help History majors and prospective majors. The Department of History major requirements are sufficiently structured to guide the student yet flexible enough to encourage the development of individual interests.

Major Requirements

History courses that satisfy departmental major requirements must be taken on a graded basis. 15 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. Specific requirements follow.

1. Satisfaction of the University requirements for the bachelor of arts (B.A.) or the bachelor of science (B.S.) degree. To ensure competence in a foreign language, students declaring a History major after the end of summer session 1989 must satisfy the University's bachelor of arts degree requirements in order to graduate with a bachelor's degree in History. University degree requirements, including the B.A. requirements, are given in the **Registration and Academic Policies** section of this bulletin, in the *Time 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. History majors may still choose to earn a bachelor of science in History, but in that case they must fulfill requirements for both the B.A. and the B.S. degrees.
2. 45 graded credits in History courses, of which 27 must be upper division and 18 must be in courses numbered 400-499
3. 6 upper-division graded credits in each of three fields selected from the following four:
   a. European history before 1600
   b. European history after 1600
   c. United States history
   d. Asian or Latin American or African history (all 6 credits must be taken in the same geographical area). Questions about which category a course satisfies should be directed to a faculty or peer adviser
4. 6 graded credits, at any level, in European history before 1800
5. All students declaring a History major after the end of summer session 1987 must fulfill one additional requirement—completion of Study of History (HST 315)—before enrolling in Seminar (HST 407) or Reading and Conference (HST 405) when HST 407 or HST 405 is taken to fulfill the research paper requirement (see requirement 6, below)
6. A research paper written in a Seminar (HST 407). In exceptional circumstances, and with the approval of the departmental undergraduate studies committee, a term paper written in a Colloquium (HST 408) or in a 400-level lecture course (HST 410-499) may be expanded into a research paper. Students expanding a term paper are to enroll in Reading and Conference (HST 405) for 2 credits. A grade of C– or better is required in Seminar (HST 407) or Reading and Conference (HST 405) when taken to fulfill the research paper requirement. The research paper must be written at the University of Oregon
7. A grade point average (GPA) of 2.25 or better in graded History courses

Note: The University offers a five-year program combining an undergraduate departmental major and a master of business administration (M.B.A.). Early planning of courses is essential to meet requirements of this combined program.

Sample Program

The following is a suggested arrangement of courses that will lead to a B.A. degree in History. The guidance of this sample program should be supplemented by regular consultation with faculty and peer advisers.

Freshman Year	**42-51 credits**
History of Western Civilization (HST 101, 102, 103) *or* World History (HST 110, 111, 112)	9
English Composition (WR 121)	3
Personal Health (HES 250)	3
Science cluster	9-12
First-year foreign language sequence	12-15
Electives	6-9
Sophomore Year	**48-51 credits**
History of the United States (HST 201, 202, 203) *or* Foundations of East Asian Civilization (HST 290), China, Past and Present (HST 291), Japan, Past and Present (HST 292) *or* Afro-American History (HST 221, 222, 223)	9
English Composition (WR 122 or 123)	3
Arts and letters cluster	9
Social science cluster	9
Second-year foreign language sequence	12-15
Electives	6
Junior Year	**48-51 credits**
300-level History courses, including HST 315	9
400-level History courses	9
Science group courses	9-12
Language and literature course to fulfill B.A. requirement	6
Electives	15
Senior Year	**48 credits**
Seminar (HST 407) and other 400-level History courses	5
Social science group courses	6
Electives	37

Secondary School Teaching

The Department of History offers courses that may lead to certification to teach social studies in Oregon public secondary schools. Certification as a secondary teacher with the Social Studies endorsement requires satisfactory completion of a program that includes professional courses in education and subject matter courses in the social sciences, as well as the recommendation of the institution in which preparation is completed. The professional courses include 42 to 48 credits in courses to be taken in the College of Education. For information on the specific professional courses required and the sequence in which they should be taken, consult the staff in the Teacher Education Office of Student Services. The History departmental adviser for teacher education, also called the endorsement adviser, gives subject matter endorsement for certification to teach social studies. For the endorsement for the Basic certificate, History majors are required to satisfy all of the requirements set out under Major Requirements, 1 through 7 above, and the additional requirements that follow.

1. 36 credits, including 12 upper-division credits, of planned study in other social sciences chosen from at least three of the following: Anthropology, Geography, Political Science, Psychology, and Sociology. At least 15 credits, including the 12 upper-division credits, must be graded
2. 6 credits in Economics, including principles and workings of the United States economy. Two terms of American Economic History (HST 487, 488, 489) fulfills this requirement. Consult the History adviser for teacher education on the courses in Economics that satisfy this requirement
3. 12 credits in United States history. Credits in United States history that fulfill requirements 2 or 3 under Major Requirements, above, may be counted
4. 6 credits in courses emphasizing state and local government. Consult the History adviser for teacher education on the Political Science courses that satisfy this requirement. These courses may be counted toward fulfillment of the requirement under 1
5. 6 credits in courses concerning contemporary social, international, and intercultural issues or problems. Consult the History endorsement adviser for secondary education on the courses that satisfy this requirement. These courses may be chosen to count toward fulfillment of the requirement under 1
6. 6 credits in Geography. These courses may also be chosen to fulfill the requirements under 5 and to count toward fulfillment of the requirements under 1
7. A GPA of 2.75 or better in History and social science courses

To complete in four years (12 terms) the University requirements for the bachelor of arts degree, departmental requirements for the History major, and the additional social science courses and professional courses needed for secondary teaching endorsement demands very careful planning. Consultation with advisers in the College of Education and the Department of History is essential.

Minor Requirements

A History minor requires 26 credits in History, of which 20 must be upper division and 11 must be at the 400 level. The upper-division credits must include at least 3 in history before 1800 in any field. Students must complete The Study of History (HST 315), a Seminar (HST 407), and two other 400-level courses at the University of Oregon. Generally, the latter three courses fulfill the 400-level course requirement. Grades of C– or better must be earned in all courses applied toward the minor. Students may choose one of two options to meet the minor requirements.

General Option

This option is for students who want a broad minor in History. Students must take The Study of History (HST 315), a Seminar (HST 407), and at least five other graded upper-division courses including work in each of the following fields: (a) European history, (b) United States history, and (c) Asian or Latin American or African history.

Supporting Option

This option is designed for students who want a minor program in History composed of courses closely related to and supportive of their majors. Students must take The Study of History (HST 315), a Seminar (HST 407), and five University of Oregon courses in one of the following areas: (a) European history, (b) United States history, (c) Asian or Latin American or African history, and (d) another field defined in consultation with the History Department undergraduate advising coordinator.

Students should inquire at the Department about the acceptability of transfer courses and the procedure for declaring a History minor.

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 through writing a thesis in the senior year.

To be eligible for admission to the program, students must have completed at least 27 credits in History, of which at least 18 must have been taken at the University of Oregon. The 18 credits must include The Study of History (HST 315) and 9 other upper-division credits. The grade point average in all History courses must be 3.50 or better.

Those 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.

Further information about the honors program may be obtained from the History Department.

Graduate Studies

The Department offers graduate instruction leading to the degrees of master of arts (M.A.) and doctor of philosophy (Ph.D.) in United States, European, East Asian, and Latin American history.

Admission

Procedures for admission to graduate work in History include the following:

1. A completed Application for Graduate Admission
2. Transcripts of all college work
3. Three letters of recommendation
4. Scores on the Verbal and Quantitative sections of the Graduate Record Examinations (GRE)
5. Test of English as a Foreign Language (TOEFL) scores for foreign students

A number of graduate awards in the form of assistantships are available each year for entering graduate students.

Fields of Study

All graduate students must prepare a program of course work covering one major field and at least one minor field of historical study. The major fields are ancient history, medieval Europe, Europe 1400-1815, Europe since 1789, Britain and its empire, Russia, the United States, East Asia, and Latin America. The minor field may be

a. A broad overview of a second major field
b. A limited but significant aspect of a second major field
c. A field, cutting across major fields, devised by the student *or*
d. Work outside the History Department related to the major field

Master of Arts

Students are expected to have completed a course of study in the liberal arts with emphasis on history. They are expected to finish the master's degree program within two academic years. They must take Historical Methods and Writings (HST 512, 513); at least 5 credits in Seminar (HST 407 or 507); and an additional 5 credits in Reading and Conference (HST 505), Seminar (HST 507), or Colloquium (HST 508).

Option One. Students choosing this option must demonstrate competence in one foreign language by passing a Graduate Student Foreign Language Test or comparable examination in French, German, Russian, Spanish, Chinese, Japanese, Latin, Greek, or another language approved by the Graduate Committee. Students in Option One must write a master's thesis in their major field and take at least 9 credits in their minor field. Following a written examination in the major field, Option One students defend the thesis in an oral examination.

Option Two. This option is designed for students interested in history-related jobs. They do not usually continue into a history doctoral program. These students must demonstrate competence in either (a) one foreign language or (b) the computer-quantification skill, if approved by the Graduate Committee. They must prepare a major field of history, write a research paper in that field, and pass a written examination in it. They must take 30 credits in graduate History courses, at least 9 of which must be in their minor field of history. Students in Option Two must take at least 9 graduate credits outside the History Department in fields related to their vocational objectives. Examples of those fields are archives, architecture and historic preservation, public policy and management, industrial relations, and international relations.

Interdisciplinary Master's Degree for Secondary Teachers. The History Department administers this program for the Graduate School, and candidates are not subject to additional departmental requirements. It is possible, however, to take up to 36 credits in History under this program. See the Graduate School section of this bulletin for specific interdisciplinary requirements.

Doctor of Philosophy

Students are expected to have completed a master's degree in History or a closely allied field. They must demonstrate competence in either (a) two foreign languages or (b) one foreign language and, with approval of the Graduate Committee, a computer-quantification skill or an analytical skill such as literary criticism, symbolic anthropology, or linguistics. All doctoral students must take Historical Methods and Writings (HST 512, 513) and a minimum of 10 credits in research seminars beyond the master's degree. They must prepare a program of course work covering three fields of study, including a primary field and at least one secondary field in history. The third field may be another secondary field in history or it may be in a discipline other than history.

Upon satisfactory completion of an oral examination in the primary field and a written examination in the secondary history field, a doctoral candidate must write a dissertation showing evidence of originality and ability in independent investigation. Students holding graduate teaching fellowships (GTFs) who have been advanced to candidacy offer a Special Studies (HST 199) course of their own design or teach a section of a survey course.

History Courses (HST)

Note: Because not every course listed here can be offered every year, students are advised to consult the most recent *Time Schedule of Classes.*

Lower Division

101, 102, 103 History of Western Civilization (3,3,3) Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. **101:** ancient and medieval societies. **102:** from the Renaissance to Napoleon. **103:** 19th and 20th centuries.

107, 108, 109 (H) History (Honors College) (3,3,3) Significant events, ideas, and institutions in the development of Western civilization.

110, 111, 112 World History (3,3,3) Major world civilizations and their historical interaction. Political, religious, and social thought, institutions, and developments. **110:** origins of civilizations in the Middle East, the Mediterranean area, the Indian subcontinent, and China to the end of the ancient era. **111:** modern civilizations during the era of Western imperialism. **112:** modern civilizations during the present century of world crisis.

199 Special Studies: [Term Subject] (1-3R) Problem-oriented course designed for students interested in history who may or may not become majors.

200 Innovative Education: [Term Subject] (1-3R)

201, 202, 203 History of the United States (3,3,3) Economic and social change in America; the development of political, diplomatic, and cultural traditions; and the rise of urbanization and industrialization. **201:** Native Americans, settlement, Puritanism, Enlightenment, Revolution, and Republic. **202:** Jacksonian era, expansion, slavery, disunion, reconstruction, and Gilded Age. **203:** progressivism, the 1920s, New Deal, World Wars and Cold War, social and intellectual change.

216 War and the Modern World (3) Evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments.

221, 222, 223 Afro-American History (3,3,3) 221: the African background of ancestors of the present black population. **222:** the American South as a society dependent upon bonded black labor. **223:** Reconstruction through the Reagan era.

249 U.S.A.-USSR Shared History (3) U.S.A.-USSR shared historical experiences extend far beyond diplomacy, trade, and international adversity or alliance. They include frontier expansion, revolution, industrialization, imperialism, and ways of seeing the world. Kimball.

290 Foundations of East Asian Civilization (3) 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. Esherick.

291 China, Past and Present (3) Traditional and contemporary China focusing on continuity and change since the Communist revolution. Topical approach: values, social structure, family, village, economy, politics, art. Esherick.

292 Japan, Past and Present (3) Introduction to Japanese culture emphasizing persistence and change in value and social behavior. Topical and analytical approach stressing interdependence of Japanese institutions and processes. Falconeri.

Upper Division

301, 302, 303 Europe since 1789 (3,3,3) Political, social, economic, and cultural trends from the French Revolution to the present. **301:** 1789 to 1870. **302:** 1870 to 1918. **303:** 1918 to the present. Pierson.

304, 305, 306 English History (3,3,3) British history from Roman times to the 20th century. **304:** institutional, constitutional, and economic development of England from the Romano-British period to the 16th century. **305:** political, religious, economic, and social change from the Tudor age to the Industrial Revolution. **306:** 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.

307, 308 American Radicalism (3,3) Motives, strategies, successes, and failures of radical movements and their significance for American society. **307:** American Revolution, slave revolts, abolitionism, utopian communities. **308:** Populism, Marxist groups, labor organizing, New Left, and counterculture. Pope.

310 The Age of Discoveries (3) European exploration and seaborn empires, 1270-1600. Motives, technology, and institutions of the Italian and Iberian empires. Medieval travels to Asia; Venetian and Genoese empires; Spanish conquest of Mexico. HST 101, 102 or equivalents recommended.

311 Islam and Christendom in the Renaissance (3) Empire building and imperial rule in Europe and Western Asia in the 15th and 16th centuries. Comparison and contrast of the Hapsburg or Turkish empires and the Ottomans. HST 101, 102 or equivalents recommended. Brady.

312 The Crisis of the 17th Century (3) 17th-century Europe in crisis. Economic depression, warfare, social dislocation, mid-century revolutions; the plight of peasants and townspeople; traditional culture, science and rationalism. Birn.

313 Enlightenment to Revolution: Europe, 1715-1789 (3) 18th-century Europe: the Golden Age of aristocratic society, the liberal-bourgeois challenge, the French Revolution; the Enlightenment and its effects on elite and popular culture. HST 102 recommended. Birn.

315 The Study of History (3) Introduction to historical reasoning and research methods.

321, 322 History of American Foreign Relations since 1941 (3,3) 321: World War II and background of the Cold War, 1941-1945; military, political, and diplomatic developments. **322:** origins of the Cold War; diplomacy and politics, 1945-1949; and the Korean War. Holbo, May.

324, 325, 326 Byzantium and the Slavs (3,3,3) 324: from Rome to Byzantium, 284-610. **325:** the Byzantine Apogee, 610-1071. **326:** Byzantium and the Slavs. Alef.

331 Perceptions and Roles of Women from the Greeks through the 17th Century (3) The ways in which perceptions about women's role in society partially reflected and partially contrasted with their actual role in society. Mate.

332 Women and Social Movements in Europe from 1750 to the Present (3) Methods used by women to improve their position in society: participation in revolution, voting, etc. Reasons for success or failure of these methods. Mate.

348, 349 Spain and Portugal: The Rise and Decline of Empire (3,3) Peninsular history from the invasion of the Moors to the Portuguese revolution of 1974 and the death of Franco in 1975. **348:** 711-1700. **349:** 1700-1975. Sophomore standing or above recommended. Offered alternately with HST 350, 351, 352.

350, 351, 352 History of Latin America (3,3,3) Major economic, political, and cultural trends and continuities. **350:** Pre-Columbian and Iberian history, the colonial period up to 1700. **351:** transition from late colonial mercantilism to political independence and national definition, 1700-1880. **352:** era of political and economic consolidation and adjustment after 1880 and the later turn to repression. Sophomore standing recommended. Offered alternately with HST 348, 349.

363 History of Canada (3) Growth of Canada from colony to nation. Emphasis on British and French influences, relations with the United States, the backgrounds of constitutional, economic, and cultural problems of Canada today.

365, 366 History of India (3,3) 365: from ancient times to 1800, including the development of Hinduism, the Gupta and Mughal empires, and India in the world system. **366:** the British in India, the struggle for independence, and India in the nuclear age.

370 History of the South (3) Regional history of the American 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.

374 History of Religious Life in the United States (3) Planting, adaptation, development, and social role of religious groups and traditions in the United States from the Colonial period to the present. Maddex.

375 American Towns and Cities to 1900 (3) Settlement and growth of urban centers; port, river, canal, and railroad towns; role of municipal government; city boss versus reformers; opportunities for rural Americans and immigrants. Wade.

376 History of the American City (3) Municipal reforms; urban planning and social controls; the Depression and federal involvement in cities; urban experiences of blacks, immigrants, and rural Americans; suburban expansion and the urban prospect. Wade.

380 American Business History (3) American businesses from their Colonial origins to the present. Focus on interaction between the political, social, economic, and ideological environment and the internal structure and activities of business enterprises. Pope.

387 The United States and the Problems of the Nuclear Age (3) Development of the atomic bomb during World War II and historical, diplomatic, and technological issues—fallout, civil defense, reactor policy, test-ban negotiation—in the postwar years.

391, 392, 393 East Asia in Modern Times (3,3,3) Political, social, and diplomatic history of China and Japan, with some attention to Korea and Southeast Asia, from 1800 to the present. Falconeri.

399 Special Studies: [Term Subject] (1-4R) New fields in or approaches to history. Content varies from term to term. Topics include Science and Culture in the Ancient World, History and Drama. **R** when topic changes.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-6R) P/N only

403 Thesis (1-6R)

405 Reading and Conference: [Term Subject] (1-6R)

407 (G) Seminar: [Term Subject] (5R) Recent topics include American Biography, Pacific War, 19th-Century France, and American West.

408 (G) Colloquium (1-6R) Recent topics include English Reformation, Anti-Semitism in European History, Recent American Radicalism, and French Enlightenment.

409 Supervised Tutoring Practicum: [Term Subject] (1-3R)

410 (G) Experimental Course: [Term Subject] (1-6R) Upper-division problem-oriented courses.

411 (G) History of Greece (3) Political, social, and cultural history of the Hellenic world from the Mycenaeans to Alexander the Great. Nicols.

412, 413 (G) History of Rome (3,3) 412: political, social, and constitutional history of Rome from its earliest beginnings to the end of the Republic. **413:** the period of the Empire. Nicols.

415 (G) History of South Africa (3) The development of the modern South African state, beginning with the indigenous populations and concluding with the evolution of the 20th-century apartheid state.

421, 422, 423 (G) Middle Ages (3,3,3) Social, political, and economic conditions in Western Europe from 476 to 1450. **421:** 476-1000—the collapse of the Roman Empire and the rise of Carolingian Europe. **422:** 1000-1250—the development of the French and English monarchies, the growth of towns and trade, and the flowering of the 12th-century renaissance. **423:** 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.

425, 426, 427 (G) Early Social Thought (3,3,3) European social ideas in the transition from feudalism to capitalism, ca. 1100-1600. Leading social ideas in the context of class structures and state building. **425:** Middle Ages. **426:** Renaissance. **427:** Reformation. Prereq: HST 101, 102 or equivalents.

430 (G) Renaissance Italy (3) Renaissance culture and its social foundations from ca. 1350 to ca. 1530. Humanism from Petrarch to Machiavelli. Brady.

432 (G) Problems in the German Reformation (3) The German Reformation as a religious and social movement: the revolt of Luther; the Peasants' War; Anabaptism; the urban reform; the rise of Protestantism. Brady.

433 (G) The French Revolution and Era of Napoleon (3) The crisis of *l'ancien régime*, the revolution of 1789-92; the Thermidorian Reaction, Directory, international revolutionary ideology; Napoleonic Empire, Waterloo, and reconstruction of Europe in 1815. Prereq: HST 102 or 105 or equivalent. Birn.

436, 437 (G) History of Germany (3,3) 436: from the Peace of Augsburg (1555) to the death of Frederick the Great (1786). **437:** to the fall of Bismarck (1890). Chickering.

438 (G) Germany in the 20th Century (3) Domestic tension and outward pressure during the Wilhelmine empire; the German Revolution; the Weimar Republic; National Socialism; Germany since 1945.

439 (G) Cultural History from Romanticism to Marx (3) Major issues in the cultural and intellectual life of Europe, 1790-1850. Pierson.

440 (G) Cultural History from Nietzsche to Freud (3) Major issues in the cultural and intellectual life of Europe, 1870-1920. Pierson.

441, 442, 443 (G) History of France (3,3,3) 441: the Middle Ages to the French Revolution—establishment of centralized monarchy; society in *l'ancien régime*; 17th-century classicism; collapse of the old order. **442:** 1789-1870—French Revolutions of 1789, 1830, and 1848; Napoleonic Empire; monarchy, republicanism, and dictatorship; society, art, and religion in post-Revolutionary France. **443:** 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.

444 (G) Europe in the "Golden Age," 1890-1914 (3) A comprehensive survey of European society and politics on the eve of war. Prereq: HST 103 or 302 or equivalent. Chickering.

445 (G) Europe in the Era of Total War, 1914-1929 (3) The Great War and its impact on society and politics; revolution in Russia and central Europe; temporary stabilization in the 1920s. Prereq: HST 103 or 303 or equivalent. Chickering.

446 (G) Europe in the Era of Total War, 1929-1945 (3) Effect of the Great Depression on society and politics; fascism in Germany and Eastern Europe; the international crisis; military aspects of the Second World War; the Nazi imperium, resistance. Prereq: HST 103 or 303 or equivalent. Chickering.

447, 448, 449 (G) History of Russia (3,3,3) 447: the Kievan state and the emergence of Muscovy. **448:** creation of the Russian Empire, political, social, and economic developments. **449:** revolutionary Russia, 1861 to the present. Alef, Kimball.

452, 453 (G) The Russian Revolution (3,3) Origins of the Revolution; transition and instability in pre-Revolutionary Russia. The consequences of the Revolution; the place of the 1917 Revolution in the European and world revolutionary traditions. Kimball.

454 (G) The Recovery of Europe, 1945-Present (3) Recovery in West and East Europe since World War II; effects of the Cold War; development of the Common Market; the German problem; Communism; intellectual trends; role of the United States. Prereq: HST 103 or 303, PS 101 or equivalent. Chickering.

455, 456 (G) Economic History of Modern Europe (3,3) 455: 1500-1830—economies in preindustrial Europe; growth of trade, overseas discoveries, and their impact on mercantilism, capitalism, and religion; the Industrial Revolution in Britain. **456:** 1800-present—industrialization; imperialism and capitalism; the depression of the 1930s; Nazi and Soviet economics; Common Market; multinational corporations; and economic planning in postwar Europe. Sheridan.

457 (G) The Era of Jacksonian Democracy (3) United States politics and society from the War of 1812 to the Mexican War, focusing on the rise of Jacksonian democracy and of sectionalism. Maddex.

458 (G) The Era of the Civil War (3) The sectional controversies in United States politics from 1846 until disunion in 1861; the war between the Union and the Southern Confederacy, 1861-65. Maddex.

459 (G) The Era of Reconstruction (3) Reconstruction of the Union after 1865; emphasis on sectional and racial conflicts until the arrival of political and cultural equilibrium in the 1880s and the eclipse of Reconstruction issues. Maddex.

460 (G) Origins of American Culture, 1740-1830 (3) Examination of factors in American cultural expression: European influences, the role of western population movement, nationalism, and political rhetoric as revealed in art, architecture, and literature. Hanna.

461, 462 (G) History of Modern American Thought and Culture (3,3) 461: 1828-1898—Jacksonian society; Manifest Destiny; Transcendentalism and reform; romanticism and realism in American art; social gospel; Darwinism; Mark Twain's America. **462:** 1898-1970s—Manifest Destiny revived; rationale of Progressive movement; the Golden Twenties; New Deal society; arts and values in wartime; countercultures; civil rights; ecology. Bingham.

463 (G) History of Brazil, 1500-1964 (3) The socio-economic history of the colonial period; emphasis on political conflicts of the 19th and 20th centuries. HST 350, 351, 352 and sophomore standing or above recommended.

464 (G) History of Mexico (3) Mexican history from 1810 to 1946. Special attention to nationhood,

economic development, church-state relations, the Mexican identity, and the Revolution of 1910.

465 (G) The Caribbean and Central America in the Modern Period (3) The Caribbean and Central America since the late 18th century, focusing on Cuba, Haiti, and Nicaragua. Topics include the impact of monoculture, struggles for independence, slavery and peonage. Sophomore standing and HST 350, 351, 352 recommended.

466 (G) Tudor England (3) The political, social, economic, and intellectual development of England through the reigns of the Tudor sovereigns, 1485-1603. Lang.

467 (G) Stuart England (3) England in the period 1603-1714, with attention to political, economic, social, and intellectual change. Special emphasis on the English Revolution of 1640-1660. Lang.

468 (G) Britain in the Age of Industrialization, 1760-1870 (3) Britain during the Industrial Revolution. Emphasis on social and economic transformation, the rise of democracy, liberalism, and the reaction to the American and French revolutions. McGowen.

469 (G) Modern Britain, 1870-Present (3) Britain as a mature industrial society, the rise of the welfare state, the impact of world war, the loss of empire, and the nature of economic difficulty. McGowen.

470, 471 (G) American Social History (3,3) Population changes; race and ethnicity; religious conflict; adaptation to industrialization and urbanization; distribution of wealth; class structure; changing status of women; social reform movements and social legislation. **470:** 19th century. **471:** 20th century. Wade.

473, 474, 475 (G) American Foreign Relations (3,3,3) American foreign policy from the Revolution through the Second World War: America's wars, peace negotiations, diplomacy, major treaties, expansion, economic and political influence, Presidential leadership, Congress and the public, arms limitation, isolation and involvement. May.

476, 477 (G) The American West (3,3) The American frontier. **476:** the early American frontier. **477:** the Great Plains and the Far West. Brown.

478 (G) History of the Pacific Northwest (3) Regional history to the mid-20th century. How the Pacific Northwest mirrors the national experience and how the region has a distinctive history and culture. Brown.

479 (G) American Labor Movement (3) Trade unions from the 1870s to present; philosophies of labor leaders; causes of major strikes; state and federal legislation; political activities of labor; relationship to unorganized workers. Wade.

480, 481, 482 (G) The United States in the 20th Century (3,3,3) Society and politics during the 20th century, emphasizing the transformation of the United States from a rural to an urbanized society and from a continental to a world power. **480:** 1900-1921—industrialization, urbanization, immigration, Progressive movement, World War I. **481:** 1921-1945—the 1920s, Depression and New Deal, World War II and its social consequences. **482:** 1945 to the present—Cold War, consumer culture, civil rights, the 1960s, politics after Vietnam and Watergate.

485, 486 (G) Colonial America: 17th and 18th Centuries (3,3) Interaction of European peoples and cultures with the American environment, the formation of American society, and Colonial ideas and institutions that have persisted. **485:** European contribution and American beginnings to 1760. **486:** American Revolution, Constitution, and Nationalism to the 1790s. Hanna.

487, 488, 489 (G) American Economic History (3,3,3) Economic development of the United States. **487:** European settlement to 1861—Colonial America as a preindustrial society; economic significance of independence; growth in the pre-Civil War era; economics of slavery and sectional conflict. **488:** 1861-1914—causes, costs, and benefits of rapid industrialization, economic development, and social conflicts; government regulation and coordination. **489:** growth, cycles, and crises; impact of war; the Great Depression; post-World War II boom; current problems in historical perspective. Pope.

491, 492 (G) Thought and Society in East Asia (3,3) Intellectual life of China and Japan with emphasis on the interaction between ideas and their social and political context. **491:** to 1800. **492:** 1800 to the present.

494, 495, 496 (G) History of China (3,3,3) 494: from the city-state of Shang through the feudal age to the cultural, economic, and bureaucratic heights of the Sung (960-1279). **495:** quickly through the Mongols and the Ming to a consideration of the impact of imperialism in the Ch'ing (1644-1911). **496:** the Chinese revolutionary experience in the 20th century. Esherick.

497, 498, 499 (G) History of Japan (3,3,3) 497: 660 B.C. to 1600 A.D.—mythology, Shinto, Buddhism, courtly aesthetics, and the warrior in the formation of a unique cultural tradition. **498:** to World War I—confrontation with the West, emergence from isolation, Japanese imperialism. **499:** to the present—democracy, ultranationalism and the New Order, World War II disaster, U.S. Occupation, and postwar surge to superstate status. Falconeri.

Graduate

501 Research (1-6R) P/N only

502 Supervised College Teaching (1-6R)

503 Thesis (1-12R) P/N only

505 Reading and Conference: [Term Subject] (1-6R)

507 Seminar: [Term Subject] (1-6R) Topics vary from year to year, depending on interests and needs of students and availability of faculty.

508 Colloquium (1-6R) Topics vary from year to year, depending upon interests and needs of students and availability of faculty.

509 Supervised Tutoring Practicum: [Term Subject] (1-3R)

510 Experimental Course: [Term Subject] (1-6R)

512, 513 Historical Methods and Writings (3,3S) Exploration of the historiography, bibliographical aids, research tools, and methods of professional historians.

Honors College

320 Chapman Hall
Telephone (503) 686-5414
Richard C. Stevenson, Director

Faculty

Henry M. Alley, Assistant 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)

Dennis Todd, Adjunct Assistant Professor (ecology, evolution). B.S., 1969, Oregon; M.S., 1971, Scripps; Ph.D., 1984, Oregon. (1984)

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

Participating

William E. Bradshaw, Biology
Françoise Calin, Romance Languages
Roger P. Chickering, History
Micheal N. Dyer, Mathematics
Gordon G. Goles, Geological Sciences
Terrance A. Goode, Architecture
Micha Grudin, English
Richard J. Hill, Sociology
Jeffrey M. Hurwit, Art History and Classics
Esther Jacobson, Art History
Benton Johnson, Religious Studies and Sociology
Ellen Kittell, History
Mary E. Kuntz, Classics
Dominic A. LaRusso, Speech
James W. Long, Chemistry
Steven Lowenstam, Classics
Robert Mauro, Psychology
Robert M. Mazo, Chemistry
John Nicols, Classics and History
Kenneth R. O'Connell, Fine and Applied Arts
John M. Orbell, Political Science
William N. Orr, Geological Sciences
Stanley A. Pierson, History
Geraldine Richmond, Chemistry
Cheyney C. Ryan, Philosophy
Edward C. Sargent, M.D., Honors College
George J. Sheridan, Jr., History
Marjorie Taylor, Psychology
Mark A. Thoma, Economics
John J. Whalen, Sociology
W. Ed Whitelaw, Economics
Robert L. Zimmerman, Physics
Arnulf Zweig, Philosophy

Departmental Advisers

Anthropology: Vernon R. Dorjahn
Architecture: Arthur W. Hawn
Art History: Esther Jacobson
Arts and Letters: Steven Lowenstam
Asian Studies: William S. Ayres
Biology: Dennis Todd
Business Administration: Donald E. Lytle
Chemistry: John F. W. Keana
Classics: Steven Lowenstam
Comparative Literature: Irving N. Wohlfarth
Computer and Information Science: Alan L. Eliason
East Asian Languages and Literatures: Stephen W. Kohl
Economics: Mark A. Thoma
Education: Leonora Cohen
English: Richard L. Stein
Fine and Applied Arts: Kenneth R. O'Connell
General Science: Dennis Todd

Geography: Carl L. Johannessen
Geological Sciences: Gordon G. Goles
Germanic Languages and Literatures: Peter B. Gontrum
History: Stanley A. Pierson
International Studies: Gerald W. Fry
Journalism: Kenneth T. Metzler
Linguistics: Derry Malsch
Mathematics: Richard M. Koch
Music: Edward W. Kammerer
Philosophy: Cheyney C. Ryan
Physics: Kwangjai Park
Political Science: John M. Orbell
Psychology: Marjorie Taylor
Religious Studies: Hee-Jin Kim
Romance Languages. French: Richard H. Desroches, Italian: Emmanuel S. Hatzantonis, Spanish: Robert M. Jackson
Russian and East European Studies: Albert Leong
Sociology: John J. Whalen
Speech. Rhetoric and Communication: Charley A. Leistner and Dominic A. LaRusso, Telecommunication and Film: Ronald E. Sherriffs, Theater Arts: Grant F. McKernie
Predentistry: James A. Weston
Prelaw: Marilyn M. Bradetich
Premedicine: William E. Bradshaw

The Robert Donald Clark Honors College is a small liberal arts college within the larger University. The purpose of the College is to bring together excellent students and specially selected faculty members in a challenging and supportive academic program. Carefully designed small classes, a collegial environment, and close advising prepare students for advanced study in the University departments or professional schools of their choice. Reaching beyond professional or specialized training and beyond the university years, the College seeks to inspire students to a full lifetime of broad intellectual curiosity and continuing self-sustained inquiry and personal growth.

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.

Each Honors College student selects a major from the regular departments or professional schools of the University. About 40 percent of the students major in one of the humanities or social sciences, 40 percent in a science, and 20 percent in a professional school discipline.

Honors College courses are concentrated largely in the first two years of a four-year bachelor of arts (B.A.) degree program in a University department or school, supplemented with special colloquia and seminars in the junior and senior years. Course enrollments rarely exceed 25 students.

The curriculum is a balance of humanities, social sciences, and sciences. It includes instruction in mathematics and foreign languages.

Work in the major begins at least by the first term of the junior year. The student's college career culminates in an advanced research project in the major field of study. The senior thesis, which results from this work, is presented to an oral examination committee made up of faculty members from the major department and the Honors College. In this way, each student is given the opportunity to join the 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 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. There are more than 400 Honors College students representing interests in all the scholarly disciplines and coming from all over the nation and beyond.

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; School of Music productions; debate; and intramural and varsity athletics.

Many Honors College graduates continue their education in various graduate schools around the country and the world. They study such diverse fields as law, architecture, medicine, molecular biology, and English language and literature. Other graduates go on to a wide variety of endeavors in such areas as public service, private enterprise, or the Peace Corps.

Honors College Center

The Honors College is located on the third floor of Chapman Hall on the west side of the University of Oregon campus, near both the Main Library and the UO Bookstore.

The Honors College center consists of a classroom, a seminar room, faculty and administrative offices, the Honors College Student Activities Board office, a kitchen, a library with study tables and quiet nooks, 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 Honors College.

Application Procedure

Application must be made to both the University and the Honors College. Information on applying to the University is available from the University's Office of Admissions and Records.

Honors College application materials are contained in a brochure that may be obtained from the Honors College office. A complete application consists of the following parts, all of which must be sent directly to the Honors College office:

1. Completed application form
2. A concise, well-organized essay of 300-600 words that critically evaluates *one* important aspect of the applicant's education to date and explains, in terms of this evaluation, what he or she feels the Honors College can offer
3. Two letters of recommendation from two of the applicant's current teachers
4. High school grade transcripts and results of all College Board Scholastic Aptitude Test (SAT) or American College Test (ACT) scores. The Honors College also requires a Test of Standard Written English (TSWE) score

Transfer students should also forward to the Honors College transcripts of all college work to date.

Students who have attended another higher education institution, or who are currently enrolled in the University but not in the Honors College, may apply for admission if they (a) have a sound academic record; (b) have faculty sponsorship in the form of two good letters of recommendation from professors who can speak pointedly to the applicant's qualities; and (c) have a strong desire for a challenging liberal arts education in addition to specialized work in a major.

Applications and questions concerning the Honors College may be addressed to:

Director
Robert D. Clark Honors College
University of Oregon
Eugene OR 97403
Telephone (503) 686-5414

Academic Requirements

Requirements for the bachelor of arts degree in the Honors College are a substitute for the various group requirements that other University of Oregon students must meet for graduation. Although carefully structured, 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 Honors College.

Full-year Sequences

Honors College History. History (Honors College) (HST 107, 108, 109H): an examination, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world

Honors College Literature. Honors College Literature (HC 101, 102, 103H): a study of literature and the nature of literary experience through the reading of great works drawn from English and world literatures

Arts and Letters. Honors College Arts and Letters (HC 311, 312, 313): for example, selected topics dealing with major writers, artists, and composers.

Mathematics. Topics in Modern Mathematics (Honors College) (MTH 190, 191, 192H): a course in such topics as logic and set theory, topology, game theory, theory of numbers, probability, nonstandard geometry, and computers; *or* calculus (MTH 201, 202, 203H or MTH 207, 208, 209); *or* approved courses such as Elementary Functions (MTH 102), Preparation for Calculus (MTH 115), or Computer and Information Science courses numbered CIS 210 and higher

Science. Three approved courses. For example, General Chemistry (CH 204, 205, 206H): first-year college chemistry for selected students with excellent backgrounds in high school chemistry, mathematics, and physics; *or* Introduction to Experimental Psychology (Honors College) (PSY 217, 218H): some of the

major concepts and areas of research in modern psychology; *or* Honors College Science (HC 207, 208, 209H): a challenging sequence of courses on the origins of the universe, the chemical origins of life, and evolution taught by representatives from several science departments; *or* other approved courses

Social Science. Approved courses. For example, Honors College Social Science (HC 304, 305, 306): a treatment of the social science disciplines—economics, political science, sociology, philosophy, and psychology—in an integrated fashion; *or* Microeconomics and Macroeconomics (Honors) (EC 204, 205H); *or* approved courses in one of the social science departments

Additional Courses

Colloquia (generally taken in the junior or senior year). Topics and fields are diverse and should be outside the student's major. Recent topics include American women writers, comedy and tragedy, the history of sexuality, medical frontiers, new religions, 19th-century American literature and architecture, nuclear issues, and revolutions in human thought and technology.

Senior Seminar. Coordinated with major departments. Senior Seminar (HC 407H) aids students in the preparation of the senior thesis or creative project.

Other Requirements. Honors College requirements represent roughly one-third of a student's total four-year schedule, leaving time for general University requirements, major requirements, and electives.

The Honors College is 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 101, 102, 103H), History (Honors College) (HST 107, 108, 109H), and the Senior Seminar (HC 407H). Students who graduate in the Honors College ordinarily do not take separate required writing courses. Students who transfer out of the Honors College before completing their degree work must satisfy the University composition requirements.

The general University requirements for a bachelor of arts (B.A.) degree are the equivalent 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), 36 credits in literature and language, and basic knowledge of health (one course or a waiver examination).

Before graduating, Honors College students must also meet the particular requirements, listed elsewhere in this bulletin, of their major department or professional school, and they must have a 3.00 or better cumulative grade point average (GPA) at graduation.

Honors College Courses (HC)

Lower Division

101, 102, 103 (H) Honors College Literature (3,3,3) Literature and the nature of literary experience through reading great works drawn from English and other literatures.

HST 107, 108, 109 (H) History (Honors College) (3,3,3) See description under History.

MTH 190, 191, 192 (H) Topics in Modern Mathematics (Honors College) (4,4,4) See description under Mathematics.

199(H) Special Studies: [Term Subject] (1-3R) Topics of current interest.

200 Innovative Education: [Term Subject]

GEOL 201, 202, 203 (H) General Geology (4,4,4) See description under Geological Sciences.

CH 204, 205, 206 (H) General Chemistry (3,3,3) See description under Chemistry.

EC 204, 205 (H) Microeconomics and Macroeconomics (Honors) (3,3) See description under Economics.

207, 208, 209 (H) Honors College Science (4,4,4) A challenging sequence of courses on the origins of the universe, the chemical origins of life, and evolution taught by science department faculty members and designated for nonscience students.

PSY 217, 218 (H) Introduction to Experimental Psychology (Honors College) (4,4) See description under Psychology.

Upper Division

Note: These courses are usually open to sophomores, juniors, and seniors.

304, 305, 306 Honors College Social Science (3,3,3) The thought, works, and methods of the social sciences.

311, 312, 313 Honors College Arts and Letters (3,3,3R) Intensive study in several areas of arts and letters; topics and areas change each term.

405 (H) Reading and Conference: [Term Subject] (Arr,R)

406 (H) Special Problems (Arr,R)

407 (H) Seminar: [Term Subject] (Arr,R) The 3-credit 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 (H) Colloquium (Arr,R) Offered in a wide range of topics.

409 (H) Practicum: [Term Subject] (Arr,R)

Independent Study Program

In addition to the curriculum designed for students who have been admitted to the Honors College, the University has created a special program, administered by the College but not limited to students enrolled in it. The Independent Study Program is designed for students who want to pursue extended scholarly studies in an area not represented within established academic departments or schools.

Students working for a Bachelor of Arts (B.A.) in Independent Study are usually juniors or seniors. In addition to Independent Study (HC 402), these students must complete basic University B.A. requirements including group requirements, two years of college-level foreign language study, writing, health, and 36 credits of language and literature. They must also have specific, coherent plans for independent work. A proposal of these plans must be presented to a faculty committee demonstrating that this program of study is not available through any other department or school. In consultation with the committee, each student sets individual goals and designs a schedule of courses and research which will culminate in a senior thesis or project.

Upper Division

HC 402 Independent Study (1-17R) Open only to students accepted in the Independent Study Program.

Humanities

122 Chapman Hall
Telephone (503) 686-3934
John J. Stuhr, Oregon Humanities Center Director

Participating Faculty

Paul B. Armstrong, English
Michael D. Bybee, English
William Cadbury, English
James W. Earl, English
Sylvia B. Giustina, Romance Languages
Robert Grudin, English
Emmanuel S. Hatzantonis, Romance Languages
Linda Kintz, English
Wendy Larson, East Asian Languages and Literatures
Kenneth R. O'Connell, Fine and Applied Arts
Karla L. Schultz, Germanic Languages and Literatures
Steven Shankman, Classics and English

General Information

Beginning in fall 1988, the Oregon Humanities Center will administer a new, nonmajor undergraduate humanities program. This curriculum seeks to provide opportunities for intellectual coherence and integration, self-examination, awareness of cultural contexts and traditions, and the connection of humanistic theory to practice. In order to meet these goals, the humanities program will be pluralistic and multicultural in its vision and interdisciplinary in its approach. This program is designed to provide essential skills and understanding for intelligent action in today's global society. As an added benefit, these courses should provide effective preparation for a wide range of careers.

Note: The former major in Humanities has been renamed Arts and Letters. See that section of this bulletin for a description of the Arts and Letters major and its requirements.

Humanities Courses (HUM)

In addition to the existing courses below, many new lower- and upper-division courses have been developed. They will be listed in publications distributed prior to registration. For more information, interested students should inquire at the Oregon Humanities Center, which is described in the Research Institutes section of this bulletin.

Lower Division

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. Shankman.

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. Hatzantonis.

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. Cadbury.

131 Ascent of Humanity (3) Great revolutions in thought, social structure, and technology; how human beings develop an understanding of their own universe; roots of some of the major problems facing us today. Not offered 1988-90.

199 Special Studies (1-3R) Recent topics are Ancient Science and Culture, Asian Odyssey, and Slavic Civilization. Not offered 1988-89.

Upper Division

351 Studies in Medieval Culture: [Term Subject] (3R) Interdisciplinary survey of medieval culture with focus on literature, art and architecture, philosophy, music, and daily life. Geographic areas or motifs may vary from term to term. Typical offerings are Dante and Cultural Confluences, Medieval History as Drama, and Medieval World. **R** twice when topic changes. Not offered 1988-89.

352 Studies in Renaissance Culture: [Term Subject] (3R) Interdisciplinary survey of the Renaissance with focus on literature, art and architecture, music, philosophy, and daily life. Geographic areas or motifs may vary from term to term. Typical offerings are Revival of Greek in Renaissance Florence, Venice: Cultural Anatomy, and Renaissance Music and Culture. **R** twice when topic changes. Not offered 1988-89.

354 Studies in Modern Culture: [Term Subject] (3R) Interdisciplinary survey of modern culture with focus on literature, art and architecture, music, philosophy, and social problems. Geographic areas or motifs may vary from term to term. Typical offerings are Contemporary Germany, *Shōgun* and Modern Japan. **R** twice when topic changes. Not offered 1988-89.

403 Thesis (Arr,R) Not offered 1988-90.

405 Reading and Conference: [Term Subject] (Arr,R) Not offered 1988-90.

407 (M) Seminar: [Term Subject] (Arr,R) Recent topics have been Art and Literature of Ancient Greece; Russian History and Literature; and Writing, Feminism, and Subjective Agency.

410 (M) Experimental Course: [Term Subject] (Arr,R) Recent topics have been Humanistic Foundations of Education, Reconsidering "The Subject" of the Humanities, Time and the Human Experience, and What is Humanism?

International Studies

837 Prince Lucien Campbell Hall
Telephone (503) 686-5051
Gerald W. Fry, Program Director
Galen R. Martin, Research Associate

University Committee on International Studies

Gerald S. Albaum,* Marketing (international marketing, marketing research)

Vernon R. Dorjahn, Anthropology (Africa, political development, Liberia)

G. Ralph Falconeri, History (Asian studies, Japan)

Michael B. Fishlen, East Asian Languages and Literatures (Chinese)

Gerald W. Fry,* Political Science and International Studies (Pacific regional studies, Thailand, development theory)

Peter B. Gontrum, Germanic Languages and Literatures (modern drama and lyric poetry)

Emmanuel S. Hatzantonis, Romance Languages (Italian civilization)

Stephen E. Haynes, Economics (international trade and finance)

Paul S. Holbo,* History (diplomatic history, U.S.-Latin America relations)

Thomas Hovet, Jr., Political Science (international law and organization, ocean politics)

Michael G. Huelshoff, Political Science (international political economy, Germany)

Robert M. Jackson, Romance Languages (Latin American literature, Chile, Mexico)

Jon L. Jacobson,* Law (international law, law of the sea)

Carl L. Johannessen, Geography (Latin America, Costa Rica, pre- and postcontact studies)

Stephen W. Kohl, East Asian Languages and Literatures (Japanese civilization)

Glenn A. May, History (U.S. foreign policy, Philippines, Southeast Asian studies)

Thomas Mills, International Services (Scandinavia, international cultural exchange)

Michael J. Moravcsik,* Physics (science in developing countries)

Geraldine Moreno-Black, Anthropology (human ecology, nutritional anthropology, Southeast Asia)

Deanna M. Robinson,* Speech (communication and cultural change)

Warren E. Smith,* School and Community Health (Pacific regional health problems, World Health Organization)

Richard M. Steers, Management (international business)

Norman D. Sundberg, Psychology (cross-cultural psychology, India, Australia, Bali)

Clarence E. Thurber,* Political Science and International Studies (Latin America, comparative development)

Anita Weiss, Assistant Professor (South and Southeast Asia, Islamic studies, women in development). B.A., 1975, Rutgers; M.A., 1976, Ph.D., 1983, California, Berkeley. (1987)

Philip D. Young, Anthropology (Latin America, Panama)

M. George Zaninovich,* Political Science (Yugoslavia, East Europe)

* Executive Committee

Emeritus

John F. Gange, Professor Emeritus of International Studies and Public Affairs (U.S. foreign policy, economic assistance, Southeast Asia). B.A., 1932, M.A., 1934, Stanford. (1960)

Note: The date in parentheses is the first year at the University of Oregon.

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 on progress at least once each term. Students interested in applying to the Program should seek a faculty member with whom they have a common area of interest to act as their adviser, generally one of the committee members named above.

Admission. Students must apply for admission during their sophomore or junior year at the University. A grade point average (GPA) of 3.00 or better is required. Pass/no pass (P/N) grades are not considered in computing the GPA. With the adviser, the student draws up a proposed course of study. The curricular proposal and a statement of academic and career objectives are then submitted to the committee through the International Studies Program office. If the proposed course of study is accepted, the student must adhere to it unless revisions are approved in the Program office. Applications are accepted at the midpoint of each term.

Core Program and Major Requirements

The major consists of work in three core blocks: international relations, regional cultures and area studies, and global perspectives and issues. A minimum of 45 credits is required in these blocks. Courses must be passed with grades of C- (or P) or better to satisfy the major requirements. In addition, three years of a foreign language or the equivalent is required.

The core program may include courses from a number of departments. The minimum requirement is 15 credits in each block. All courses taken for the major, with the exception of the language requirement, must be graded.

A maximum of 9 credits in courses taken to fulfill the University group requirements may be applied toward the International Studies major.

A maximum of 21 credits in courses taken in a single department may be applied toward the International Studies major, exclusive of the language requirement. This is to permit an appropriate degree of specialization as well as to encourage double majors.

The Program does not offer a minor.

Block A: International Relations. The student concentrates on the basic features of the international system including international governmental relations and foreign policy,

international law and organizations, international trade and finance, economic development and transnational corporations, and international communications. Suggested Block A courses are listed later in this section.

Block B: Regional Cultures and Area Studies. This block pertains to groups of nations sharing common historical, geographic, linguistic, and religious experiences. In satisfying the Block B requirement, students are expected to concentrate on one regional culture or area. The foreign language should coincide with the region chosen.

Areas of focus may include Asia, Southeast Asia, the USSR and Eastern Europe, and Latin America, in which the University has programs with curricular offerings from various department. (See Asian Studies, Latin American Studies, and Russian and East European Studies sections of this bulletin.) In developing a program of study, a student may want to consult committee members for these programs.

For Western European Studies, Pacific Region Studies, or African Studies, the student may develop a program of courses by consulting an academic adviser with experience in the area of interest.

Suggested Block B courses are listed later in this section.

Block C: Global Perspectives and Issues. To fulfill the requirements for Block C, students are strongly encouraged to take a series of introductory courses as follows: Introduction to World Value Systems (INTL 250), Population and Global Resources (INTL 251), and Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252). After this overview of global perspectives and issues, students should take two or more specialized classes which 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 20- to 30-page research paper previously written for a University seminar or course. The content and format must meet the approval of the International Studies Program director, use foreign language sources, and address an international or cross-cultural topic.

International Studies Honors Thesis. Students wanting to graduate with Program honors are required to write a 30- to 50-page thesis. An adviser must be selected and the proposal approved by the Program director two terms prior to graduation. Students may receive up to 6 credits toward the appropriate block of the 45 credits required for the International Studies degree. A minimum GPA of 3.50 is required for honors students.

Language Requirement. Students must achieve proficiency in a single foreign language at a level associated with three years of study. The language should coincide with the regional area chosen in Block B. Proficiency in the language may be demonstrated by passing the third term of a 300-level language sequence or by an advanced placement examination. A grade of D does not demonstrate proficiency. The student must be currently proficient in a single foreign language in order to satisfy this requirement.

Study Abroad. Study in a foreign country is highly recommended to students majoring in International Studies. For details see the International Services section of this bulletin and index entries under "Overseas study." Advice is available from the International Services director in 330 Oregon Hall.

Internship Option. Students may receive P/N credit for work done as interns. Interested students should inquire at the International Studies Program office.

Suggested Core Block Courses

Note: Courses are illustrative only and should not be considered comprehensive. The following lists usually include only the first term of recommended sequences and generally reflect courses being offered during the current academic year. With prior approval from an adviser, other courses—including those numbered 407 and 410—may be selected from these and other departments.

Block A: International Relations

International Studies. Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252), Seminar: Americans and the Third World (INTL 407), Aid to Developing Countries (INTL 422)

Business Administration. International Management (MGMT 420), International Finance and Investment (FINL 463), International Marketing Management (MKTG 475), International Transportation and Distribution Management (TRN 453)

Economics. Introduction to International Economics (EC 340), The Multinational Corporation (EC 462)

Geography. Political Geography (GEOG 433), Economic Geography (GEOG 434)

History. War and the Modern World (HST 216), U.S.A.-USSR Shared History (HST 249), History of American Foreign Relations since 1941 (HST 321), The United States and the Problems of the Nuclear Age (HST 387)

Journalism. International Journalism (J 491)

Law. International Law (L 571)

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), Political Ideologies (PS 225), United States Foreign Policy (PS 325), Theories of International Politics (PS 326), Communist Political Systems (PS 335), Geopolitics and Global Economy (PS 407), International Protection of Human Rights (PS 419), International Organization (PS 420), Irenology: The Study of Peace (PS 421), International Law (PS 422), Comparative Foreign Policies (PS 440), International Political Economy (PS 449), Political Behavior (PS 470), Political Leadership (PS 477), National Security Policy (PS 496)

Sociology. Systems of War and Peace (SOC 464)

Speech: Telecommunication and Film. Seminars: International Communication, Political Economy of Communication (TCF 407)

Block B: Regional Cultures and Area Studies

AFRICAN STUDIES

Anthropology. Ethnology of Hunters and Gatherers (ANTH 301), Ethnology of Tribal Societies (ANTH 302), Ethnology of Peasant Societies (ANTH 303), Peoples of South Africa (ANTH 426), Political Anthropology (ANTH 453)

English. Afro-American Prose (ENG 310)

Geography. Geography of Africa (GEOG 205)

History. Afro-American History (HST 221), History of India (HST 365), History of South Africa (HST 415)

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. Seminar: Southeast Asia and the Pacific (INTL 407), The Pacific Challenge (INTL 440)

Anthropology. Asian and Pacific Archaeology (ANTH 350), Peoples of the Pacific: Australian Aborigines (ANTH 423)

Economics. Economics of the Pacific Rim (EC 453)

RUSSIAN AND EAST EUROPEAN STUDIES. See the Russian and East European Studies section of this bulletin.

SOUTHEAST ASIAN STUDIES. See the Asian Studies section of this bulletin.

WESTERN EUROPEAN STUDIES

Geography. Geography of Europe (GEOG 201), Geography of Western Europe (GEOG 464)

History. Europe since 1789 (HST 301), Europe in the "Golden Age," 1890-1914 (HST 444), The Recovery of Europe, 1945-Present (HST 454), Economic History of Modern Europe (HST 455)

Political Science. Politics of Western Europe I (PS 424)

Note: Students who want to focus on one western European country should see related course offerings under Economics, Germanic Languages and Literatures, History, and Romance Languages.

Block C: Global Perspectives and Issues

WORLD CULTURES

International Studies. Special Studies: Becoming International (INTL 199), Introduction to World Value Systems (INTL 250), Seminar: Global Perspectives and Issues (INTL 407), World Value Systems (INTL 430), Cross-Cultural Communication and Comparative Bureaucracy (INTL 431)

Anthropology. Introduction to Cultural Anthropology (ANTH 120), Ethnology of Hunters and Gatherers (ANTH 301), Exploring Other Cultures

(ANTH 310), Women and Culture I (ANTH 314), Race, Culture, and Sociobiology (ANTH 414)

Dance. Cultural Backgrounds of Folk Dance, Music, and Art (DP 257), Dance Cultures of the World (DP 452)

Education. Seminar: Multicultural Education (CI 407), Education in Anthropological Perspective (CI 471), Values and Human Behavior (CPSY 493), Counseling Nonwhite American Minorities (CPSY 495), Higher Education in Developing Countries (EDPM 530)

English. World Literature (ENG 107), Studies in Mythology (ENG 417)

Geography. Landscape, Environment, and Culture (GEOG 103), Urban Environment (GEOG 105) Seminar: Culture and Nation (GEOG 407), Cultural Geography (GEOG 436), Geography of Languages (GEOG 438), Ethnic Geography (GEOG 439)

History. World History (HST 110)

Humanities. Ascent of Humanity (HUM 131)

Journalism. International Advertising (J 443)

Linguistics. Introduction to Linguistics (LING 290), Language, Culture, and Society (LING 295), Languages of the World (LING 311)

Music. Music in World Cultures (MUS 258)

Philosophy. Introduction to the Philosophy of Religion (PHL 204), Science and Humanity (PHL 206), Social and Political Philosophy (PHL 307)

Political Science. Art and the State (PS 301), Political Theory: 19th and 20th Centuries (PS 432), Politics of Multi-Ethnic Societies (PS 443)

Psychology. Prejudice (PSY 415), Psycholinguistics (PSY 440)

Religious Studies. Great Religions of the World (R 201, 202, 203)

Sociology. Marxist Sociological Theory (SOC 375), Political Economy (SOC 420), Sociology of Race Relations (SOC 445), Comparative Class Systems (SOC 452)

Speech: Rhetoric and Communication. Introduction to Human Communication (RHCM 235), Nonverbal Communication (RHCM 434)

POPULATION AND RESOURCES

International Studies. Population and Global Resources (INTL 251)

Anthropology. Human Ecology (ANTH 320), Human Biological Variation (ANTH 322), Food and Culture (ANTH 333)

Biology. Human Biology: The Environment (BI 108), Ecology (BI 314)

Chemistry. Chemistry, Nutrition, and World Food (CH 121)

Economics. Issues in Resource Economics (EC 332), Environmental Economics (EC 433)

Geography. The Natural Environment (GEOG 101), Environmental Alteration (GEOG 370), Geography of Energy (GEOG 372), Experimental Course: Geography, Law, and Environment (GEOG 410), Historical and Contemporary Views of the Environment (GEOG 455), Geography of Water Resources (GEOG 483), World Regional Climatology (GEOG 487)

Geological Sciences. Mineral Resources and the Environment (GEOL 321), Oceanography (GEOL 353)

Law. Environment and Energy (L 576), Law of the Sea (L 577)

Physics. Physics of Energy and Environment (PH 114)

Planning, Public Policy and Management. Introduction to Environmental Studies (PPPM 331), Natural Resource Policy (PPPM 470)

Political Science. Ocean Politics (PS 423), Environmental Politics (PS 497)

School and Community Health. World Health Problems (HEP 571)

Sociology. Communities, Population, and Resources (SOC 210), World Population and Social Structure (SOC 303), Sociology of the Environment (SOC 416)

PROBLEMS OF DEVELOPMENT

International Studies. Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252), Seminars: Development and the Muslim World; Religion, Development, and Social Change; Science and Development; Women, Development, and the Third World (INTL 407), International Community Development (INTL 420), National Planning and Development (INTL 421), Aid to Developing Countries (INTL 422)

Anthropology. Seminar: International Development: Anthropological Perspectives (ANTH 407), Cultural Dynamics (ANTH 450), Economic Anthropology (ANTH 454)

Economics. Problems and Issues in the Developing Economies (EC 357), Comparative Economic Systems (EC 451), Economic Development (EC 457)

Educational Policy and Management. Higher Education in Developing Countries (EDPM 530)

Geography. Urban Geography (GEOG 435)

Political Science. Communist Political Systems (PS 335), Seminar: Third-World Political Cultures (PS 407), Marxist Political Theories (PS 433), Political Development and Revolution (PS 475)

Sociology. Social Change (SOC 349), Urbanization and the City (SOC 442), Sociology of Developing Areas (SOC 450), Bureaucracy, Power, and Society (SOC 470)

Graduate Studies

An interdisciplinary master of arts (M.A.) degree program in International Studies is offered for students who contemplate careers in foreign affairs, international organizations, or domestic organizations with international activities. A minimum of 63 credits must be completed for the degree. In addition, students without prior international experience are also expected to serve a relevant 12-credit internship.

The M.A. degree program in International Studies can be tailored to meet the unique professional needs of each student, and it provides the flexibility of interdisciplinary study. In close consultation with his or her adviser, the student develops a program of study that combines expertise in a specific professional area with interdisciplinary training in international studies. Areas of professional concentration include, for example, planning, public policy and management; journalism; international communications; health education and nutrition; international business; and international education. Concentrations in other professional areas, such as community development, can also be arranged.

Graduates of the International Studies Program have served as international technical advisers, career diplomats, international business and trade experts, analysts in Third World countries, educators, community development professionals, and administrators of international programs.

Graduate Curriculum

Of the 63 credits needed to complete the degree, students are required to take a minimum of 27 graded credits: 12 in the interdisciplinary core and 15 in the professional concentration area. A maximum of 21 credits may be taken in any one department in order to permit an appropriate degree of specialization.

Interdisciplinary Core. All students take 18 credits of interdisciplinary courses in International Studies, which form the common core of the curriculum. The core is comprised of four major competence areas: cross-cultural understanding and communication; understanding the dynamics of relations between the United States and developing countries; understanding major development theories and approaches; and competence in cross-cultural research methods. Students may select from a range of specified courses to satisfy this requirement. A minimum of one course must be taken from each competence area.

Professional Concentration Area. All students take approximately 24 credits in their area of professional concentration. Courses in the concentration area are chosen in consultation with an adviser from the relevant cooperating department or professional school. Concentration areas vary according to student interests and needs. For example, given the rapid influx of international students into United States universities, counseling is likely to become an increasingly important professional concentration area. For students interested in agricultural extension and rural development, courses may be taken at Oregon State University. (For information on concurrent enrollment, see the Registration and Academic Policies section of this bulletin.) With both the United States and the state of Oregon turning greater attention to export expansion, professional concentration in international economics and trade in the Pacific region represents another area of expanding opportunities.

Students interested in a general international studies program (for example, in preparation for the United States Foreign Service) may satisfy this requirement by taking 24 credits emphasizing international political, historical, economic, and cultural factors. Students interested in international communications and journalism might also concentrate on this area.

The International Studies Program conducts a required 1-credit proseminar each fall term in which students and faculty members explore the field of international studies.

Geographic Focus. All students take a minimum of 12 credits in their area of geographic specialty (e.g., East Asia, Africa, Latin America, the Pacific region). An area specialty is also possible as a professional concentration.

Language Study and Competence. Students must demonstrate a third-year level of proficiency in a foreign language relevant to their professional or geographic focus prior to completion of the program. Students who want to improve their language skills as part of their M.A. program may take second- and third-year Chinese, Japanese, or Russian, or they may take third- and fourth-year Romance or Germanic language courses in lieu of up to 6 credits in the Geographic Focus, 6 credits in the Professional Concentration Area, or 12 credits of the Field Internship. No more than 15 total credits of foreign language study may be applied toward fulfillment of program requirements. Through completion of their master's degree requirements, international students whose high school or university instruction was not in English demonstrate proficiency in English as a second language.

Field Internship. A 12-credit internship is required of students without prior international working experience and of those changing their professional focus. Internships in the Pacific region are currently being emphasized. The Program assists students in locating internships. Students who believe they have had sufficient international experience may submit a petition to the director of the International Studies Program to have the internship requirement waived. If granted, such a waiver does not reduce the 63-credit requirement for the degree.

Exit Project. To complete requirements, each student is required to write a thesis or policy paper or have an article accepted for publication in an approved reference journal. Nine credits are awarded for a thesis and 3 to 6 credits for a policy paper or published article.

International Students. International as well as United States students are encouraged to apply. Their study programs will be individually designed to meet their professional needs and those of the home country.

International Studies Courses (INTL)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

250 Introduction to World Value Systems (3) Origin, diffusion, evolution, and present distribution of some of the major belief systems in the world and their implications for harmony and discord.

251 Population and Global Resources (3) The world ecosystem from a global perspective, including qualitative and quantitative aspects of human populations and their resources and alternative strategies for coping with global imbalance.

252 Rich Nations and Poor Nations: Conflict and Cooperation (3) Compares differences in national economics, politics, social structures, cultures, and world outlook. The central theme is how people seek to improve their quality of life.

Upper Division

401 Research (1-6R) P/N only. Prereq: instructor's consent.

403 (M) Thesis (3-6R) Prereq: instructor's consent. Majors only. **R** for maximum of 6 credits.

405 (M) Reading and Conference: [Term Subject] (1-6R) Prereq: instructor's consent.

406 (M) Field Studies (1-12R) P/N only. Prereq: instructor's consent. **R** for maximum of 12 credits.

407 (G) Seminar: [Term Subject] (1-3R) Current topics include Americans and the Third World; Global Perspectives and Issues; Development in South and Southeast Asia; Global Environmental Issues; International Research Methods; Religion, Development, and Social Change; Science and Development; and Women, Development, and the Third World.

409 (M) Practicum: [Term Subject] (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. **R** for maximum of 12 credits.

410 (G) Experimental Course: [Term Subject] (1-3R)

420 (G) International Community Development (3) Introduction to village communities and their development. Examines the critical skills necessary for effective community development work. Emphasis on values and alternative development strategies.

421 (G) National Planning and Development (3) Introduction to national development planning. Explores the planning and development process in developing nations. Evaluates various theories based on actual development plans and realities.

422 (G) Aid to Developing Countries (3) Survey of the origins, growth, and present status of private, bilateral, and multilateral aid to developing countries. Discusses ideological issues, absorptive capacity, and administration problems.

430 (G) World Value Systems (3) Comparison and contrast of the evolution of major value systems during the past 100 years, the years of "global civilization."

431 (G) Cross-Cultural Communication and Comparative Bureaucracy (3) Focuses on practical cross-cultural skills needed by professionals working overseas. Discusses issues of cross-cultural management and corporate culture. Examines case studies of successful organization abroad.

440 (G) The Pacific Challenge (3) Introduction to developments and trends in the dynamic and increasingly interdependent Pacific region. Evaluates prospects for an emerging Pacific community.

Graduate

501 Research (1-6R) P/N only. Prereq: instructor's consent.

503 Thesis (3-9R) P/N only. Prereq: exit project committee's consent. Majors only. **R** for maximum of 12 credits.

505 Reading and Conference: [Term Subject] (1-6R) Prereq: instructor's consent.

506 Field Studies (1-12R) P/N only. Prereq: graduate standing and exit project committee's consent. **R** for maximum of 12 credits.

507 Seminar: [Term Subject] (1-3R)

509 Practicum: [Term Subject] (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. **R** for maximum of 12 credits.

510 Experimental Course: [Term Subject] (1-3R)

Latin American Studies

940 Prince Lucien Campbell Hall
Telephone (503) 686-4861
Daniel Goldrich, Committee Chair

Executive Committee

Colette G. Craig, Linguistics
Juan A. Epple, Romance Languages
Robert M. Jackson, Romance Languages
Clarence E. Thurber, Political Science and International Studies
Philip D. Young, Anthropology

Participating Faculty

C. Melvin Aikens, Anthropology
George Ayora, Romance Languages
Colette G. Craig, Linguistics
David J. Curland, Romance Languages
Don E. Dumond, Anthropology
Juan A. Epple, Romance Languages
Maradel K. Gale, Planning, Public Policy and Management
Richard P. Gale, Sociology
Daniel Goldrich, Political Science
Robert S. Haskett, History
Robert M. Jackson, Romance Languages
Carl L. Johannessen, Geography
Raymond Mikesell, Economics
George W. Shipman, University Librarian
Clarence E. Thurber, Political Science and International Studies
Philip D. Young, Anthropology

The University of Oregon offers undergraduate and graduate programs in Latin American studies under the auspices of the interdisciplinary Committee on Latin American Studies. No degree in Latin American studies is available at the University. An emphasis on Latin America is available both at the bachelor of arts (B.A.) and at the master of arts (M.A.) levels in International Studies and in History. See the **International Studies** and **History** sections of this bulletin.

Undergraduate Studies

Preparation. High school students who have taken courses in political science, economics, history, or other approaches to international affairs, or who have participated in extracurricular activities (such as the Oregon High School International Relations League) may well be interested in Latin American studies.

Community college students who have taken courses in international relations may be interested in specializing in Latin American studies.

Careers. Career opportunities for students completing Latin American studies are available through such avenues as the Peace Corps, the United States Foreign Service (including U.S. Information Service), the foreign aid programs of the American government, the United Nations, and through private foundations, international businesses, and international church organizations.

Program Requirements

The undergraduate program in Latin American studies requires the following course work:

1. History of Latin America (HST 350, 351, 352)
2. The equivalent of two years of college-level Spanish or Portuguese or both
3. A major in one of the following (requirements for each are listed below): Anthropology, Geography, History, or Spanish literature
4. A minimum of 12 credits in Latin American area courses (listed below)

Anthropology. Students choosing a major in Anthropology must complete the following courses:

Introduction to Archaeology (ANTH 107), Introduction to Human Evolution (ANTH 110), and Introduction to Cultural Anthropology (ANTH 120)

9 credits in physical anthropology courses numbered 300-499

9 credits in cultural anthropology courses numbered 300-499 including Native Central Americans (ANTH 418) and Native South Americans (ANTH 419)

9 credits in prehistory courses including Middle American Prehistory (ANTH 462) and South American Prehistory (ANTH 463)

6 additional credits in Latin American anthropology chosen from Research: Latin America (ANTH 401), Reading and Conference: Latin America (ANTH 405), and Seminar: Modern Latin America (ANTH 407)

The advisers for Latin American anthropology are Don E. Dumond and Philip D. Young.

Geography. Students choosing a major in Geography must complete a minimum of 33 additional credits in that field, of which 24 must be upper division. Specific requirements include the following:

9 credits of basic geography chosen from The Natural Environment (GEOG 101), Landscape, Environment, and Culture (GEOG 103), Urban Environment (GEOG 105), and Reading and Interpretation of Maps (GEOG 180)

12 additional credits of Latin American geography chosen from Research: Latin America (GEOG 401), Reading and Conference: Latin America (GEOG 405), Seminar: Pre-Columbian Dispersal (GEOG 407), and Geography of Middle America (GEOG 463)

The adviser for Latin American geography is Carl L. Johannessen.

History. Students choosing a major in History must complete a minimum of 36 additional credits in History, of which 18 must be in courses numbered 400-499. Specific requirements include the following:

History of Western Civilization (HST 101, 102, 103)

Study of History (HST 315) to be completed before enrolling in HST 407. (This requirement does not apply to students who entered the major before fall term 1987.)

Seminar (HST 407) research paper. In exceptional circumstances a term paper written in a Colloquium (HST 408) or in a 400-level lecture course may be expanded into a research paper. Students expanding a term paper are to enroll in Reading and Conference (HST 405) for 2 credits

6 additional credits in Latin American history chosen from Research: Latin America (HST 401), Reading and Conference: Latin America (HST 405), Seminar: Latin America (HST 407), History of Brazil, 1500-1964 (HST 463), History of Mexico (HST 464), and The Caribbean and Central America in the Modern Period (HST 465)

The adviser for Latin American history is Robert S. Haskett.

Spanish Literature. Students choosing a major in Spanish literature must complete a minimum of 45 upper-division credits, as outlined in the Romance Languages section of this bulletin under Literary Option in Spanish. Offerings include Introduction to Spanish-American Literature (SPAN 315), Chicano Literature (SPAN 328), Spanish-American Literature (SPAN 444), Spanish-American Short Story (SPAN 445), Novel of the Mexican Revolution (SPAN 446), and Portuguese and Brazilian Literature (PORT 471, 472, 473).

The advisers for Spanish literature are George Ayora, David J. Curland, Juan A. Epple, and Robert M. Jackson.

Latin American Area Courses. In addition to courses in a student's major concentration, a minimum of 12 credits are required, chosen from the following courses:

Seminars: Modern Latin America (ANTH 407), Pre-Columbian Dispersal (GEOG 407), International Community Development (INTL 407); Native Central Americans (ANTH 418); Native South Americans (ANTH 419); Middle American Prehistory (ANTH 462); South American Prehistory (ANTH 463); Geography of Middle America (GEOG 463); History of Mexico (HST 464); The Caribbean and Central America in the Modern Period (HST 465)

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, Geography, History, International Studies (an interdisciplinary master's degree program), Political Science, Sociology, and Spanish (in the Romance Languages Department) have graduate 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.

Study Abroad

University of Oregon students may study in Queretaro, Mexico in the Department of Romance Languages intensive language program. See also index entries in this bulletin under "Overseas study."

In addition, arrangements may be made on an individual basis for study in Guatemala, Mexico, or Costa Rica (see Colette G. Craig, Carl L. Johannessen, or Clarence E. Thurber), in Panama (see Philip D. Young), or in Spain (see Robert M. Jackson).

Linguistics

233 Straub Hall
Telephone (503) 686-3906
Scott DeLancey, Department Head

Faculty

Hartmut Burmeister, Assistant Professor (applied linguistics and second-language acquisition, pidgins and creoles, psycholinguistics, Old English). B.A., 1972, Hamburg; Ph.D., 1983, Kiel. (1988)

Colette G. Craig, Associate Professor (syntax, semantics, language typology, language contact and bilingualism, language and culture, Latin American studies; Romance and Amerindian languages). Licence, 1968, Maîtrise, 1969, Université de Paris-Nanterre; Ph.D., 1975, Harvard. On leave 1988-89. (1974)

Scott DeLancey, Associate Professor (phonology, syntax, semantics; Sino-Tibetan and East Asian languages). B.A., 1972, Cornell; Ph.D., 1980, Indiana. (1982)

T. Givón, Professor (syntax, semantics, discourse pragmatics, syntactic change, syntactic typology and language universals, language contact, pidgins and creoles, lexicography, philosophy of language; Indo-European, Amerindian, Austronesian, Semitic, African, and Sino-Tibetan languages). B.Sc., 1959, Jerusalem; M.S., 1962, M.A., 1966, Ph.D., 1969, California, Los Angeles. (1981)

Derry Malsch, Associate Professor (historical and comparative linguistics, language and culture, sociolinguistics, historical phonology; Germanic languages). B.A., 1965, M.A., 1967, Chicago; Ph.D., 1971, Wisconsin, Madison. (1971)

Doris L. Payne, Assistant Professor (morphology, syntax, semantics, discourse; Amerindian languages). B.S., 1974, Wheaton; M.A., 1976, Texas at Arlington; Ph.D., 1985, California, Los Angeles. (1987)

Russell S. Tomlin, Associate Professor (discourse analysis, syntax, semantics, second-language acquisition, English as a second language, typology and language universals). B.A., 1973, Knox; M.A., 1975, Ph.D., 1979, Michigan. (1979)

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

Participating

James L. Boren, English
Sarah A. Douglas, Computer and Information Science
Arthur M. Farley, Computer and Information Science
Noriko Fujii, East Asian Languages and Literatures
John T. Gage, English
Morton Ann Gernsbacher, Psychology
Kenneth B. Liberman, Religious Studies and Sociology
Steven Lowenstam, Classics
Helmut R. Plant, Germanic Languages and Literatures
Michael I. Posner, Psychology
Patricia Rounds, American English Institute
Theodore Stern, Anthropology
Philip D. Young, Anthropology

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 English as a second language—and a doctor of philosophy (Ph.D.) degree in Linguistics with interdisciplinary emphasis.

American English Institute

The American English Institute (AEI), directed by Linguistics Department faculty members, provides English as a second language (ESL) instruction to nonnative speakers of English. It offers teaching, training, and employment opportunities for graduate Linguistics students in ESL methodology, second-language acquisition, and curriculum development, as well as

research opportunities in the acquisition and teaching of language and related fields.

Certification in Foreign Language Teaching

Second-Language Acquisition and Language Teaching (LING 444) and Second-Language Teaching Methods (LING 445) can be applied toward state certification in foreign language teaching. Students who take either course for this purpose must complete their field research in the targeted language.

Cognitive and Decision Sciences

Several Linguistics faculty members are associated with the Institute of Cognitive and Decision Sciences. For further information, see that section of this bulletin.

Neuroscience

See the **Neuroscience** section of this bulletin for more information about the study of neuroscience at the University.

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.

Undergraduate Studies

The program offers instruction in the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humanity. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning it verges on logic and philosophy. As a computational system it relates to computer science and language-data processing. As a repository of one's cultural world view, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation it is important for education. As an expressive medium it is the crux of literature and rhetoric.

Careers. To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The bachelor's degree in Linguistics provides a solid foundation for further graduate studies in anthropology, communication, computer science, education, journalism, linguistics, literature and languages, philosophy, psychology, sociology, or speech pathology. It is also a strong entry point into the various practical applied fields listed above.

Bachelor of Arts Requirements

1. Two years of one foreign language and one year of another
2. The following required courses in Linguistics:

   Introduction to Linguistics (LING 290)

   Languages of the World (LING 311)

   Phonetics (LING 411)

   Introduction to Phonology (LING 450)

   Syntax and Semantics I (LING 451)

   Syntax and Semantics II (LING 452)

   Historical and Comparative Linguistics (LING 460)

   Sociolinguistics (LING 490)
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 on a graded basis. 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 either of two options: cognitive science or social science. Listed below are courses required for completion of the minor in each option.

Cognitive Science	**24 credits**
Introduction to Linguistics (LING 290) *or* Elements of Linguistics (LING 421)	4
Phonetics (LING 411)	4
Introduction to Phonology (LING 450) *or* Discourse Analysis (LING 522)	4
Syntax and Semantics I (LING 451)	4
Syntax and Semantics II (LING 452)	4
Empirical Methods in Linguistics (LING 470)	4

Social Science	**26 credits**
Introduction to Linguistics (LING 290) *or* Elements of Linguistics (LING 421)	4
Language, Culture, and Society (LING 295)	3
Languages of the World (LING 311)	3
Phonetics (LING 411)	4
Introduction to Phonology (LING 450)	4
Syntax and Semantics I (LING 451)	4
Syntax and Semantics II (LING 452)	4

Graduate Studies

Solid preparation in linguistics is an indispensable requirement for any further 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. English as a second language, at both the teaching-methodology and research levels, and applied linguistics in general

Master of Arts

The master of arts (M.A.) program in Linguistics offers two major options—one in linguistics, the other in applied linguistics (AL) and English as a second language (ESL). Both options require solid course work in language structure, function, and use. Students in the AL-ESL option are expected to take most of their elective courses within the ESL curriculum; other students may pursue a variety of electives in both Linguistics and related disciplines.

Admission Requirements. Admission into the M.A. program assumes the completion of the equivalent of the courses required for the B.A. in Linguistics. Students may be admitted into the program without having previously completed such courses, but they are then required to take and pass (with at least a B– grade) the following upper-division courses: Introduction to Phonology (LING 450), Syntax and Semantics I (LING 451), and Syntax and Semantics II (LING 452).

Required Courses. The following courses, totaling 34 credits, are required for an M.A. in Linguistics:

One Proseminar (LING 407G) or Seminar (LING 507)

Empirical Methods in Linguistics (LING 470G)

Linguistic Theory: Phonology (LING 514)

Linguistic Theory: Syntax (LING 515)

Linguistic Theory: Semantics (LING 516)

Field Methods I, II, III (LING 517, 518, 519)

Elective Courses. Students working toward an M.A. degree must take an additional 17 credits in graduate-level courses, excluding LING 450, 451, or 452M, chosen either from Linguistics or from relevant related disciplines and approved by the departmental graduate adviser. M.A. students pursuing the AL-ESL option must include the following:

Second-Language Acquisition and Language Teaching (LING 444G)

Second-Language Teaching Methods (LING 445G)

English Grammar (ENG 490G)

Teaching English as a Second Language: Practicum (LING 509)

Advanced Teaching English as a Second Language (LING 545)

M.A. Examination. The M.A. degree in Linguistics is granted upon successful completion of required course work, maintenance of the University-prescribed grade point average, and the passing of a written examination. M.A. examinations are administered twice a year, at the end of the fall and spring terms. No course with a grade lower than C– can be counted to satisfy the 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 will make recommendations to the faculty concerning the acceptability of the M.A. thesis. The faculty will either accept or reject 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, with strong interdisciplinary emphasis on related fields with faculty strength 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 graduate status. Each applicant is required to submit, along with the graduate application, a sample graduate research paper (or M.A. thesis) at least 30 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 construes the latter requirement to mean that at least six courses, including seminars, must be taken within 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 normally Chinese, French, German, Japanese, Russian, or Spanish, but the student may 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. No specific courses are required for the Ph.D. Students must complete at least 32 credits of graduate courses in Linguistics or related fields approved by their doctoral adviser. Of these 32 credits, at least 16 must be in Linguistics and must include at least two seminars (one in syntax, semantics, or pragmatics). No courses required for the M.A. can count toward Ph.D. course requirements.

Doctoral Adviser. The Department head appoints a doctoral adviser for each student upon admission into the Ph.D. program.

Doctoral Examination. Upon completion of all preceding requirements, the candidate may petition the Department to take the doctoral examination. The examination consists of three original research papers of substantial length on topics approved by the faculty. At least two of the papers must be in two separate subfields of linguistics, while the third may be in a related field. The Linguistics faculty accepts or rejects the papers. Upon successful completion of this examination, the student is advanced to candidacy.

Doctoral Dissertation. The Ph.D. is granted upon completion of the preceding requirements, the writing of an original dissertation acceptable to the doctoral committee, and an oral examination on the dissertation. A student may petition the Department to waive the oral examination under special circumstances. The doctoral committee must include at least three Linguistics faculty members, and it must be either chaired or cochaired by the student's doctoral adviser in Linguistics. The student must submit a dissertation prospectus in writing, and it must be approved by the doctoral committee before the student begins writing the dissertation.

Linguistics Colloquium

The Linguistics colloquium convenes once a week, usually in the afternoon, to hear presentations on special topics of general interest by invited speakers from other departments or universities or by members of the Linguistics Department, including graduate students. All graduate students are expected to attend regularly.

Advising and Review Practices

Undergraduate students in Linguistics are advised about their study program each term by the departmental undergraduate adviser.

Graduate students are advised each term by the departmental graduate adviser. In addition, some students may be assigned a personal faculty adviser 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 advises the student of such faculty assessment and suggests appropriate remedial steps.

Linguistics Courses (LING)

English as a Second Language

81 English Pronunciation for Foreign Students (2) Practice in the pronunciation of English; diagnosis of pronunciation problems; practice in accurately producing English sounds, sound sequences, stress, and intonation.

82 Listening Comprehension for Foreign Students (3) Practice in developing listening comprehension and in note taking; practice in listening to spoken English with emphasis on identifying main ideas and relationships.

83 Oral Communication for Foreign Students (3) Participation in conversation groups aimed at developing expository and expressive oral skills; emphasis on improving conversational skills dealing with academic subject matter.

84 Reading and Vocabulary Development for Foreign Students (3) Development of reading and vocabulary skills in academic subjects. Readings selected from areas of student interest.

Lower Division

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.

199 Special Studies: [Term Subject] (1-3R) Survey of various topics in linguistics. Recent topics are Coptic and Writing Systems.

211 Articulatory Phonetics (4) Transcription and production of the sounds of natural language. *Offered only at Summer Institute of Linguistics.*

290 Introduction to Linguistics (4) Study of human language and linguistics as a scientific and humanistic discipline. Basic concepts of the lexicon, phonology, syntax, semantics, and language change. *Students may not receive credit for both LING 290 and LING 421.*

295 Language, Culture, and Society (3) Ways in which language reflects culture and in turn determines cultural world view; interaction between language and social structure, social relations and interpersonal communication.

Upper Division

311 Languages of the World (3) A survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location. Prereq: LING 290 or 421.

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.

401 Research (Arr,R) Individual research supervised by a faculty member. Prereq: instructor's consent.

403 (M) Honors Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

407 (G) Proseminar: [Term Subject] (Arr,R) Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, and applied linguistics. Prereq: LING 451, 452.

410 Experimental Course: [Term Subject] (Arr,R) Recent topics are Classical Tibetan, Old Irish, and Translation Theory.

411 (M) 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 (M) Elements of Linguistics (4) Basic elements of language structure, function, and use, including basic concepts of the lexicon, phonology, morphology, syntax, semantics, and language change. Primarily for nonmajors. *Students may not receive credit for both LING 290 and LING 421.*

426 (G) Analysis of Language Structure: [Term Subject] (3R) Structure of individual languages, language subfamilies, or families. Specific languages vary, with selection most likely from Arabic, Austronesian, Bantu, Chinese, Greek, Hebrew, Hindi, Japanese, Latin. Prereq: LING 450, 451, 452 or instructor's consent. **R** when topic changes.

444 (G) Second-Language Acquisition and Language Teaching (4) Introduction to second-language acquisition and the teaching of English and other modern languages as second languages. One extra hour per week of field research, research paper. Prereq: LING 290 or 421.

445 (G) Second-Language Teaching Methods (4) Introduction to methods and techniques of teaching English and other modern languages as second languages. Course and curriculum design, testing, development and evaluation of materials, practice of specific teaching techniques. Prereq: LING 444.

450 (M) 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 or equivalent.

451 (M) 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.

452 (M) 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.

460 (G) 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, 451.

470 (G) 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, 451, 452 or instructor's consent.

490 (G) 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, 451, 452 or instructor's consent.

Graduate

501 Research (Arr,R) P/N only. Individual research on a specific topic supervised by a faculty member. Prereq: instructor's consent.

503 Thesis (Arr,R) P/N only. Individual research on M.A. thesis or Ph.D. dissertation, supervised by a faculty member. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (Arr,R) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

507 Seminar: [Term Subject] (Arr,R) 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, 451, 452 or instructor's consent.

509 Teaching English as a Second Language: Practicum: [Term Subject] (3) Supervised practicum in teaching English as a second language (TESL) either to adults or to children. Prereq: LING 444, 445.

510 Experimental Course: [Term Subject] (Arr,R)

514 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, 460.

515 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 451, 452.

516 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 451, 452.

517, 518, 519 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, 451, 452.

522 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 451, 452.

545 Advanced Teaching English as a Second Language (4) Current issues and research—both theoretical and applied—in second-language acquisition and teaching as related to teaching English as a second language (TESL). Prereq: LING 445.

560 Historical Syntax (4) Topics in the study of syntactic change. Prereq: LING 452, LING 460 or equivalent.

Mathematics

218 Fenton Hall
Telephone (503) 686-4705
Frank W. Anderson, Department Head

Faculty

Frank W. Anderson, Professor (algebra). B.A., 1951, M.S., 1952, Ph.D., 1954, Iowa. (1957)

Bruce A. Barnes, Professor (Banach algebras, operator theory). B.A., 1960, Dartmouth; Ph.D., 1964, Cornell. (1968)

Charles W. Curtis, Professor (algebra). B.A., 1947, Bowdoin; M.A., 1948, Ph.D., 1951, Yale. (1969)

Micheal N. Dyer, Professor (algebraic topology). B.A., 1960, Rice; Ph.D., 1965, California, Los Angeles. (1967)

Robert S. Freeman, Associate Professor (partial differential equations, operator theory). B.A.E., 1947, New York; Ph.D., 1958, California, Berkeley. (1967)

Mary L. Fulton, Senior Instructor. B.A., 1972, Nebraska Wesleyan; M.S., 1976, Virginia Commonwealth. (1981)

Peter B. Gilkey, Professor (global analysis, differential geometry). B.S., 1966, M.A., 1967, Yale; Ph.D., 1972, Harvard. (1981)

David K. Harrison, Professor (algebra). B.A., 1953, Williams; Ph.D., 1956, Princeton. (1963)

James A. Isenberg, Associate Professor (mathematical physics, differential geometry, nonlinear partial differential equations). A.B., 1973, Princeton; Ph.D., 1979, Maryland. (1982)

Jens C. Jantzen, Visiting 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. (1967)

Shlomo Libeskind, Professor (mathematics education). B.S., 1962, M.S., 1965, Technion-Israel Institute of Technology; Ph.D., 1971, Wisconsin, Madison. (1986)

Henry L. Loeb, Professor (numerical analysis, approximation theory). B.S., 1949, Wisconsin, Madison; M.A., 1958, Columbia; Ph.D., 1965, California, Los Angeles. (1967)

Paul Olum, Professor (algebraic topology); President, University of Oregon. A.B., 1940, Harvard; M.A., 1942, Princeton; Ph.D., 1947, Harvard. (1976)

Theodore W. Palmer, Professor (analysis). B.A., 1958, M.A., 1958, Johns Hopkins; A.M., 1959, Ph.D., 1966, Harvard. (1970)

Kenneth A. Ross, Professor (harmonic analysis). B.S., 1956, Utah; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1965)

Gary M. Seitz, Professor (group theory). A.B., 1964, M.A., 1965, California, Berkeley; Ph.D., 1968, Oregon. (1970)

Brad S. Shelton, Assistant 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)

Donald R. Truax, Professor (statistics). B.S., 1951, M.S., 1953, Washington (Seattle); Ph.D., 1955, Stanford. (1959)

James M. Van Buskirk, Professor (topology, knot theory). B.S., 1954, Wisconsin, Superior; M.S., 1955, Ph.D., 1962, Wisconsin, Madison. (1962)

Marie A. Vitulli, Associate Professor (algebraic geometry). B.A., 1971, Rochester; M.A., 1973, Ph.D., 1976, Pennsylvania. (1976)

Paul W. Vos, Assistant Professor (statistics). B.A., 1983, Calvin; M.S., 1986, Ph.D., 1987, Chicago. (1987)

Marion I. Walter, Professor (mathematics education). B.A., 1950, Hunter; M.S., 1954, New York; D.Ed., 1967, Harvard. (1977)

Lewis E. Ward, Jr., Professor (topology). A.B., 1949, California, Berkeley; M.S., 1951, Ph.D., 1953, Tulane. (1959)

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)

Sergey Yuzvinsky, Professor (representation theory, combinatorics, multiplication of forms). M.A., 1963, Ph.D., 1966, Leningrad. (1980)

Emeriti

Fred C. Andrews, Professor Emeritus (statistics). B.S., 1946, M.S., 1948, Washington (Seattle); Ph.D., 1953, California, Berkeley. (1957)

Richard B. Barrar, Professor Emeritus (applied mathematics, differential equations). B.S., 1947, M.S., 1948, Ph.D., 1952, Michigan. (1967)

Glenn T. Beelman, Senior Instructor Emeritus. B.S., 1938, South Dakota State; A.M., 1962, George Washington. (1966)

Paul Civin, Professor Emeritus (Banach algebras). B.A., 1939, Buffalo; M.A., 1941, Ph.D., 1942, Duke. (1946)

Kenneth S. Ghent, Professor Emeritus (number theory). B.A., 1932, McMaster; S.M., 1933, Ph.D., 1935, Chicago. (1935)

Ivan M. Niven, Professor Emeritus (number theory). B.A., 1934, M.A., 1936, British Columbia; Ph.D., 1938, Chicago. (1947)

Peter R. Sherman, Senior Instructor Emeritus (mathematics education). B.S., 1947, M.S., 1949, Oregon; B.D., 1952, Pacific School of Religion, Berkeley. (1960)

Robert F. Tate, Professor Emeritus (statistics). B.A., 1944, California, Berkeley; M.S., 1949, North Carolina; Ph.D., 1952, California, Berkeley. (1965)

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

Undergraduate Studies

Courses offered by the University of Oregon Department of Mathematics are designed to satisfy the needs of both majors and nonmajors interested in mathematics primarily as part of a broad liberal education. They also provide basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; prepare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

Preparation. Students planning to major in Mathematics at the University should take three or four years of high school mathematics, including a year of mathematics as a senior. Courses in algebra, geometry, trigonometry, and more advanced topics should be included whether offered as separate courses or as a unit.

College transfer students who have completed a year of calculus should be able to complete the major requirements in Mathematics at the University of Oregon in two additional years.

Science Group Requirement. The Department offers a variety of courses that satisfy the science group requirement for Plan I. These courses are MTH 150-157; MTH 201, 202, 203; MTH 207, 208, 209; and MTH 231, 232, 233. The courses numbered 150-157 present ideas from areas of important mathematical activity in

an elementary setting, stressing concepts more than computation. They do not provide preparation for other Mathematics courses but are compatible with further study in mathematics.

Enrollment in Courses

To enroll in a lower-division Mathematics course, students must take the prescribed placement examination or present a grade report showing completion of the prerequisite course with a grade of C– or P (pass) or better.

Courses are not open for credit to students whose competence in that area exceeds the scope of the particular course. For example, a student with credit in Calculus for the Nonphysical Sciences (MTH 207) cannot later receive credit for MTH 101 or 115. For additional information about credit restrictions contact a Mathematics adviser.

The Department offers two calculus sequences to meet the different needs of students. Calculus (MTH 201, 202, 203) is the standard sequence recommended to most students in the physical sciences and mathematics. Calculus for the Nonphysical Sciences (MTH 207, 208) and Probability and Statistics with Calculus (MTH 209) form a sequence that is designed to serve the mathematical needs of students in the business, managerial, and social sciences. The choice between these two sequences is an important one; the choice of MTH 207, 208, 209 effectively closes the door to most advanced Mathematics courses. Consult a Mathematics adviser or an adviser in your major field about which sequence to take.

Major Requirements

The Department offers undergraduate preparation for graduate work in mathematics and statistics; for mathematics teaching at the secondary level; and for positions in government, business, and industry. Each student's major program is individually constructed in consultation with an adviser.

To qualify for a bachelor's degree with a major in Mathematics, a student must satisfy the requirements listed in one of the eight options below or receive explicit approval for an alternative program from the head adviser for undergraduate mathematics prior to the beginning of the last full year of study.

Upper-division courses used to satisfy these requirements must be graded, and only *one* grade of 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.

All Mathematics majors must take Elementary Analysis (MTH 321); all majors except those graduating under option seven, below, must take Linear Algebra (MTH 412). These courses are theoretical. In addition to covering specific results and techniques, they are designed to teach "mathematical thinking": how to prove theorems, to analyze problems, to invent algorithms, and to understand related chains of theorems. These courses increase the student's understanding of other upper-division courses. For this reason, it is important that they be taken at the right stage in the student's career. Most Mathematics majors take Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333) in the sophomore year and follow it with MTH 321 and MTH 412 early in the junior year. It is inadvisable to postpone MTH 412 until the senior year because of the danger of forgetting the needed linear algebra. The prerequisite for MTH 412 is MTH 331 or MTH 411; the Department recommends that students who do well in MTH 331, 332, 333 should then take MTH 412, but students who have trouble with linear algebra should take MTH 411 first. Students uncertain about which course to take should talk to a Mathematics adviser.

Option One: Graduate Preparatory. Required: 36 upper-division Mathematics credits (exclusive of MTH 425, 426, 427) including MTH 321; MTH 331, 332, 333; MTH 412 or 417; and at least two terms selected from one sequence and two terms selected from another sequence in the following sets: MTH 413, 414, 415, 416, 417; MTH 431, 432, 433; MTH 437, 438, 439; MTH 447, 448, 449

Recommended: MTH 421, 422, 461, 462

Option Two: Statistics Emphasis. Required: 36 upper-division Mathematics credits (exclusive of MTH 425, 426, 427) including MTH 321; MTH 331, 332, 333; MTH 412 or 417; MTH 420 and either 441, 442, 443 or 444 *or* MTH 447, 448, 449

Recommended: MTH 428, 429, 430; MTH 450, 451; MTH 454, 455; and CIS 210, 211, 212, 234

Note: Students planning graduate work in statistics are urged to take MTH 447, 448, 449 and MTH 431, 432, 433.

Option Three: Physical Science Emphasis. Required: 34 upper-division Mathematics credits (exclusive of MTH 425, 426, 427) including MTH 321; MTH 331, 332, 333; MTH 412 or 417; and at least five terms selected from among MTH 421, 422; MTH 428, 429, 430; MTH 441, 442, 443; MTH 461; MTH 462; MTH 465; MTH 466; MTH 467

Also required: any two of the following three sets of sequences—CH 204, 205, 206 (H) or CH 104, 105, 106; GEOL 201, 202, 203 (H) ; PH 201, 202, 203 or PH 211, 212, 213. An upper-division three-term sequence in Chemistry or Physics may be substituted for one of these sequences. Upper-division Geology sequences must have prior approval.

Recommended: MTH 415, 416, 417; MTH 431, 432, 433; MTH 444; PH 324, 325, 326; PH 421, 422, 423; PH 441, 442, 443; CH 441, 442, 443; GEOL 463

Option Four: Computer Science Emphasis. Required: 30 upper-division Mathematics credits (exclusive of MTH 425, 426, 427) including MTH 321; MTH 331, 332, 333; MTH 412 or 417; and either MTH 418, 419, 420 or MTH 428, 429, 430

Also required: MTH 231, 232, 233; CIS 313, 314, 315

Recommended: MTH 328; MTH 354, 355; MTH 415, 416, 417; MTH 441, 442; MTH 443; MTH 465

Option Five: Social Science or Business Emphasis. Required: 36 upper-division Mathematics credits (exclusive of MTH 425, 426, 427) including MTH 321; MTH 331, 332, 333; MTH 412 or 417; MTH 420; MTH 441, 442; MTH 443 or 444

Recommended: MTH 354, 355; MTH 418, 419; MTH 428, 429, 430; MTH 437, 438; MTH 444; MTH 454, 455; MTH 461; MTH 462; EC 494, 495; PSY 433; DSC 425

Because this emphasis covers such diverse areas, it is essential for students to obtain explicit guidance from a Mathematics adviser and an adviser in one of the social science departments or in the College of Business Administration.

Option Six: Biological Science Emphasis. Required: 28 upper-division Mathematics credits (exclusive of MTH 425, 426, 427) including MTH 321; MTH 331, 332, 333; MTH 412 or 417; MTH 441, 442; MTH 461

Also required: CH 104, 105, 106 or CH 204, 205, 206 (H); PH 201, 202, 203 or PH 211, 212, 213; and BI 291, 292, 293 (with laboratories, BI 294, 295, 296)

Recommended: MTH 413; MTH 420; MTH 428, 429, 430; MTH 443; MTH 444; MTH 450, 451; MTH 462; MTH 465; MTH 466; CIS 133, 134, 210, 220; BI 323; BI 426; BI 470; BI 471; BI 472

Option Seven: Secondary Teaching Emphasis. Required: 30 upper-division Mathematics credits (exclusive of MTH 425, 426, 427) including MTH 321; MTH 331 or 411; MTH 341, 342, 343; MTH 344, 345; MTH 346 or 441

Also required: CIS 122 or 210, 220 and at least 18 credits in education courses that apply toward the Oregon Basic teaching certificate

Recommended: MTH 328; MTH 354, 355

Fall, winter, and spring term courses with similar content and special upper-division and graduate courses offered during summer session may be approved by the departmental teacher education committee as acceptable substitutes for these courses. Prospective teachers should plan to do student teaching during a term that does not conflict with the required Mathematics courses.

Option Eight: Preengineering Emphasis. Required: 34 upper-division Mathematics credits (exclusive of MTH 425, 426, 427) including MTH 321; MTH 331, 332, 333; MTH 412 or 417; MTH 461 and at least four terms from the following series: MTH 421, 422; MTH 428, 429, 430; MTH 462; MTH 465, 466, 467

Also required: CH 104, 105, 106 or CH 204, 205, 206 (H); CIS 133 or 134 or 210, 220; PH 201, 202, 203 or PH 211, 212, 213

Recommended: MTH 431, 432; MTH 441, 442, 443; PH 324, 325, 326

Minor Requirements

The minor program is intended for any student with a strong interest in mathematics, regardless of major. While students in such closely allied fields as Computer and Information Science or Physics often complete double majors, students with more distantly related majors such as Psychology or History may find the minor program useful.

To earn a minor in Mathematics, a student must complete at least 24 credits in Mathematics at the 200 level or higher, excluding Elements of Statistical Methods (MTH 425, 426, 427) and including at least 18 upper-division credits.

Only *one* grade of D may be counted toward fulfilling the upper-division requirement. All upper-division courses must be taken for 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 own needs.

Elementary School Teaching

For certification to teach in an elementary school in Oregon, the Teacher Standards and Practices Commission requires demonstrated competence in mathematics. This requirement may be met by satisfactorily completing the sequence Mathematics for Elementary Teachers (MTH 121, 122, 123).

Exact minimum certification requirements are available from the College of Education.

Secondary School Teaching

The Department of Mathematics offers work for preparation to teach mathematics in public secondary schools. Certification as an Oregon secondary teacher with a Mathematics endorsement requires satisfactory completion of a program of teacher preparation, which includes subject matter preparation in the teaching specialty and in professional education, as well as recommendation of the institution in which the preparation is completed. The Mathematics Department offers work toward Basic and Standard Oregon certification. For specific information regarding requirements for a Mathematics endorsement, students should consult the Department endorsement adviser for teacher education and the staff in the Teacher Education Office of Student Services.

Honors and Awards

Students preparing to graduate with honors in Mathematics should notify the chair of the Undergraduate Affairs Committee not later than the first term of their senior year. They must complete two of the following four sets of courses with at least a B average (3.00 GPA): MTH 413, 414 (or MTH 415, 416); MTH 431, 432; MTH 437, 438; MTH 447, 448 (or MTH 447, 454). They must also write a thesis covering advanced topics assigned by their advisers. The honors degree is awarded to those whose work is judged truly exceptional.

The William Lowell Putnam examination, a competitive, nationally administered mathematics examination, is given early each December. It contains 12 very challenging problems, with prizes awarded the top finishers in the nation. Those interested should consult the chair of the Undergraduate Affairs Committee at the beginning of fall term.

The E. M. Johnson Memorial Scholarship Fund has been established to provide one or more scholarships for undergraduate or graduate Mathematics majors. Information and applications are available in the Department of Mathematics office.

Facilities

The Department office and the Mathematics Library, a branch of the Science Library, are located in Fenton Hall. A reading and study area is located in the Moursund Reading Room of the Mathematics Library.

Graduate Studies

The University offers graduate study in Mathematics leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees.

Master's degree programs leading to the M.S. or M.A. degree are available to suit the needs of students with various objectives. There are programs for those intending to continue toward the doctorate and for those who plan to conclude their formal study of pure or applied mathematics at the master's level. A teachers' master's degree program gives intensive preparation for those planning careers in secondary school or community college teaching. An interdisciplinary master's degree program in teaching and mathematics serves those who already hold a Basic teaching certificate; this program may be pursued conveniently during summer sessions. Applicants for summers-only admission must satisfy the graduate admission requirements.

Admission is dependent upon 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, which 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. Further 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 graded. 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 500-level Mathematics courses; at most, 15 may be in graduate-level courses other than Mathematics.

Students must complete two 500-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, they must complete either one other 500-level sequence or a combination of three terms of 500-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 500-level Mathematics courses, excluding MTH 505; 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 500-level sequence, or two 500-level sequences and one of the following: MTH 412, 413, 414 or MTH 415, 416, 417; MTH 431, 432, 433; MTH 437, 438, 439; MTH 447, 448, 449 or MTH 447, 454, 455.

Students should also have taken, at some time, a three-term upper-division or graduate sequence in statistics, numerical analysis, computing, or other applied mathematics.

Teachers' Master's Degree Program. Of the required 45 credits, at least 9 must be in 500-level Mathematics courses.

Students must take at least 36 credits in Mathematics courses at either the 400G or 500 level or both, to include the following or their equivalents: (a) MTH 412, 413, 414 or MTH 415, 416, 417; (b) MTH 431, 432, 433; (c) two terms from one of the following groups: MTH 437, 438, 439; MTH 447, 448, 449 or MTH 447, 454, 455; MTH 487, 488, 489; MTH 534, 535, 536.

Students should also have taken, at some time, one-term or longer courses in introductory linear algebra, set theory and mathematical logic, and differential equations or functions of several variables.

Interdisciplinary Studies: Teaching and Mathematics. This program is intended for secondary school teachers of mathematics. To be admitted, an applicant must have had at least 18 undergraduate credits in mathematics and a reasonable background in education courses as evidenced by holding a Basic Oregon certificate for secondary teaching or other equivalent credential. The program may be coordinated with work toward the Standard teaching certificate.

Of the required 45 credits, at least 9 must be in 500-level courses.

Students must take a minimum of 9 credits of planned graduate education and 36 credits of planned graduate Mathematics courses (400M, 400G, and 500 levels).

Planned courses are selected and approved at the start of the program of study and may not be altered except with permission of the student's adviser.

Doctor of Philosophy

The Ph.D. is a degree of quality not to be conferred in routine fashion after completion of any specific number of courses or after attendance in Graduate School for a given number of years.

The Department offers programs leading to the Ph.D. degree in the areas of algebra, analysis, applied mathematics, combinatorics, geometry, mathematical physics, numerical analysis, probability, statistics, and topology. Advanced graduate courses in these areas are ordinarily offered in Seminar (MTH 507); see the course description for a list of current seminar topics.

Each student, upon entering the graduate degree program in Mathematics, reviews previous studies and objectives with the Graduate Advising Committee. On the basis of this consultation, conditional admittance 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 will be placed in the master's degree program and may apply for admittance 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 500-level graduate courses, one from each of two of the following three categories: (a) algebra, (b) analysis, (c) numerical analysis, probability, statistics, or topology.

Ph.D. Program. Admission to the Ph.D. program is based upon 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. programs. Students who are not admitted to the Ph.D. program because of unsatisfactory performance on the fall term qualifying examination may retake the qualifying 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. (Alternative languages are acceptable in certain fields.) Language requirements may be fulfilled by (a) passing a departmentally administered examination; (b) satisfactorily completing a second-year college-level language course; or (c) passing an Educational Testing Service (ETS) examination.

Comprehensive Examination. This is an oral examination emphasizing the basic material in the student's general area of interest. A student is expected to take this examination during the first three years in the combined pre-Ph.D. and Ph.D. programs. To be eligible to take this examination, a student must have completed the language examinations and nearly all the course work needed for the Ph.D.

Dissertation. Ph.D. candidates in Mathematics must submit a dissertation containing substantial original work in mathematics. Requirements for final defense of the thesis are those of the Graduate School.

Mathematics Courses (MTH)

Remedial

40 Preparatory Mathematics (4) P/N only. For students whose preparation includes less than one year of algebra or whose placement examination scores indicate inadequate preparation for entry into the college-level mathematics curriculum. Credit for enrollment (eligibility) but not toward graduation; satisfies no University or college requirement. *Additional fee required.*

95 Intermediate Algebra (4) Fundamentals of algebra, but not intended for beginners. Designed as a review for those with a year (or a little more) of high school algebra. Prereq: MTH 40 or satisfactory placement score. Credit for enrollment (eligibility) but not toward graduation; satisfies no University or college requirement. *Additional fee required.*

Lower Division

101 College Algebra (4) Algebra needed as preparation for MTH 102, for MTH 207, and for other courses for which this is a prerequisite. Intended for those with one and one-half to two years of high school algebra. Prereq: MTH 95 or satisfactory placement test score.

102 Elementary Functions (4) Trigonometric, logarithmic, and exponential functions and their graphs. Intended as preparation for MTH 201. Prereq: MTH 101 or satisfactory placement test score.

115 Preparation for Calculus (4) For entering students who have had a considerable amount of high school mathematics and whose placement scores indicate a need for precalculus mathematics. Not suitable as preparation for MTH 207. Credit cannot be received for MTH 115 and either MTH 101 or 102. Prereq: satisfactory placement test score. Offered fall term only.

121, 122, 123 Mathematics for Elementary Teachers (3,3,3S) Sequence covering the mathematics needed to teach grades K-8. Structure of the number system, logical thinking, topics in geometry, simple functions, and basic statistics and probability. Calculators, concrete materials, and problem-solving approaches. Prereq for 121: MTH 95 and high school geometry or satisfactory placement test score. Prereq for 122 and 123: passing preceding course with a grade of C– or better. Prospective elementary school teachers only.

124 Mathematics of Finance (4) Simple and compound interest and discount annuities, periodic-payment plans, bonds, depreciation, mathematics of insurance, and other topics related to business. Prereq: MTH 101 or equivalent. Last offered 1984.

150 Introduction to Probability (3) Elementary survey emphasizing basic concepts; application to problems in many fields. Not open to students with credit for MTH 209 or 232. Prereq: MTH 95 or entrance placement for MTH 101.

151 Combinatorics (3) Study of counting problems where simple enumeration is impractical; permutations, networks; interesting historical problems; applications to economics, statistics, and computer programming. Not open to students with credit for MTH 232. Prereq: MTH 95 or entrance placement for MTH 101.

152 Mathematical Symmetry (3) Common mathematical symmetry properties of objects occurring in architecture, art, and the natural sciences; reflections and rotations; the concept of a group of symmetries. Prereq: one year of high school geometry and MTH 95 or entrance placement for MTH 101.

153 Introduction to Game Theory (3) Study of decision making in a competitive environment. Restricted to games of strategy with two participants where the gains of one are the other's losses. Prereq: MTH 95 or entrance placement for MTH 101.

154 Mathematical Milestones (3) Examination of several major mathematical discoveries of the 18th and 19th centuries with emphasis on particular results rather than on the overall flow of history. Prereq: one term of 100-level mathematics or departmental consent.

156 Concepts of Statistics (3) Fundamental ideas of statistics with illustrative examples. Correct problem formulation and correct use of definitions and notation. Features of modern statistical thinking in a mathematically elementary atmosphere. Primarily for lower-division students. Not open to students with credit for MTH 209. Prereq: MTH 95 or entrance placement for MTH 101.

157 Elementary Theory of Numbers (3) Basic properties of whole numbers. Topics include prime numbers, congruences, Fermat's theorem, equations in integers, irrational numbers, and famous unsolved problems. Prereq: MTH 95 or entrance placement for MTH 101.

190, 191, 192 (H) Topics in Modern Mathematics (Honors College) (4,4,4) Selected topics chosen to illustrate mathematical thought and application of mathematics to contemporary problems. Does not provide preparation for calculus. Prereq: one and one-half years of high school algebra or MTH 95.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201, 202, 203 (H) Calculus (4,4,4S) Standard sequence for students of physical, biological, and social sciences and of mathematics. Prereq: MTH 102, MTH 115, or high school trigonometry and satisfactory placement score. Credit cannot be received for both MTH 201 and 207, nor for both 202 and 208. However, credit can be received for both MTH 203 and 209.

207, 208 Calculus for the Nonphysical Sciences (4,4S) Two-term introduction to topics in differential and integral calculus including some aspects of the calculus of several variables. For students in the social and managerial sciences whose programs do not require upper-division courses in calculus. Those planning graduate study should consult an adviser before beginning this sequence. Prereq: MTH 101 or satisfactory placement test score. Credit cannot be received for both MTH 201 and 207, nor for both 202 and 208.

209 Probability and Statistics with Calculus (4) Introduction to probability and statistics using calculus as a foundation; discrete and continuous probability; sampling distributions; point and interval estimation. Prereq: MTH 202 or 208.

231, 232, 233 Elements of Discrete Mathematics (4,4,4S) Finite and infinite sets, mathematical logic, induction, permutations and combinations, relations and functions, theory of graphs with applications, Boolean algebra, discrete probability, elementary theory of groups and rings. An introduction to the mathematics necessary for the study of computer and information science. Prereq: MTH 101 or satisfactory placement test score.

Upper Division

321 Elementary Analysis (4) Rigorous treatment of certain topics introduced in calculus, including continuity and differentiation, sequences and series, uniform convergence and continuity. Prereq: year sequence in calculus.

328 Number Theory (3) Divisibility, congruences, number theoretic functions, Diophantine equations. Prereq: year sequence in calculus or instructor's consent.

331, 332, 333 Calculus of Several Variables with Linear Algebra (4,4,4S) Introduction to differential equations and linear algebra with applications. Calculus of functions of several variables, from a vector viewpoint, including partial differentiation, the gradient, divergence and curl, line and surface integrals, Green's and Stokes's theorems. Since this sequence covers most of the material in MTH 411, some students who take it do not need to take MTH 411. Prereq: MTH 203 or instructor's consent.

341, 342, 343 Abstract Algebra for Teachers (3,3,3S) Complex numbers, the theory of equations, and an introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: year sequence in calculus or instructor's consent.

344, 345 Geometries for Teachers (3,3S) Analysis of Euclidean and non-Euclidean geometries using vectors, transformations, and coordinates as well as synthetic techniques in two and three dimensions. Prereq: year sequence in calculus or instructor's consent.

346 Fundamentals of Statistics (3) Topics in probability and statistics for prospective secondary school teachers. Probability and random variables; binomial and other distributions; tests of hypotheses and linear estimates. Prereq: year sequence in calculus or instructor's consent. Last offered 1979.

347 Problem Posing and Problem Solving (3) P/N only. Techniques for posing and solving mathematical problems. Critical analysis of student solutions. Prospective or certified teachers only. Prereq: MTH 344, MTH 341 or 157; or instructor's consent.

354, 355 Mathematical Logic and Set Theory (3,3) Mathematical logic and set theory, propositional calculus, predicate calculus, algebra of sets, functions and relations, cardinal numbers, ordinal numbers, point sets on the real line. Prereq: year sequence in calculus or instructor's consent.

403 Thesis (1-4R)

405 Reading and Conference: [Term Subject] (1-4R)

407 (G) Seminar: [Term Subject] (1-4R)

410 (G) Experimental Course: [Term Subject] (1-4R)

411 (M) Introductory Linear Algebra (3) Computational vector spaces; systems of linear equations;

linear maps; rank, nullity; determinants. Applications. Prereq: two terms of calculus or instructor's consent. Students who have credit for MTH 331, 332, 333 should consult a Mathematics adviser before enrolling.

412 (G) Linear Algebra (4) Theoretical view of MTH 331 or MTH 411. Vector space over an arbitrary field, linear transformations, inner product spaces, minimal polynomials. Prereq: MTH 331, 411, or instructor's consent.

413 (G) Topics in Linear Algebra (4) Continuation of MTH 412. Characteristic roots and vectors; minimal and characteristic polynomials; Jordan canonical form; bilinear, quadratic, and hermitian forms. Principal axis theorem; orthogonal, unitary, and symmetric transformations. Prereq: MTH 412 or instructor's consent.

414 (G) Algebraic Structures (4) Introduction to the theory of groups, rings, and fields. Prereq: MTH 413. Not open to students with credit for MTH 415 or 416.

415, 416, 417 (G) Introduction to Abstract Algebra (4,4,4S) Theory of groups, rings, fields, polynomial rings; linear algebra; theory of a single linear transformation; rational decomposition theorem; Jordan canonical form. Prereq: MTH 201, 202, 203 or equivalents.

418, 419 (M) Applied Algebra (3,3) Modular arithmetic, elementary properties of groups, polynomial ideals, finite fields. Construction of combinatorial designs and orthogonal Latin squares, algebraic coding theory. Prereq: MTH 331 or 411.

420 (M) Applied Linear Algebra (3) Linear inequalities and convex sets in Euclidean space. Linear programming with applications to economic models, transportation problems, game theory. Stochastic matrices with applications to Markov processes, random walks. Prereq: MTH 331 or 411.

421, 422 (M) Functions of a Complex Variable (3,3S) Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, contour integration, harmonic functions, conformal mapping, infinite products. Prereq: MTH 332 or instructor's consent.

425, 426 (M) Elements of Statistical Methods (3,3S) Two-term sequence in statistical methods; not intended for Mathematics majors. Presentation of data; sampling distributions; tests of significance; confidence intervals; simple linear regression; analysis of variance; correlation; nonparametric statistics. Prereq: MTH 95 or equivalent.

427 (M) Elements of Statistical Methods (3) Intended for students with previous statistical methods course. Multiple linear regression, analysis of variance, and correlation techniques. Use of MINITAB and SAS statistical computing systems.

428, 429, 430 (M) Introduction to Numerical Analysis (3,3,3S) Methods of numerical analysis with applications. Elementary theory for numerical solutions of differential equations, splines, and fast Fourier transform. Prereq: CIS 210, 220; pre- or coreq: MTH 332.

431, 432, 433 (G) Introduction to Analysis (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: MTH 321 and MTH 331, 332, 333 or instructor's consent.

437, 438, 439 (G) Introduction to Topology (4,4,4S) Elementary point-set topology with an introduction to combinatorial topology and homotopy. Prereq: upper-division Mathematics sequence or instructor's consent.

441, 442 (M) Introduction to Statistical Theory (3,3S) Elementary theory of probability, sampling distributions, estimation and testing of hypotheses. Prereq: year sequence in calculus.

443 (M) Regression Analysis and Analysis of Variance (3) Least squares, simple linear regression, multiple regression, model-1 analysis of variance as an example of regression, orthogonal polynomials, nonlinear regression, adaptation of regression problems for computer programming. Prereq: MTH 442.

444 (M) Nonparametric Statistics (3) Rank order tests; sign test, Wilcoxon test, k-sample tests; tests for randomness and goodness of fit; comparison of tests including large sample power and efficiency. Prereq: MTH 442.

447 (G) Introduction to Probability Theory (4) Topics include discrete and continuous random variables, expectation, joint distributions, moment generating and characteristic functions, the weak law of large numbers, and the central limit theorem. Prereq: MTH 333 or instructor's consent.

448, 449 (G) Mathematical Statistics (4,4S) Statistical models, point estimation, confidence interval estimation, Neyman-Pearson theory, likelihood ratio tests, linear models, regression analysis of variance, analysis of discrete data, nonparametric models, decision theory. Prereq: MTH 447 or instructor's consent.

450, 451 (G) Statistical Design and Analysis of Experiments (4,4S) Linear models and analysis of variance, factorial designs, incomplete and partially balanced designs, response surfaces, existence of various designs. Prereq: MTH 442 and MTH 331 or 411. Last offered 1974.

454, 455 (G) Stochastic Processes (4,4S) Discrete-time Markov chains including random walk, queuing theory, and branching processes; renewal theory; continuous-time Markov chains; second-order processes, prediction, and filtering. Prereq: MTH 447 or instructor's consent. Last offered 1983.

457, 458, 459 (M) Foundations of Mathematics (2-4,2-4,2-4) Offered infrequently, summer session only.

461 (M) Introduction to Differential Equations (3) Linear differential equations, applications, series solutions of differential equations. Prereq: MTH 331.

462 (M) Differential Equations (3) Systems of equations, boundary value problems, Green's functions, special functions. Prereq: MTH 331 or 411 and MTH 461.

465 (M) Fourier Series and Orthogonal Functions (3) Orthogonal functions; mean convergence; Fourier series, Legendre polynomials; Bessel functions. Applications to partial differential equations. Prereq: MTH 332.

466 (M) Fourier and Laplace Integrals (3) Fourier and Laplace transforms and applications to partial differential equations. Prereq: MTH 332 or instructor's consent.

467 (M) Topics in Applied Mathematics (3) Topics selected from integral equations and distribution theory. Prereq: MTH 332 or instructor's consent.

468, 469 (M) Probability and Statistics (2-4,2-4) Offered infrequently, summer session only.

478, 479 (M) Algebra (2-4,2-4) Offered infrequently, summer session only.

487, 488, 489 (G) Geometry (4,4,4) Euclidean and Lobachevskian geometry; area theory; ruler and compass constructions; elements of projective geometry; subgeometries of projective geometry; geometric transformations. Primarily for mathematics teachers. Prereq: year sequence in calculus and senior or graduate standing, or instructor's consent. Not offered 1988-90.

498, 499 (M) Analysis (2-4,2-4) Offered infrequently, summer session only.

Graduate

501 Research (1-9R) P/N only

503 Thesis (1-12R) P/N only

505 Reading and Conference: [Term Subject] (1-5R)

507 Seminar: [Term Subject] (1-5R) Topics include Algebraic Geometry, Cohomology and Sheaves, Cohomology of Groups, Functional Analysis, Integral Quadratic Forms, Morse Theory, Noncommutative Harmonic Analysis, Representations of Finite Groups, Semigroups of Operators, and Semisimple Lie Algebras.

510 Experimental Course: [Term Subject] (1-5R)

511 Mathematical Concepts for the M.B.A. Student (4) Algebra and geometry of real Euclidean space. The concepts of calculus, both single- and multiple-variable; applications of calculus to business and economics. Prereq: enrollment in Master of Business Administration (M.B.A.) degree program. Last offered 1984.

521, 522, 523 Partial Differential Equations (4-5, 4-5,4-5S) Cauchy-Kowalewsky theorem, first-order systems, classification of second-order equations, boundary-value problems for the Laplace and Poisson equations, initial value, and mixed problems. Prereq: MTH 433 and MTH 331 or 411; MTH 421 recommended.

531, 532, 533 Linear Analysis in Applied Mathematics (4-5,4-5,4-5S) Theory of integral equations, calculus of variations, partial differential equations, boundary value problems, linear operators, integral transforms, spectral theory, distributions, eigenfunction expansions with applications. Primarily for physical science majors. Prereq: MTH 333, 461, and 421 or equivalent, or instructor's consent. Last offered 1977.

534, 535, 536 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: MTH 412, 433, 461 and an introductory course in numerical analysis, or instructor's consent.

541, 542, 543 Abstract Algebra (4-5,4-5,4-5S) Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras.

547, 548, 549 Differential Geometry (4-5,4-5,4-5S) Topics include curvature and torsion, Serret-Frenet formulas, theory of surfaces, differentiable manifolds, tensors, and forms and integration.

551, 552, 553 Theory of Functions of a Real Variable (4-5,4-5,4-5S) Measure and integration, Hilbert and Banach spaces, and related topics.

554, 555, 556 Theory of Functions of a Complex Variable (4-5,4-5,4-5S) The theory of Cauchy, power series, contour integration, analytic continuation, entire functions, and related topics.

561, 562, 563 Modern Theories in Analysis (4-5, 4-5,4-5S) Measure theory, Banach spaces and algebras, analysis in topological groups; modern functional analysis; emphasis on connections with classical analysis and applications to harmonic analysis.

571, 572, 573 Topology (4-5,4-5,4-5S) General and point-set topology, introduction to algebraic topology.

579, 580 Algebra (2-4,2-4) Offered infrequently, summer session only.

581, 582, 583 Theory of Estimation and Testing Hypotheses (4-5,4-5,4-5S) Uniformly most powerful tests; unbiased tests; invariant tests; minimax tests; the univariate and multivariate general linear hypothesis. Minimum variance unbiased estimation.

584, 585, 586 Theory of Probability (4-5,4-5,4-5S) Measure and integration, probability spaces, laws of large numbers, the central limit theory, conditioning, martingales, random walks.

589 Geometry (2-4) Offered infrequently, summer session only.

591, 592, 593 Advanced Mathematical Statistics (4-5,4-5,4-5S) Topics selected from analysis of variance and design of experiments; nonparametric statistics; multivariate analysis; large sample theory; sequential analysis.

598, 599 Analysis (2-4,2-4) Offered infrequently, summer session only.

Medieval Studies

175 Prince Lucien Campbell Hall
Telephone (503) 686-4802
Mavis Howe Mate, Committee Chair

Steering Committee

James L. Boren, English
Thomas A. Brady, History and Religious Studies
Emmanuel S. Hatzantonis, Romance Languages
Mavis Howe Mate, History
A. Dean McKenzie, Art History
Helmut R. Plant, Germanic Languages and Literatures
Richard A. Sundt, Art History

Minor Requirements

A minor in Western Medieval Studies provides students with an interdisciplinary background that provides a good base for graduate work in a more specialized area. This minor may be substituted for one arts and letters cluster.

The interdisciplinary minor in Western Medieval Studies requires 31-36 credits, as follows:

Course Requirements	**31-36 credits**
History of Western Art (ARH 205)	3
Chaucer (ENG 428)	3
Middle Ages (HST 421, 422, 423)	9
Dante and His Times (ITAL 464)	4
One art history course selected from the list below	3
Additional electives, chosen from list below	9-14

Electives

History majors must take four courses from the following list of electives, and other majors must take three, excluding courses that count for the major.

Art History. History of Western Architecture (ARH 312), Medieval Iconography and Literary Sources (ARH 324), Medieval Art and Architecture in Germany (ARH 325), Western Medieval Art (ARH 424, 425, 426), Early Medieval Architecture (ARH 427), Romanesque Architecture (ARH 428), Gothic Architecture I, II (ARH 429, 430)

English. Old English Literature in Translation (ENG 424), Introduction to Middle English (ENG 426), Middle English Literature (ENG 427), *Troilus and Criseyde* (ENG 429)

Germanic Languages and Literatures. Medieval German Literature in Translation (GER 255)

History. The Age of Discoveries (HST 310), Early Social Thought (HST 425)

Humanities. Studies in Medieval Culture: [Term Subject] (HUM 351)

Philosophy. History of Ancient Philosophy (PHL 303)

Religious Studies. History of Christianity (R 322)

Romance Languages. Dante and His Times (ITAL 465, 466), Medieval Spanish Literature (SPAN 312)

Two years of Latin are also recommended.

Students should plan their programs as early as possible with the aid of a Steering Committee faculty adviser. With the adviser's consent, a course numbered 407, 408, or 410 may be substituted for one of the elective courses. Grades of mid-C or better must be earned in all courses applied toward the minor; at least five of the courses must be taken at the University of Oregon. For more information, contact the Committee chair.

Neuroscience

219 Huestis Hall
Telephone (503) 686-4556
Russell D. Fernald, Institute Director

Participating Faculty

William E. Bradshaw, Biology
Frederick W. Dahlquist, Chemistry
Judith S. Eisen, Biology
Russell D. Fernald, Biology
Barbara Gordon-Lickey, Psychology
Marvin Gordon-Lickey, Psychology
Philip Grant, Biology
Steven Keele, Psychology
Daniel P. Kimble, Psychology
Charles B. Kimmel, Biology
Gary A. Klug, Physical Education and Human Movement Studies
Richard Marrocco, Psychology
Michael I. Posner, Psychology
William Roberts, Biology
Kent A. Stevens, Computer and Information Science
Terry Takahashi, Biology
Nathan J. Tublitz, Biology
Tadmiri R. Venkatesh, Chemistry
Janis Weeks, Biology
Monte Westerfield, Biology
James A. Weston, Biology
Marjorie Woollacott, Physical Education and Human Movement Studies

Graduate Study in Neuroscience

Neuroscience is an interdisciplinary study concerned with neural development, neural function, and behavior. At the University of Oregon the graduate training program in neuroscience is centered in the Institute of Neuroscience, housed in modern quarters within the science complex. The 22 participating faculty members come from five departments: Biology, Chemistry, Computer and Information Science, Physical Education and Human Movement Studies, and Psychology. Programs of study are offered in the areas of developmental neurobiology, learning and memory, motor control, neural plasticity, and sensory neurophysiology.

Curriculum

In order to obtain essential background in neuroscience, most first-year graduate students choose to take a sequence of core courses, which 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 a lecture course in either neurochemistry, neuroethology, or developmental neurobiology. Elective courses are available in a large variety of subjects (see listing under Courses in Neuroscience).

Faculty-Student Seminars. Faculty members and graduate students participate in weekly informal seminars that feature lively discussion of research papers in specific areas of neuroscience. Faculty members and students also participate in the Neuroscience Seminar, a weekly series featuring visiting scientists. The purpose of the Neuroscience Seminar is to keep both the faculty and students abreast of current developments within the broad field of neuroscience.

Research. Students are encouraged to begin participating in laboratory research at the very beginning of their graduate training. A laboratory rotation program is directed toward this objective. In the rotation program new students are invited to participate in the activities of a different laboratory group during each of the three terms of the first year. Participation may include carrying out a research project, joining in ongoing experiments, or participating in 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 will be reviewed by the Neuroscience faculty as well as the departmental admission committee. Specific questions regarding prerequisites and deadlines may be obtained by writing directly to one of the participating departments, University of Oregon, Eugene OR 97403. Additional information about the Institute of Neuroscience may be obtained by writing to:

Graduate Secretary
Institute of Neuroscience
University of Oregon
Eugene OR 97403

See also the Research Institutes section of this bulletin.

Neuroscience Courses

Biology. Vertebrate Endocrinology (BI 411), Endocrinology Laboratory (BI 412), Comparative Physiology (BI 413), General and Comparative Physiology (BI 414), Cellular Neurophysiology (BI 415), Comparative Neurobiology (BI 416), Neuroanatomy (BI 417), Neuroanatomy Laboratory (BI 418), Cellular Neurophysiology Laboratory (BI 419), Neurochemistry (BI 420), Biological Clocks (BI 421), Cell Motility (BI 428), Eukaryotic Gene Regulation (BI 451), Developmental Neurobiology (BI 456), Membrane Structure and Function (BI 489), Animal Behavior (BI 490), Principles of Microscopic Techniques (BI 523, 524, 525)

Chemistry. Organic Chemistry (CH 331, 332, 333), Introductory Organic Laboratory (CH 337, 338), Biochemistry (CH 461, 462, 463), Biochemistry Laboratory (CH 464)

Computer and Information Science. Artificial Intelligence (CIS 571), Visual Information Processing (CIS 574)

Physical Education and Human Movement Studies. Motor Learning (PEP 332), Motor Skill Learning (PEP 533), Advanced Motor Skill Learning (PEP 534), Theory of Motor Control and Learning (PEP 535), Neurological Mechanisms Underlying Human Movement (PEP 536), Motor Development (PEP 567)

Psychology. Experimental Course: Biology of Learning (PSY 410), Learning and Memory (PSY 433), Cognition (PSY 435), Human Performance (PSY 436), Psychology of Perception (PSY 438), Brain Mechanisms of Behavior (PSY 445), The Integrative Action of the Nervous System (PSY 448), Sensory Processes (PSY 449), Hormones and Behavior (PSY 450), Cognitive Development (PSY 475), Language Acquisition (PSY 476)

Peace Studies

338 Prince Lucien Campbell Hall
Telephone (503) 686-5547
Cheyney C. Ryan, Committee Chair

Steering Committee

William Cadbury, Speech
David A. Frank, Speech
Helen Liggett, Planning, Public Policy and Management
David Milton, Sociology
Robert M. O'Brien, Sociology
Cheyney C. Ryan, Philosophy

The Peace Studies program offers students the opportunity to study, in systematic fashion, 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 the alternative 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 additonal requirements for admission to the program.

Minor Requirements

The interdisciplinary minor in Peace Studies requires a minimum of 27 credits, 15 of which must be upper division. A grade of mid-C or better must be earned in each of the nine courses taken to fulfill requirements for the Peace Studies minor. Course requirements consist of three 3-credit core courses and two 3-credit courses selected from each of the three groups listed below.

Core

Choose three courses for a total of 9 credits:

Social and Political Philosophy (PHL 307)
Seminar: Conflict and Negotiation (RHCM 407G or 507)
Seminar: Nonviolence and Peacemaking (TCF 407G)
Irenology: The Study of Peace (PS 421)

Group One: Conditions that Give Rise to Violence

Choose two courses for a total of 6 credits:

History. War and the Modern World (HST 216), History of American Foreign Relations since 1941 (HST 321, 322), The United States and the Problems of the Nuclear Age (HST 387), History of South Africa (HST 415G)

International Studies. Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252)

Political Science. Crisis in Central America (PS 235), International Political Economy (PS 449G), National Security Policy (PS 496G)

Psychology. Prejudice (PSY 415M), Social Psychology I: Attitudes and Social Behavior (PSY 456G)

Sociology. Race, Class, and Ethnic Groups in America (SOC 212), Sociology of Race Relations (SOC 445G), Comparative Class Systems (SOC 452G), Systems of War and Peace (SOC 464G)

Group Two: Values and Arrangements for Transcending Violence

Choose two courses for a total of 6 credits:

International Studies. Introduction to World Value Systems (INTL 250)

Philosophy. Contemporary Moral Issues (PHL 205), Law and Society (PHL 344)

Planning, Public Policy and Management. Introduction to Environmental Studies (PPPM 331), Seminar: Community Economic Development (PPPM 407G), Community and Regional Development (PPPM 440G), Citizen Participation (PPPM 461G)

Political Science. Political Ideologies (PS 225), Environmental Politics (PS 497G)

Sociology. Sociology of Developing Areas (SOC 450G)

Women's Studies. History and Development of Feminist Theory (WST 412M)

Group Three: Strategies for Achieving Peace

Choose two courses for a total of 6 credits:

History. American Radicalism (HST 307, 308)

Planning, Public Policy and Management. Community Organization (PPPM 447G)

Political Science. International Protection of Human Rights (PS 419G), International Organization (PS 420G), International Law (PS 422G), Community Politics I (PS 490G)

Sociology. Social Issues and Social Movements (SOC 215)

Speech. Seminars: Conflict and Negotiation (RHCM 407G)*, Nonviolence and Peacemaking (TCF 407G)*
*unless used as a core course

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 of the group courses. To speak with an adviser, or for further information on Peace Studies, students should contact the Committee chair.

Philosophy

338 Prince Lucien Campbell Hall
Telephone (503) 686-5547
Cheyney C. Ryan, Department Head

Faculty

Henry A. Alexander, Jr., Associate Professor (epistemology, history of philosophy). B.A., 1947, Princeton; M.A., 1951, Ph.D., 1955, California, Berkeley. (1964)

William E. Davie, Associate Professor (ethics, Wittgenstein, history of philosophy). B.A., 1964, Washington (Seattle); Ph.D., 1969, California, Irvine. (1968)

Robert T. Herbert, Professor (metaphysics, philosophy of religion). B.A., 1952, M.A., 1954, Ph.D., 1962, Nebraska. (1966)

Don S. Levi, Associate Professor (logic, philosophy of mathematics). B.A., 1956, Wisconsin, Madison; M.A., 1961, Ph.D., 1962, Harvard. (1964)

Cheyney C. Ryan, Associate Professor (political philosophy, philosophy of social science, philosophy of law). M.A., 1973, Ph.D., 1974, Boston. (1974)

John J. Stuhr, Professor (American philosophy, contemporary continental philosophy, political philosophy). B.A., 1973, Carleton; M.A., 1975, Ph.D., 1976, Vanderbilt. (1987)

Catherine W. Wilson, Associate Professor (philosophy of science, philosophy of language, aesthetics). B.A., 1972, Yale; B.Phil., 1974, Oxford; Ph.D., 1977, Princeton. (1978)

Arnulf Zweig, Professor (Kant, philosophy of law, history of philosophy). B.A., 1952, Rochester; Ph.D., 1960, Stanford. (1956)

Emeritus

John Wisdom, Professor Emeritus (philosophical methods). B.A., 1923, M.A., 1934, Cambridge. (1968)

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

Undergraduate Studies

The Department of Philosophy offers many lower- and upper-division courses of interest to students in areas of concentration other than philosophy. A major program leading to either the bachelor of arts (B.A.) or the bachelor of science (B.S.) degree is also available. Freshmen and transfer students planning to study philosophy should be prepared to read rather difficult prose, because virtually all courses in the Department use primary rather than secondary sources. The ability to write precise, analytical, coherent essays is also essential in most Philosophy courses.

Major Requirements

The minimum major requirement is 45 credits of course work in Philosophy with grades of C– or P (pass) or better, including 36 credits in upper-division courses. The 45-credit requirement must include any three terms from the History of Ancient Philosophy (PHL 301, 302, 303) or the History of Modern Philosophy (PHL 304, 305, 306), one term of Symbolic Logic (PHL 461, 462) or History of Logic (PHL 455, 456), and 6 credits in courses on the works of specific authors. Courses of study must be arranged in consultation with the undergraduate major adviser.

Minor Requirements

The minimum requirement for a Philosophy minor is 24 credits in Philosophy with grades of C– or P (pass) or better, including 15 upper-division credits. The 15 credits must include any three terms from the History of Ancient Philosophy (PHL 301, 302, 303) or the History of

Modern Philosophy (PHL 304, 305, 306) and 3 credits on the works of specific authors.

Honors

Any Philosophy major may, by fulfilling the requirements described below, graduate with honors.

Grade Point Average. To enter the honors program, the student must have a grade point average (GPA) of at least 3.00 in Philosophy courses at the end of the junior year; to complete the program the student must have a GPA of at least 3.50 in Philosophy courses at the end of the senior year.

Courses. Besides those courses required of all Philosophy majors, a candidate for honors must take an additional 6 credits of the 45 credits in Philosophy at the 400 level.

Senior Thesis. The candidate must write an honors thesis under the guidance of a member of the Philosophy faculty chosen as thesis adviser. The thesis must be a substantial piece of work, and it may be a revised and expanded version of a term paper. The thesis requires approval by the thesis adviser only.

Upon fulfilling these requirements, the candidate is then approved to receive a bachelor's degree with honors.

Graduate Studies

The Department offers a graduate program leading to the master of arts (M.A.) and the doctor of philosophy (Ph.D.) degrees. The department's graduate offerings are intended to meet the needs of three types of students: (1) those preparing to work for the Ph.D. in philosophy with a goal of teaching and research; (2) those not intending to take further graduate work in philosophy after earning a master's degree; (3) those interested in philosophy as part of a program with a major in another department.

The Department's graduate program offers the possibility of concentration in various areas of philosophy, e.g., ethics, theory of knowledge, philosophy of mind, metaphysics, aesthetics, legal philosophy, philosophy of language. Each student's graduate program is individually determined in consultation with an advisory committee. Advanced work in mathematical logic, phenomenology, and Oriental philosophy is not currently offered at the University.

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests, to help the Department's Admissions Committee decide whether ours is the most appropriate philosophy department for the applicant's goals. Applicants are urged to read some of the publications of faculty members in the Department in order to see the sort of work being done here.

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 professors) familiar with the applicant's academic background. The Graduate Record Examinations (GRE) are recommended though not a formal requirement for admission. Applicants should write to the Department, explaining their interest in graduate studies at the University and requesting an Application for Graduate Admission. The first copy and one complete set of transcripts, together with the $25.00 application fee, should be sent to the Office of Admissions and Records, 240 Oregon Hall. The other four copies of the application, along with another set of transcripts, should be forwarded to the Department of Philosophy. Confidential report forms should be sent directly to the Department by the professors recommending the applicant.

Graduate teaching fellowships (GTFs) are the only form of financial aid available in the Philosophy Department. An application form will be provided upon request.

Two or more years are generally required to complete the master's degree.

Philosophy Courses (PHL)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201 Introduction to Philosophy: Ethics (3) Philosophical study of morality, e.g., ethical relativism; justification of moral judgments; concepts of duty, right, and wrong.

202 Introduction to Philosophy: Theory of Knowledge (3) Philosophical analysis of problems of knowledge, e.g., empiricism; rationalism; skepticism; the problems of a priori knowledge, perception, sense data.

203 Introduction to Philosophy: Metaphysics (3) Some classical metaphysical problems, e.g., substance, universals, causality, mind and body, the nature and justification of metaphysical claims.

204 Introduction to Philosophy of Religion (3) Philosophical analysis and justification of religious claims and concepts, e.g., God, the soul, immortality.

205 Contemporary Moral Issues (3) Philosophical problems connected with such topics as civil disobedience, the morality of war, abortion, conscription, compensatory justice.

206 Science and Humanity (3) Philosophical problems concerning the nature of scientific explanation and its implications concerning the nature of humanity and human actions.

210 Free Will and Determinism (3) Philosophical investigation of such topics as behaviorism, foreknowledge and free will, indeterminism and determinism, human action and responsibility.

212 Existentialism (3) Basic ideas of the Christian and atheistic divisions of the existentialist movement; some attention to the philosophical situation that has generated the existentialist rebellion.

221 Elementary Logic (3) Introduction to the study of reasoning. How to recognize, analyze, criticize, and construct the main types of argument and proof.

222 Elementary Aesthetics (3) Study of aesthetic fact and value and of the relation of aesthetic interest to other human interests, such as the moral, the intellectual, and the religious.

Upper Division

301, 302, 303 History of Ancient Philosophy (3,3,3) Survey of the history of philosophy from the pre-Socratic through the medieval period, with particular attention to Plato and Aristotle.

304, 305, 306 History of Modern Philosophy (3,3,3) Survey of the history of Western philosophy from Descartes through the 20th century.

307, 308, 309 Social and Political Philosophy (3,3,3) Major social and political theorists from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

321, 322 Theory of Knowledge (3,3) The source, certainty, and limits of human knowledge; the ground and nature of belief. Rationalism, empiricism, and skepticism; theories of perception; the problem of abstraction; the nature of truth. Prereq: two previous courses in Philosophy or instructor's consent.

323, 324 Ethics (3,3) Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements. Prereq: one previous course in Philosophy.

325, 326 Philosophy of Language (3,3) Philosophical theories of language and meaning; ideals and methods of clarification; definition analysis; philosophy as study of language. Selected readings. Prereq: one previous course in Philosophy.

331 Philosophy in Literature (3) Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prereq: one previous course in Philosophy.

339, 340 Introduction to Philosophy of Science (3,3) Analysis of basic concepts of science such as "explanation," "chance," and "causation." The nature of mathematics and its relation to science. Prereq: one previous course in Philosophy.

344 Law and Society (3) Major philosophical and political issues raised by the institution of law. Topics include the justification of the legal order, the nature of legal reasoning, and the legitimacy of punishment. Prereq: one previous course in Philosophy.

350, 351 Metaphysics (3,3) Traditional issues in metaphysics selected from among such topics as substance, existence, time, causation, God, the nature of persons, and the meaningfulness of metaphysics. Prereq: two previous courses in Philosophy or instructor's consent.

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Recent topics have included Heidegger, History and Philosophy of Science, Omniscience and Freedom, Private Language, Problems of Knowledge, Rationalism, Theory of Action, and Theory of Knowledge.

410 (G) Experimental Course: [Term Subject] (Arr,R)

411 (G) Plato (3) Analysis of Plato's major dialogues. Prereq: 9 credits in Philosophy or instructor's consent.

413 (G) Aristotle (3) Aristotle's major writings on theory of knowledge, metaphysics, and ethics. Prereq: 9 credits in Philosophy or instructor's consent.

416 (G) Descartes (3) Descartes's writings on method, knowledge, philosophy of mind, and metaphysics. Prereq: 9 credits in Philosophy or instructor's consent.

419 (G) Locke (3) A study of Locke's account of knowledge, language, personal identity, substance, and his distinction between primary and secondary qualities. Prereq: 9 credits in Philosophy or instructor's consent.

423 (G) Leibniz (3) Leibniz' writings on logic and metaphysics. Prereq: 9 credits in Philosophy or instructor's consent.

425 (G) Berkeley (3) Berkeley's major writings on knowledge and perception. Prereq: 9 credits in Philosophy or instructor's consent.

427 (G) Hume (3) Hume's writings on knowledge, morals, and religion. Prereq: 9 credits in Philosophy or instructor's consent.

429, 430 (G) Kant (3,3) Kant's major writings in epistemology, ethics, and the philosophy of religion: *Critique of Pure Reason, Foundations of the Metaphysics of Morals, Critique of Practical Reason, Religion Within the Limits of Reason Alone.* Prereq: 9 credits in Philosophy or instructor's consent.

433, 434, 435 (G) Advanced Ethics (3,3,3) Classical problems and authors in moral philosophy and 20th-century controversies in ethical theory, e.g., emotivism, the naturalistic fallacy, act and rule utilitarianism, duty and supererogation. Prereq: 9 credits in Philosophy or instructor's consent.

436, 437 (G) Hegel and Marx (3,3) Central philosophical and social theories of Hegel and Marx including consideration of the relation of their work. Prereq: one previous course in Philosophy.

438 (G) Kierkegaard (3) Examination of Kierkegaard's major philosophical writings. Prereq: 9 credits in Philosophy or instructor's consent.

439, 440 (G) Philosophy of Religion (3,3) Study of issues such as the nature of faith, proofs for the existence of God, the nature of divine attributes, the problem of evil, and religious ethics. Prereq: 9 credits in Philosophy or instructor's consent.

441, 442, 443 (G) Aesthetics (3) Systematic study of the meaning and value of aesthetic experience in everyday life and in the arts: painting, music, literature, etc. Prereq: 9 credits in Philosophy or instructor's consent.

444 (G) Philosophy of Law (3) Theories of law and jurisprudence; theories of guilt and punishment; law and morality; the nature of legal reasoning. Prereq: 9 credits in Philosophy or instructor's consent.

447, 448 (G) Wittgenstein (3,3) Study of Wittgenstein's *Tractatus Logico-philosophicus, Philosophical Investigations,* and several minor works. Prereq: 9 credits in Philosophy or instructor's consent.

453, 454 (G) Analytic Philosophy (3,3) Recent analytic philosophy; emphasis on the writings of the logical positivists, their predecessors, and contemporary British "linguistic" philosophers. Prereq: 9 credits in Philosophy or instructor's consent.

455, 456 (G) History of Logic (3,3) Writers in the philosophy of logic, e.g., Plato, Aristotle, the Stoics, Ockham, Frege, and Strawson. Prereq: 9 credits in Philosophy or instructor's consent.

458, 459 (G) Philosophy of Mind (3,3) Analysis of some basic concepts of psychology such as "mind" and "behavior"; discussion of the mind-body problem and of methodological issues in psychology. Prereq: 9 credits in Philosophy or instructor's consent.

461, 462 (G) Symbolic Logic (3,3) The critical results of mathematical logic, e.g., the completeness and undecidability of the predicate calculus, the essential incompleteness of elementary number theory, set and recursive function theory.

463 (G) Philosophy of Mathematics (3) The status of mathematical theorems and formulas; truth and falsity, necessity, justification in mathematics; Hilbert's program; Frege; mathematics and the world. Prereq: 9 credits in Philosophy or instructor's consent.

468 (G) Problems in Philosophy of Science (3) Concepts important to the development of natural science, including natural law, explanation, scientific method, reduction, and causation. Readings from Classical and modern sources. Prereq: 9 credits in Philosophy or instructor's consent.

480, 481, 482 (G) Philosophy of the Social Sciences (3,3,3) Inquiry into the possibility of a science of society. Holism and methodological individualism; behaviorism; value neutrality. Selected special topics such as ideology, relativity of concepts, and ethnolinguistics.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent topics include Metaphysics and Practical Reasoning.

511, 512, 513 Problems of Knowledge (3,3,3) Examination of attempts at philosophical analysis and justifications of knowledge; perception, memory, induction, the self and other selves. Prereq: 9 credits in Philosophy or instructor's consent.

514, 515, 516 Ethical Theory (3,3,3) Examination of contemporary ethical theory. Prereq: 9 credits in Philosophy or instructor's consent.

517, 518 Problems in Philosophy of Language (3,3) Analysis of current issues in the Philosophy of language. Prereq: 9 credits in Philosophy or instructor's consent.

523, 524 Problems in Philosophy of Mind (3,3) Current literature on perception, action, intention, motives and causes, other minds. Prereq: 9 credits in Philosophy or instructor's consent.

Physics

122 Science I
Telephone (503) 686-4751
David K. McDaniels, Department Head
David R. Sokoloff, Associate Department Head
Jack C. Overley, Associate Department Head for Graduate Studies

Faculty

Dietrich Belitz, Assistant Professor (condensed matter theory). Dip.Phys., 1980, Dr.rer.nat., 1982, Technical University of Munich. (1987)

James E. Brau, Professor (experimental elementary particle physics). B.S., 1969, United States Air Force Academy; M.S., 1970, Ph.D., 1978, Massachusetts Institute of Technology. (1988)

J. David Cohen, Associate Professor (solid state physics); Director, Materials Science Institute. B.S., 1968, Washington (Seattle); Ph.D., 1976, Princeton. (1981)

Bernd Crasemann, Professor (atomic physics). A.B., 1948, California, Los Angeles; Ph.D., 1953, California, Berkeley. (1956)

Paul L. Csonka, Professor (elementary particle theory). Ph.D., 1963, Johns Hopkins. On leave 1988-89. (1968)

Nilendra G. Deshpande, Professor (elementary particle theory); Director, Institute of Theoretical Science. B.Sc., 1959, M.Sc., 1960, University of Madras; Ph.D., 1965, Pennsylvania. (1975)

Russell J. Donnelly, Professor (physics of fluids, superfluidity, astrophysics). B.Sc., 1951, M.Sc., 1952, McMaster University; M.S., 1953, Ph.D., 1956, Yale. (1966)

Marvin D. Girardeau, Professor (many-body theory, statistical mechanics). B.S., 1952, Case Institute of Technology; M.S., 1954, Illinois; Ph.D., 1958, Syracuse. (1963)

Amit Goswami, Professor (theoretical nuclear physics). M.Sc., 1960, Ph.D., 1964, Calcutta. (1968)

Roger Haydock, Professor (solid state theory). B.A., 1968, Princeton; M.A., Ph.D., 1972, Cambridge. On leave 1988-89. (1982)

Rudolph C. Hwa, Professor (elementary particle theory). B.S., 1952, M.S., 1953, Ph.D., 1957 (electrical engineering), Illinois; Ph.D., 1962, Brown. (1971)

James N. Imamura, Assistant Professor (astrophysics). B.A., 1974, California, Irvine; M.A., 1978, Ph.D., 1981, Indiana. (1985)

Stephen D. Kevan, Associate Professor (solid state physics). B.A., 1976, Wesleyan; Ph.D., 1980, California, Berkeley. (1985)

Harlan W. Lefevre, Professor (nuclear physics). B.A., 1951, Reed; M.S., 1957, Idaho; Ph.D., 1961, Wisconsin, Madison. (1961)

Brian W. Matthews, Professor (protein crystallography). B.Sc., 1959, B.Sc. (Honors, 1st class), 1960, Ph.D., 1964, University of Adelaide. (1970)

David K. McDaniels, Professor (nuclear physics). B.S., 1951, Washington State; M.S., 1958, Ph.D., 1960, Washington (Seattle). (1963)

Stanley J. Micklavzina, Instructor (physics education). B.S., 1982, M.S., 1985, Oregon. (1985)

Michael J. Moravcsik, Professor (elementary particle theory). A.B., 1951, Harvard; Ph.D., 1956, Cornell. (1967)

Gerard F. Moseley, Professor (radio astronomy); Vice-Provost for Student Affairs. B.S., 1962, Randolph-Macon; M.S., 1964, Ph.D., 1969, Yale. (1978)

John T. Moseley, Professor (molecular physics); Vice-President for Research. B.S., 1964, M.S., 1966, Ph.D., 1969, Georgia Institute of Technology. (1979)

Thomas W. Mossberg, Professor (quantum optics). A.B., 1973, Chicago; M.A., 1975, Ph.D., 1978, Columbia. (1987)

Jack C. Overley, Professor (nuclear physics). B.S., 1954, Massachusetts Institute of Technology; Ph.D., 1960, California Institute of Technology. (1968)

Kwangjai Park, Professor (physics of fluids, solid state physics). B.A., 1958, Harvard; Ph.D., 1965, California, Berkeley. (1966)

George W. Rayfield, Professor (biophysics, low-temperature physics). B.S., 1958, Stanford; Ph.D., 1964, California, Berkeley. (1967)

Michael G. Raymer, Associate Professor (quantum optics and chemical physics). B.A., 1974, California, Santa Cruz; Ph.D., 1979, Colorado. (1988)

Stephen J. Remington, Assistant Professor (protein crystallography). B.S., 1971, Oregon State; Ph.D., 1977, Oregon. (1985)

David R. Sokoloff, Associate Professor (physics education). B.A., 1966, City University of New York, Queens; Ph.D., 1972, Massachusetts Institute of Technology. (1978)

Davison E. Soper, Professor (elementary particle theory). B.A., 1965, Amherst; Ph.D., 1971, Stanford. (1977)

Martin Wybourne, Associate 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)

Ira G. Nolt, Senior Research Associate (atmospheric physics, infrared astronomy). B.S., 1960, Franklin and Marshall; Ph.D., 1967, Cornell. On leave 1988-89. (1970)

J. V. Radostitz, Research Associate (scientific instrumentation). (1966)

Frank Vignola, Senior Research Associate (solar energy). B.A., 1967, California, Berkeley; M.S., 1969, Ph.D., 1975, Oregon. (1977)

Emeriti

Shang-Yi Ch'en, Professor Emeritus (atomic spectroscopy). B.S., 1932, M.S., 1934, Yenching; Ph.D., 1940, California Institute of Technology. (1949)

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)

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

Undergraduate Studies

Physics, the most basic of the natural sciences, is concerned with the discovery and development of the laws that describe our physical universe. Because of its fundamental nature, the study of physics is essential for all who work in the natural sciences and for all students who want to comprehend our technological world. The Department of Physics offers a variety of courses for these nonmajors as well as for prehealth science students.

Preparation. Entering freshmen should have taken as much high school mathematics as possible, planning to start calculus in their freshman year. High school study of one of the scientific languages—French, German, or Russian—is desirable, as is study of physics and chemistry.

Transfer students from two-year colleges should prepare themselves for upper-division course work in physics by taking one year of differential and integral calculus (the equivalent of MTH 201, 202, 203), one year of general physics with laboratory (the equivalent of either PH 201, 202, 203 or PH 211, 212, 213 ***and*** PH 204, 205, 206) and one year of general chemistry with laboratory (the equivalent of CH 104,

105, 106 and CH 107, 108, 109). 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 strongly for admission to medical and other professional schools.

Major Requirements

Because of the sequential nature of Physics courses, it is imperative to start planning a major program in Physics early. Interested students should consult the advising coordinator in the Department of Physics near the beginning of their studies. Requirements for the bachelor's degree are outlined below.

Complete requirements are listed under Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this bulletin. In addition, for the B.A. degree, the language and literature requirements 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:

General Physics (PH 201, 202, 203) or General Physics with Calculus (PH 211, 212, 213)

Introductory Physics Laboratory (PH 204, 205, 206)

Introduction to Modern Physics (PH 214)—waived if Introduction to Quantum Mechanics (PH 451) is completed

Calculus (MTH 201, 202, 203)

General Chemistry with laboratories (CH 104, 105, 106 and CH 107, 108, 109)

Complete at least eight upper-division graded courses in Physics, including Classical Mechanics (PH 324, 325) and Electricity and Magnetism (PH 441, 442). At least six of these must be lecture rather than laboratory courses. Only courses graded C- or better count toward this requirement. Exceptions to this rule must be approved by the head of the Department of Physics. Courses beyond the minimum requirement may be taken pass/no pass (P/N). Courses numbered 400-410 may not be included without the explicit approval 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 University and one in engineering from OSU. For more information, see the **Engineering, Preparatory** section of this bulletin.

Minor Requirements

Students seeking a Physics minor must complete a minimum of 24 credits in Physics, of which at least 15 must be upper division. These credits must include one of the following sequences: Classical Mechanics (PH 324, 325), Thermodynamics and Statistical Physics (PH 351, 352), or Electricity and Magnetism (PH 441, 442). All courses may be taken either graded or pass/no pass.

Note: General Physics (PH 201, 202, 203) or General Physics with Calculus (PH 211, 212, 213) is prerequisite to all upper-division Physics courses and should normally constitute part of the minor program. Substitutions may be made with the permission of the Physics advising coordinator.

Secondary School Teaching

The Department of Physics offers work for preparation to teach physics in public secondary schools. Certification as an Oregon secondary teacher with the Physical Science endorsement (physics option) requires satisfactory completion of a program of teacher preparation, which includes subject matter preparation in the teaching specialty and in professional education, as well as recommendation of the institution in which the preparation is completed. The Physics Department offers work toward initial, or Basic, Oregon certification and toward Standard certification. For specific information regarding requirements for the Physical Science endorsement (physics option), students should consult the Physics Department adviser for teacher education and the staff in the Teacher Education Office of Student Services.

Honors

To be recommended by the faculty for graduation with honors, a student normally must complete at least 10 upper-division Physics courses and earn at least a 3.50 grade point average in these courses.

Graduate Study Preparation

Students planning to go on to graduate study in Physics are advised to include in their programs Classical Mechanics (PH 324, 325), Thermodynamics and Statistical Physics (PH 351, 352), Electricity and Magnetism (PH 441, 442), Introduction to Quantum Mechanics (PH 451, 452, 453), Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333), and additional advanced work in mathematics such as differential equations, boundary value problems, special functions, and functions of a complex variable. Study of French, German, or Russian is strongly recommended, because proficiency in one of these languages is required by some graduate schools.

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	**30 credits**
General Physics with Calculus (PH 211, 212, 213)	12
Introductory Physics Laboratory (PH 204, 205, 206)	6
Calculus (MTH 201, 202, 203)	12
Sophomore Year	**39 credits**
Introduction to Modern Physics (PH 214)	4
Classical Mechanics (PH 324, 325)	8
Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333)	12
General Chemistry (CH 104, 105, 106) with laboratories (CH 107, 108, 109)	15
Junior Year	**28 credits**
Thermodynamics and Statistical Physics (PH 351, 352)	8
Electricity and Magnetism (PH 441, 442)	8
Mathematics or Physics electives or both	12
Senior Year	**24 credits**
Introduction to Quantum Mechanics (PH 451, 452, 453) *or* PH 451 and Mathematics or Physics electives or both	12
Electives chosen from modern physics (PH 421, 422, 423), electronics (PH 461, 462, 463, 464), optics (PH 431, 432, 434, 435), and Advanced Physics Laboratory (PH 473)	12

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. Transfer students should complete the following Physics and Mathematics courses.

Junior Year	**32 credits**
Introduction to Modern Physics (PH 214)	4
Classical Mechanics (PH 324, 325)	8
Thermodynamics and Statistical Physics (PH 351, 352)	8
Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333)	12
Senior Year	**16+ credits**
Electricity and Magnetism (PH 441, 442)	8
Physics electives	at least 8
Additional Mathematics	

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 30 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 in separate domes—15 inches, 24 inches, and 32 inches in diameter—the largest governed by computer. All are Cassegrain reflectors. The site has an astronomers' residence building and a caretaker's house. Professional astronomical research is in progress at the observatory on every partially or totally clear night of the year, and the site is staffed year-round.

Admission and Financial Aid

For admission to graduate study, a bachelor's degree in physics or a related area is required with a minimum undergraduate grade point average (GPA) of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examinations (GRE), including the Physics Test, is recommended and strongly urged for international students. Students from non-English speaking countries are required to demonstrate proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL). Each applicant must submit to the Department of Physics one copy of a completed Application for Graduate Admission, one copy of official transcripts of all prior academic work, and three letters of reference from persons well acquainted with the applicant's ability and recent work in physics.

Financial aid is available on a competitive basis to Ph.D. students in the form of graduate teaching or research fellowships (GTFs). Both require approximately 17.5 hours of work a week and provide a stipend and tuition waiver. Normally, new students are eligible only for teaching fellowships.

The sequential nature of most Physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is usually available only to students who begin their studies in the fall.

The deadline for fall admission is August 15, but financial aid applicants must submit all application materials by March 1 to ensure consideration.

Degree Requirements

Entering students should consult closely with their assigned advisers. Students showing a lack of preparation are advised to take the necessary undergraduate courses in order to remedy their deficiencies.

Students should consult the Graduate School section of this bulletin for general University admission and degree requirements. Departmental requirements are outlined in a handbook for incoming students, available in the Department office, and are summarized below.

Master of Science or Arts

Course requirements for a Master of Science (M.S.) in Physics normally include, in addition to the equivalent of the undergraduate Physics degree, two three-term sequences in Physics—at least one at the 500 level—and three 400- or 500-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 30 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, and thermodynamics). The thesis option requires a minimum of 9 credits in Research (PH 501) and Thesis (PH 403).

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 may be completed in four terms.

Doctor of Philosophy

The Physics Department has few course requirements for the doctor of philosophy (Ph.D.) degree, relying primarily on demonstrated competence in the qualifying examination, comprehensive examination, and doctoral dissertation research.

Qualifying Examination. The master's final examination constitutes part of the qualifying examination. The remainder is a written examination given each fall, which covers the graduate physics core (theoretical mechanics, statistical mechanics, quantum mechanics, electromagnetic theory, and methods of mathematical physics). After rectifying any deficiencies in undergraduate background in 400-level courses, students usually prepare for the qualifying examination by taking 500-level courses in the core areas. Students are encouraged to take the examinations as early as possible. The examinations 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. Normally, the advanced studies requirement is satisfied by taking approved course sequences in three of the following groups:

1. Condensed matter physics
2. Nuclear and particle physics
3. Atomic and molecular physics
4. Astronomy and general relativity
5. Experimental and theoretical techniques
6. Interdisciplinary 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.

Physics Courses (PH)

Lower Division

101, 102, 103 Essentials of Physics (3,3,3) For nonscience majors who require a knowledge of fundamental physical principles. Less mathematical preparation is needed than for PH 201, 202, 203. Prereq: high school algebra.

108, 109 Elementary Astronomy (3,3) 108: the solar system: the sun and individual planets; origin of the solar system. **109:** the stellar system and details of our galaxy; the origin and evolution of the universe.

110 Atoms and Nuclei (3) Nonmathematical introduction to the physics of atoms and nuclei, intended for liberal arts students who want an understanding of contemporary scientific thinking without technical details. Not offered 1988-90.

112 Space, Time, and Motion (3) Newton's laws of motion; Newtonian concepts of space and time. Properties of light; development of special and general theories of relativity. Prereq: high school algebra. Not offered 1988-90.

114 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, and possible solutions. Primarily for nonscience majors.

115 The Energy Laboratory (3) The physical principles of energy production and use through practical experiments and simulations. Experiments focus on energy definitions, units, energy production, and conservation. Prereq: high school algebra. Not offered 1988-90.

116 The Sun as a Future Energy Source (3) Applies solar energy physics to human energy problems. Electromagnetic waves, geometrical optics, and thermodynamics of sunlight; stellar energy generation. Solar energy collectors, cells, and furnaces. Prereq: high school algebra.

118 Physics of Light and Color (3) Light and color, their nature, how they are produced, and how they are perceived and interpreted. For students interested in the visual arts; visual arts background helpful.

119 Physics of Science Fiction (3) Basic physics that leads to an appreciation of science fiction. Gravitation; energy and entropy; special relativity; the curvature of space; possibilities of space and time travel. Not offered 1988-90.

120 Frontiers in Astronomy (3) Contemporary astronomy for the nonscientist. Astronomical instruments; planetary science; the origin of life; stars, galaxies, pulsars, black holes, supernovae, quasars; origin and fate of the universe.

121 Lasers (3) The physics and technology of lasers. General concepts of waves, optics, and atomic physics; lasers as devices; and present and planned applications of lasers.

131 Physics of Sound and Music (3) The physics of sound explained in a way particularly useful for Music majors.

154, 155, 156 Physical Science Survey (3,3,3) Introduction to the physical sciences; principles of astronomy, physics, chemistry, meteorology, geological processes, and the human relation to them. Special emphasis on scientific method. Not offered 1988-90.

199 Special Studies: [Term Subject] (1-3R)

201, 202, 203 General Physics (4,4,4S) Introductory sequence for science, prehealth science, and architecture students. Mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Topics vary from term to term. Prereq: MTH 101, 102 or equivalents.

204, 205, 206 Introductory Physics Laboratory (2,2,2S) Practical exploration of the principles studied in general physics lecture. Measurement and analysis methods applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Pre- or coreq: PH 201, 202, 203 or PH 211, 212, 213 or instructor's consent.

207, 208, 209 Introduction to Astronomy and Astrophysics (3,3,3S) Motion in the solar system; evolution and properties of planets. Types of stars; energy generation in stars; stellar evolution. Evolution of galaxies and quasars; cosmology. Prereq: MTH 101, 102 or equivalents. Not offered 1988-89.

211, 212, 213 General Physics with Calculus (4,4,4S) Introductory sequence for science majors and prehealth science students. Covers roughly the same topics as PH 201, 202, 203 but in greater depth. Topics vary from term to term. Pre- or coreq: MTH 201, 202, 203 or equivalents.

214 Introduction to Modern Physics (4) Historical basis for quantum mechanics, the Schrödinger equation, wave-particle duality, uncertainty principle, probabilistic interpretation. Topics in atomic, nuclear, and solid state physics. Prereq: PH 201, 202, 203 or PH 211, 212, 213, MTH 201, 202; pre- or coreq: MTH 203.

220 Cosmology (3) Examination of the quest to understand and explain the origin, form, and motion of the universe. Prereq: introductory course in physics or astronomy and high school algebra. Not offered 1988-90.

Upper Division

Note: General physics and calculus or instructor's consent are prerequisites for all upper-division and graduate courses.

324, 325 Classical Mechanics (4,4S) Fundamental principles of Newtonian mechanics; conservation laws, small oscillations, rigid bodies, planetary motion. Prereq: PH 201, 202, 203 or PH 211, 212, 213; MTH 201, 202, 203.

326 Advanced Mechanics (4) Topics in classical mechanics, such as introduction to Lagrangian and Hamiltonian mechanics or continuum mechanics. Prereq: PH 324, 325; MTH 331, 332.

351, 352 Thermodynamics and Statistical Physics (4,4S) Equations of state, laws of thermodynamics, phase changes, entropy; kinetic theory: collisions, transport, plasmas; statistical physics: phase space, entropy and probability, canonical distribution, quantum statistics. Pre- or coreq: PH 214, 324, 325; MTH 331, 332.

401 Research (Arr,R) P/N only

405 Reading and Conference: [Term Subject] (Arr,R) P/N only

407 (G) Seminar: [Term Subject] (Arr,R)

409 Supervised Tutoring Practicum: [Term Subject] (1-3R) P/N only

410 (G) Experimental Course: [Term Subject] (Arr,R) Computational physics is the current topic.

421 (M) Atomic and Molecular Physics (4) Electronic structure of atoms, spectroscopy, the Zeeman effect, X-rays and inner shell vacancies, molecular bonding, energy levels and spectra of diatomic molecules. Prereq: PH 214 or 451, PH 324, 325, or instructor's consent. Not offered 1988-89.

422 (M) Nuclei and Particles (4) Accelerators, interaction of particles with matter, particle detection, radioactivity, nuclear systematics, nuclear reactions, nuclear models, elementary particles. Prereq: PH 214 or 451, PH 324, 325, or instructor's consent. Not offered 1988-89.

423 (M) Introduction to Solid State Physics (4) Elements of crystal structure, crystal binding, phonons and lattice vibrations, thermal properties of insulators, the free-electron Fermi gas, energy bands in solids, semiconductors, and superconductors. Prereq: PH 214 or 451, PH 351, 352, or instructor's consent. Not offered 1988-89.

431 (G) Classical Optics (4) Wave motion, geometrical optics, polarization, interference, Fraunhofer diffraction. Three lectures. Prereq: PH 201, 202, 203 or PH 211, 212, 213; PH 443 recommended.

432 (G) Modern Optics (4) Fresnel diffraction, Fourier optics, propagation of optical beams, optical resonators, laser theory. Three lectures. Prereq: PH 431 or equivalent.

433 (G) Quantum Optics (4) Modulation of optical radiation, nonlinear optics, optical Bloch equations, interaction of radiation and atomic systems. Three lectures. Prereq: PH 432, 451. Not offered 1988-89.

434 (G) Classical Optics Laboratory (4) A series of experiments exploring classical optics: optical components, polarization, Fraunhofer and Fresnel diffraction, interferometry. One hour of lecture, five hours of laboratory. Prereq: PH 431 or equivalent.

435 (G) Modern Optics Laboratory (4) A series of experiments with a variety of lasers and modern electro-optical instrumentation. One hour of lecture, five hours of laboratory. Prereq: PH 432; PH 434 highly recommended. Not offered 1988-89.

441, 442 (G) Electricity and Magnetism (4,4S) Advanced undergraduate study of electromagnetic phenomena with primary emphasis on Maxwell's equations. Electrostatics, dielectrics, currents, electromagnetic induction, magnetic fields, and magnetic materials. Prereq: PH 324, 325; MTH 331, 332.

443 (G) Electromagnetic Radiation (4) Electromagnetic waves. Topics include plane waves, guided waves, antennas, and other related phenomena. Prereq: PH 441, 442.

451, 452, 453 (G) Introduction to Quantum Mechanics (4,4,4S) The Schrödinger equation, uncertainty principle, hermitian operators, one-dimensional problems, WKB approximation, angular momentum and spin, the hydrogen atom, identical particles, approximate methods, elementary scattering theory. Prereq: PH 324, 325; MTH 333 or 411; pre- or coreq: PH 441, 442.

461 (G) Discrete Electronics (4) Passive and active discrete components and circuits; general circuit concepts and theorems; equivalent circuits and black box models; electronic measuring techniques and instruments. Prereq: general physics, calculus, and a knowledge of complex numbers. Not offered 1988-89.

462 (G) Analog Electronics (4) Integrated circuit operational amplifiers. Control, simulation, generation, and processing of analog signals; physical and other scientific measurement problems. Prereq: general physics, calculus, and a knowledge of complex numbers; familiarity with discrete electronics at the level of PH 461. Elementary differential equations recommended.

463 (G) Digital Electronics (4) Digital logic-building blocks: gates, flip flops, one-shots. Digital measurement, signal processing and control. Applications to scientific instrumentation and computer interfacing. Prereq: general physics; familiarity with discrete electronics at the level of PH 461.

464 (G) Microcomputers in Physics Instrumentation (4) Microcomputers for measurement and control in physics and other sciences. Both software and hardware. Laboratory data acquisition, experiment control, and signal processing. Prereq: PH 463 or instructor's consent, and experience with one programming language such as FORTRAN or BASIC or any assembly language. Not offered 1988-89.

473 (G) Advanced Physics Laboratory (4) Projects demonstrate phenomena, instrumentation, and experimental technique in modern physics. Prereq: PH 421, 422 or instructor's consent. Not offered 1988-89.

481 (G) Special Relativity (4) The Lorentz transformation, relativistic kinematics, 4-vectors, electromagnetic fields. Not offered 1988-89.

491 (G) X-ray Crystallography (4) Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier syntheses, the phase problem, determination of small and macromolecular crystal structures. Manipulation and alignment of crystals. Prereq: instructor's consent.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R) P/N only

507 Seminar: [Term Subject] (Arr,R) P/N only. The following topics are offered for 1 credit each term: Astrophysics and Gravitation, Atomic and Chemical Physics, Condensed Matter, Molecular Biology, Physics Colloquium, and Theoretical Physics.

509 Supervised Tutoring: [Term Subject] (1-3R) P/N only

510 Experimental Course: [Term Subject] (Arr,R)

511, 512, 513 Theoretical Mechanics (4,4,4S) Lagrangian and Hamiltonian mechanics; small oscillations; rigid bodies; introduction to statistical mechanics. 513 not offered 1988-89.

521, 522, 523 Electromagnetic Theory (4,4,4S) Maxwell's equations; derivation and solution of the wave equation; relativistic formulation; motion of charges; propagation and diffraction; radiation; coupled motion of sources and fields; the electromagnetic field in dense media.

531, 532, 533 Quantum Mechanics (4,4,4S) Schrödinger equation; statistical interpretation; measurement; uncertainty relations; complementarity; WKB approximation; scattering symmetries and conservation laws; identical particles and permutation symmetry; approximation methods; Dirac equation; field quantization and radiation theory; recent advances. Prereq: PH 451, 452, 453; pre- or coreq: PH 511, 512, 513 and PH 521, 522, 523.

541, 542, 543 Statistical Physics (4,4,4S) Thermodynamics, statistical mechanics, kinetic theory; application to gases, liquids, solids, atoms, molecules, and the structure of matter. 543 not offered 1988-89.

551, 552, 553 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: PH 451, 452, 453 or equivalents. Offered alternate years; not offered 1988-89.

561, 562, 563 Elementary Particle Phenomenology (4,4,4S) Classification of elementary particles. Elements of group theory, Lorentz group and spin. Discrete and continuous symmetries. Phenomenology of weak, electromagnetic, and strong interactions. Quark model. Prereq: PH 531, 532, 533. Offered alternate years; not offered 1988-89.

564, 565, 566 Quantum Field Theory (4,4,4S) Feynman rules for perturbation theory; renormalization. Gauge theories. Topics may include renormalization groups, spontaneous symmetry breaking, dispersion theory, or nonrelativistic many-body physics. Prereq: PH 531, 532, 533. Offered 1988-89 and alternate years.

571, 572, 573 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: PH 451, 452, 453.

574, 575, 576 Theory of Condensed Matter (4,4,4S) Advanced statistical mechanics and many-particle quantum mechanics. Emphasis on collective effects such as superfluidity, superconductivity, and ferromagnetism. Prereq: PH 531, 532, 533; PH 541, 542, 543; PH 571, 572, 573. Offered alternate years; not offered 1988-89.

581, 582, 583 Atomic and Molecular Physics (4,4,4S) Angular momentum and multipole theory, atomic structure, excitation and de-excitation processes, scattering and reactive atomic collisions, relativistic and quantum-electrodynamic effects, and spectroscopy of simple molecules. Offered 1988-89 and alternate years.

594, 595, 596 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: PH 511, 512. Offered alternate years; not offered 1988-89.

Political Science

936 Prince Lucien Campbell Hall
Telephone (503) 686-4864
Arthur M. Hanhardt, Jr., Department Head

Faculty

William H. Baugh, Associate Professor (international relations, research methodology, arms control and national security). S.B., 1963, Massachusetts Institute of Technology; M.S., 1965, Rochester; M.A., 1971, Ph.D., 1973, Indiana. (1978)

Deborah Baumgold, Associate Professor (history of political thought, philosophy of social science). B.A., 1971, Oberlin; M.A., 1975, Ph.D., 1980, Princeton. (1987)

Irene Diamond, Associate Professor (feminist theory, U.S. politics). B.A., 1968, Douglass; Ph.D., 1975, Princeton. (1987)

John S. Dryzek, Associate Professor (public policy, political theory, political economy). B.A., 1974, University of Lancaster; M.Sc., 1976, University of Strathclyde; Ph.D., 1980, Maryland. (1986)

Joseph R. Fiszman, Professor (comparative politics). B.A., 1948, St. John's, Shanghai; M.A., 1956, Emory; Ph.D., 1964, Michigan State. (1959)

Gerald W. Fry, Associate Professor (Pacific regional studies, Thailand, development theory); Director, International Studies. B.A., 1964, Stanford; M.P.A., 1966, Princeton; Ph.D., 1977, Stanford. (1981)

Daniel Goldrich, Professor (American and Third World political development). B.A., 1955, Antioch; M.A., 1957, Ph.D., 1959, North Carolina at Chapel Hill. (1963)

Arthur M. Hanhardt, Jr., Professor (comparative politics, Europe). B.A., 1953, Rochester; M.A., 1958, Colgate; Ph.D., 1963, Northwestern. (1963)

Thomas Hovet, Jr., Professor (international law and organization, irenology, ocean politics). A.B., 1948, Washington (Seattle); M.A., 1949, New York; Ph.D., 1954, New Zealand. (1965)

Michael G. Huelshoff, Assistant Professor (international relations and international political economy, comparative politics of advanced industrial societies and comparative public policy, and methodology). B.A., 1979, Oregon; M.A., 1981, Ph.D., 1984, Michigan. (1985)

David Jacobs, Professor (public policy, political economy, organizations and political sociology). B.A., 1968, Georgia; M.A., 1972, Ph.D., 1975, Vanderbilt. (1986)

James R. Klonoski, Professor (American government, presidency, constitutional law and politics). B.S., 1947, M.A., 1948, Minnesota; Ph.D., 1958, Michigan. (1961)

Richard C. Kraus, Associate Professor (international politics, Asian politics and society, social and political theory). 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). B.A., 1963, Northwestern; M.A., 1965, Ph.D., 1966, Oregon. (1968)

William C. Mitchell, Professor (democratic institutions, public policy). B.A., 1950, Michigan State; M.A., 1951, Illinois; Ph.D., 1960, Harvard. (1960)

John M. Orbell, Professor (choice theory). B.A., 1957, M.A., 1960, New Zealand; Ph.D., 1965, North Carolina at Chapel Hill. (1967)

Priscilla Southwell, Associate Professor (American politics, political behavior and theory). B.A., 1974, M.A., 1977, Colorado; Ph.D., 1983, North Carolina at Chapel Hill. (1981)

Kenneth K. Wong, Assistant Professor (American politics, public policy, urban). B.A., 1977, M.A., 1980, Ph.D., 1983, Chicago. On leave 1988-89. (1983)

M. George Zaninovich, Professor (political theory, Eastern Europe). B.A., 1953, M.A., 1959, Ph.D., 1964, Stanford. (1966)

Emeriti

James C. Davies, Professor Emeritus (political behavior, revolution, fiction). A.B., 1939, Oberlin; Ph.D., 1952, California, Berkeley. (1963)

Charles Schleicher, Professor Emeritus (international relations). A.B., 1928, College of Pacific; M.A., 1931, Hawaii; Ph.D., 1936, Stanford. (1947)

Clarence E. Thurber, Professor Emeritus (Latin America, comparative development). A.B., 1943, Ph.D., 1961, Stanford. (1966)

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

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 normative, traditional perspective; the "behavioral persuasion" of the 1950s and 1960s; and the public policy and public choice of the "postbehavioral era." The Department encourages students to become involved in internships and research projects focusing on the political problems and issues besetting local, state, and national communities.

Careers. Political Science majors follow many paths after receiving their undergraduate degrees. Roughly a quarter apply for admission to law schools throughout the country. Others go on to graduate work in political science or public administration. With the bachelor's degree, Political Science graduates may find jobs in federal, state, and local government agencies; nonprofit organizations; private industry; teaching; and self-employment. Recent surveys indicate that students who combine university studies with either work or internships in local governmental agencies are more likely to obtain governmental employment after receiving their degrees.

Undergraduate Studies

The undergraduate program in Political Science is designed (1) to provide a systematic understanding of the political process; (2) to provide a basic background for students preparing for careers in local, state, and national government as well as in law, journalism, and the teaching of social studies; (3) to prepare students for graduate work leading to professional careers in political science.

Review of Courses Offered

100- and 200-level courses in the Department are introductory, basic to building a major in Political Science. 300-level courses introduce the chief areas and concerns of political science. Advanced and specialized courses are at the 400 level.

At the discretion of the instructor, there may be prerequisites for taking certain 400-level courses. It is recommended that students have at least 9 credits in Political Science before taking 400-level courses.

Major Requirements

Credits Required. Students majoring in Political Science are required to complete a minimum of 42 credits in undergraduate Political Science courses leading to a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree. Of these 42 credits, 9 must be taken in each of three subfields chosen from the following six subfields: American government, comparative politics, international relations, public administration and public policy, political behavior and political theory, and methodology. A complete list of courses that fall under each of the subfields is available in the Political Science Department office. At least 30 credits must be in graded upper-division courses. However, 12 credits in lower-division courses may be taken on a P/N (pass/no pass) basis. Work completed in Seminar (PS 407) may be included within the 42-credit requirement and counted toward the subfield of concentration. Innovative Education (PS 200 or 400) courses are available only on a P/N basis and do not count toward Political Science major requirements. Also, courses passed with a D grade may not be used to satisfy the Political Science major.

A total of no more than 15 credits in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Supervised Field Study (PS 406), Workshop (PS 408), and Supervised Tutoring Practicum (PS 409) may be applied toward the 42 credits for a Political Science degree.

No more than 10 credits of Supervised Field Study (PS 406) may be applied toward the 42 credits. This work must be done under the direction of a faculty member who, prior to registration, has approved and set up academic criteria to evaluate the work. The student must be registered at the University while earning credit.

Seminars for Majors. A freshman seminar (PS 199) and a senior seminar (PS 407), both for Political Science majors only, allow more intensive study in a faculty member's main field of interest.

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. This thesis must be completed at least one term prior to the term of graduation. An honors committee reviews the student's performance on this thesis and on courses taken during the senior year before making a final decision on the granting of this 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 will be most useful to his or her career goals. The opportunity to take 12 lower-division credits pass/no pass is available so that students will feel encouraged to take these fundamental courses without apprehension about grades. It is hoped that students taking these courses will therefore concentrate on building a solid base for more advanced courses.

A career goal may well involve not simply planning a course program in Political Science

but also incorporating relevant courses from other University departments. Because the courses students choose affect their career opportunities, it is extremely important that decisions about a course program be carefully considered.

Before beginning their studies, all students should, with the help of faculty advisers, plan course programs. The following sample two-year program is a guide for students undertaking a general program in Political Science. It is essential that each student consult a faculty adviser, preferably before registering, so that this general program can be tailored to specific interests and career objectives.

Sample Program

A sample program for the first two years of study is shown below to provide an idea of a typical course load.

Freshman Year

Fall term	**16 credits**
American Government (PS 201)	3
Science elective	3
Arts and letters elective	3
English Composition (WR 121)	3
College Algebra (MTH 101) *or* foreign language	4
Winter term	**16 credits**
International Relations (PS 205)	3
Introduction to Sociology (SOC 201)	3
Science elective	3
Arts and letters elective	3
Calculus for the Nonphysical Sciences (MTH 207) *or* foreign language	4
Spring term	**17 credits**
Introduction to Political Science (PS 207)	3
Psychology as a Social Science (PSY 204)	4
Science elective	3
Elective	3
Calculus for the Nonphysical Sciences (MTH 208) *or* foreign language	4

Note: Mathematics is required for the B.S. degree, foreign language for the B.A. degree.

Sophomore Year

Fall term	**18 credits**
Political Ideologies (PS 225) *or* comparable lower-division course	3
Appropriate 200-level course	3
Arts and letters elective	3
English Composition (WR 122 or 123)	3
Elective	3
Introduction to Economic Analysis: Microeconomics (EC 201)	3
Winter term	**15 credits**
Introduction to Political Theory (PS 202)	3
Appropriate 200-level course	3
Arts and letters elective	3
Science elective	3
Elective	3
Spring term	**15 credits**
State and Local Government (PS 203)	3
Political science 300-level elective	3
Arts and letters elective	3
Science elective	3
Elective	3

Second Bachelor's Degree. For the student wanting to obtain a second bachelor's degree in Political Science, 42 credits in Political Science, as outlined above under Credits Required, must be earned.

Special Opportunities

Students majoring in Political Science may take advantage of several special educational opportunities. The Department has a social science instructional laboratory containing 10 computer terminals and two line printers.

Students may learn to use computers to analyze a variety of data sets on American politics, which the University receives from the Inter-University Consortium for Political and Social Research at the University of Michigan.

Secondary School Teaching

The Department of Political Science offers work for preparation to teach social studies in public secondary schools. Certification as an Oregon secondary teacher with a Social Studies endorsement requires satisfactory completion of a program of teacher preparation that includes subject matter preparation in the teaching specialty and in professional education, in addition to recommendation of the institution in which the preparation is completed. The Department of Political Science offers work toward Basic and Standard Oregon certification. For specific information regarding requirements for a Social Studies endorsement, students should consult the subject matter endorsement adviser in Political Science and the staff in the Teacher Education Office of Student Services.

Minor Requirements

The minor in Political Science requires 24 credits including 15 upper-division graded credits. Only 6 of these credits may be in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Supervised Field Study (PS 406), Workshop (PS 408), or Supervised Tutoring Practicum (PS 409). Up to 9 credits may be transferred from another institution. Courses passed with a D grade may not be used to satisfy the Political Science minor. Innovative Education (PS 200 or 400) courses are available only on a pass/no pass basis and do not count toward minor requirements.

Graduate Studies

The Department of Political Science offers a graduate program of studies leading to the master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and enables them to understand and participate in public affairs.

Regular members of the Department, special lecturers, 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 public administration, political parties, the politics of education, the failure of public programs, political socialization in East Europe, revolution, the politics of the sea, economic and political development in the Third World, the nuclear arms race, 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 2.75 or higher for undergraduate studies and a GPA of 3.00 or higher for graduate studies
2. Recommendations from at least three teachers from whom courses have been taken
3. Scores on the Graduate Record Examinations (GRE): combined Verbal and Quantitative scores of 1000 are required. Students with degrees from non-English speaking overseas institutions must also attain a score of 550 on the Test of English as a Foreign Language (TOEFL)
4. A statement of career plans prepared by the student
5. Other evidence deemed 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 ordinarily need to take more than the minimum 48 credits required for the master's degree, possibly including undergraduate courses

Application forms, recommendation forms, and additional information about the graduate program may be obtained by visiting or writing the Department of Political Science. Students may be admitted to the program at the beginning of each term. Those applying for graduate teaching fellowships must submit completed applications to the Department by January 15, because awards are granted only once a year and begin in the fall term.

Master's Degree Programs

Students may choose from two options for a master's degree in Political Science.

The regular master's degree program prepares students for promotion to the doctoral program and professional careers in teaching and research. Students complete 48 credits of course work, pass an examination by the third term after enrolling, and complete the master's degree thesis.

In addition, each student must meet a language requirement or demonstrate competence in social science methodology. Two years is considered a normal period for completing the regular master's degree program.

The Department also offers a master's degree in Political Science with emphasis on public policy. This two-year program prepares students for professional careers as policy analysts in federal, state, and local government and in other policy research institutes. The program has the following requirements:

1. Completion of 48 credits of graduate course work
2. Completion of seven required courses as specified by the Department
3. Completion of a first-year examination by the third term after enrolling
4. Completion of a field research project or internship under the supervision of one or more faculty members
5. Preparation and defense of a policy paper presenting the results of the student's field research project or internship

Doctoral Program

Students who have earned a bachelor's degree in Political Science may be admitted to the doctoral program. This program is designed to

allow the well-prepared student to complete all course requirements for the Ph.D. in two years of full-time study. Students take comprehensive examinations at the beginning of their third year, followed by preparation of a dissertation. Requirements for the Ph.D. in Political Science include:

1. Completion of 81 credits (18 credits are for thesis) beyond the bachelor's degree, of which a maximum of 9 credits may be in PS 501-506 and 508-510 and taken P/N (pass/no pass). PS 507 may not be taken P/N
2. At least 21 credits in Seminar (PS 507) including:
   a. Seminar: State of the Discipline, to be taken the first time it is offered
   b. Five seminars in the three area subfields in which the student takes the comprehensive examination and in the research methodology area subfield
   c. At least one additional seminar (PS 507)

   Students should take the area subfield seminars as early as possible
3. Demonstrated proficiency in one foreign language and research methods
4. After completion of course work, passing of a written and oral comprehensive examination in three of the following subfields:
   a. American government
   b. Comparative politics
   c. International relations
   d. Public administration and public policy
   e. Political behavior and political theory
   f. Methodology
5. Completion of the 18 credits of Thesis (PS 503), 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
6. Defense of the written dissertation in an oral examination. A student should be able to complete all doctoral requirements in three years of work beyond the bachelor's degree

Interdisciplinary Public Policy Studies

The Department of Political Science, in collaboration with other disciplines, offers interdisciplinary graduate work in public policy. This option emphasizes the development of analytical and methodological skills essential for high-level policy work, both in the United States and abroad. Students select a policy area for specialization related to their own professional interests. This option is particularly relevant to those working in policy and planning positions in the U.S. or in developing nations.

Students must fulfill the course requirements, examinations, and dissertation requirements of the Ph.D. program in the Political Science Department.

To obtain the doctoral degree, students must complete work in the following core areas:

1. Politics and government: American, state, local, comparative, or international as related to the policy focus of the students
2. Policy analysis, planning analysis, and evaluation
3. A substantive policy area, to be defined in consultation with the student's comprehensive committee, composed of at least three members of the Political Science Department, a member of the University Committee on Policy Studies, and additional faculty members from other relevant departments
4. Basic computer skills (e.g., functional capability in statistical packages for the social sciences)
5. Methodology appropriate to the area of policy concern
6. A foreign language applicable to the policy area or research

Political Science Courses (PS)

Lower Division

101 Modern World Governments (3) Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, the Soviet Union, China, and selected nations within Africa and Latin America. Hanhardt.

104 Problems in American Politics (3) Current policy issues in American politics, e.g., unemployment, education, crime. Fiszman, Jacobs, Klonoski, Medler.

105 Crisis and Response in International Politics (3) International crises examined in terms of the collective responses made by nation-states and international organizations. Open only to freshmen, sophomores. Hanhardt.

106 U.S. at the Crossroads (2) The Political Science faculty introduces students to current political problems in the United States and to the various subfields and approaches used in political science. Not offered 1988-90.

199 Special Studies: [Term Subject] (1-3R) Topics to be arranged.

200 Innovative Education: [Term Subject] (1-3R) P/N only

201 American Government (3) Theoretical introduction to American institutions, political doctrines, and ideology as these affect the course of politics and public policy in the United States. Fiszman, Klonoski, Medler, Southwell.

202 Introduction to Political Theory (3) Selected political theorists, past and present; the problem of knowledge as it relates to politics; the nature of political experience; the relationship between political knowledge and activity. Baumgold, Zaninovich.

203 State and Local Government (3) Linkage between elites and masses, with attention to values, beliefs, participation, and process. Topics include mass participation, state and community elites, violence, public policy. Diamond, Wong.

204 Introduction to Comparative Politics (3) Major concepts and approaches in the study of comparative government and politics. Hanhardt, Huelshoff, Kraus.

205 International Relations (3) Introduction to intellectual tools for analysis of world politics. Baugh, Hovet, Huelshoff, Kraus.

207 Introduction to Political Science (3) Theories, concepts, and research methods appropriate to understanding how conflicts among people are resolved; political analysis in the behavioral sciences; institutions and organizations that operate to resolve conflict. Dryzek, Medler, Orbell, Southwell.

225 Political Ideologies (3) Origins, functions, and political implications of several ideologies, such as liberalism, Fascism, Communism, feminism, environmentalism, and nationalism. Dryzek, Kraus, Zaninovich.

230 Introduction to Urban Politics (3) Conflict in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban politics; black politics. Orbell, Southwell, Wong.

235 Crisis in Central America (3) Provides basis for understanding current political crisis. Emphasis: Guatemala, Nicaragua, El Salvador. Focus on contemporary struggles in post-World War II historical context. Goldrich.

240 Introduction to Public Policy (3) Alternative means of explaining the process of policy making and alternative strategies of decision making in the policy process applied to contemporary issues. Dryzek, Wong.

280 Introduction to Political Psychology (3) Parallels between the life span of an individual and the development of political institutions. Davies.

Upper Division

301 Art and the State (3) Comparative analysis of issues raised by state intervention in production and distribution of art: censorship, artistic freedom, ideological domination, regulation of artistic marketplace, cultural imperialism. Kraus.

321 Introduction to Political Analysis (3) Basic scope and methods of contemporary political science including philosophy of social science, political ethics, empirical theory, and political methodology. Baugh, Medler, Mitchell, Orbell, Southwell.

325 United States Foreign Policy (3) Basic concepts underlying the formulation and implementation of American foreign policy; relationships between American society and foreign policy; the relationship of the United States to its international environment. Baugh, Huelshoff, Kraus, Southwell.

326 Theories of International Politics (3) Basic features of the international political system, the goals and objectives of its members, and the strategies whereby the members of the system seek to obtain their goals. Baugh, Huelshoff.

335 Communist Political Systems (4) Introduction to the general nature of communist political systems viewed within the context of comparative politics. Zaninovich.

336 Political Systems of Postwar Germany (3) Establishment and development of the Federal Republic of Germany and the German Democratic Republic. Hanhardt.

337 Southern Asia in Modern Times (3) Historical background, political systems, and major problems of India, Pakistan, Bangladesh, and Sri Lanka since 1947. Not offered 1988-90.

338 Southern Asia in Modern Times (3) Historical background, contemporary political systems, and major problems of Burma, Thailand, Malaysia, Singapore, Laos, Cambodia, Vietnam, the Philippines, and Indonesia. Not offered 1988-90.

339 Middle East Politics (3) History, traditions, culture, and politics of the Middle East. Emphasis on dimensions of conflict, effects of tradition and culture on local and national politics. Not offered 1988-90.

341 Problems in American Political Economic Development (3) American political economic structure; crucial problems it generates; alternative approaches to ensure more effective democratic control and meeting of needs. Goldrich, Jacobs. Not offered 1988-89.

342 Politics of China I (3) Survey of the politics of the People's Republic of China. Emphasis on political sociology and group conflict: elites, ideology, social change, and organization. Kraus.

344 Public Policy and Citizen Action (3) Ways interest groups affect the formation and execution of public policy. Emphasis on theories of pressure groups, lobbying, and the rise of public interest activities. Dryzek, Jacobs, Wong. Not offered 1988-89.

347 Political Power, Influence, and Control (3) Survey of the use of the concept of power in the social sciences, stressing diverse theoretical perspectives and empirical studies of political institutions. Medler.

348 The Politics of Education (3) Effects of high schools upon the political values and styles of students. Emphasis on links between educational and political systems. Wong. Not offered 1988-89.

349 Mass Media and American Politics (3) The role of the mass media in contemporary American politics; the effect of the media on such institutions as political parties, elections, and the presidency. Medler.

351 Introduction to Public Administration (3) Approaches to and conceptions of public administration; application of administrative theories to the study of public organizations; substantive problems of organizations; structure and internal administration; personnel and finance. Dryzek.

353 Campaigning (3) Strategic issues for politicians and others interested in winning votes. Theoretical materials from political science and related disciplines cast light on these practical questions. Medler, Orbell. Not offered 1988-89.

355 Oregon Government and Politics (3) Current political issues in Oregon with particular attention to political races and ballot measures before the Oregon electorate as well as the state's major political institutions. Not offered 1988-89.

360 Introduction to Social Science Methods I (3) Formulating explanations for phenomena as process models; drawing conclusions to test the models; revising and refining models. Applications from many sociopolitical processes. Prereq: MTH 101 or equivalent or instructor's consent. Baugh.

361 Introduction to Social Science Methods II (3) Use of digital computers to test hypotheses and models. Several exercises test student hypotheses against data sets. Prereq: PS 360 or instructor's consent. Baugh.

400 Innovative Education: [Term Subject] (1-3R) P/N only

401 Research (Arr,R) P/N only

403 Thesis (Arr,R) P/N only

405 Reading and Conference: [Term Subject] (Arr,R)

406 Supervised Field Study (1-5R) R for maximum of 10 credits.

407 (G) Seminar: [Term Subject] (Arr,R) Offerings vary from year to year, depending on student interests and needs and on availability of faculty.

408 (G) Workshop (Arr,R)

409 Supervised Tutoring Practicum: [Term Subject] (1-3R) P/N only

410 (G) Experimental Course: [Term Subject] (Arr,R)

412 (G) Administrative Organization and Behavior (3) Theories of bureaucratic organization. Organization theory including groups, the nature of authority, organizational control, and decision making. Research findings from several social sciences. Dryzek, Jacobs.

413 (G) The Politics of Bureaucracy (3) Effects of bureaucratic organization on the behavior of people in bureaus; factors affecting the supply of goods and services by bureaus; forms of public organization. Dryzek, Jacobs. Not offered 1988-89.

414 (G) Political Parties in the U.S. (3) The primary function of parties in the United States as compared with other systems; socialization and recruitment, political identification, voting behavior, and party organization. Klonoski, Southwell.

415 (G) Comparative Political Parties (3) Comparison of various party systems of the world. Emphasis on voting systems, recruitment, party organization, coalition governments, and one-party versus multiparty systems. Klonoski, Southwell.

416 (G) Comparative Labor Movements (3) Types of labor movements in relation to the political-economic systems within which they function. Fiszman.

417 (G) Unionization of Public Employees (3) The growth of public sector unions and the public policy issues unionization creates. Implications of unionization and collective bargaining in public education. Wong. Not offered 1988-90.

418 (G) Literature and Politics of the USSR and Eastern Europe (5) Soviet and East European life-styles, social relations, values, standards, and politics as seen through the works of native novelists, poets, and dramatists. Instructor's consent recommended. Fiszman.

419 (G) International Protection of Human Rights (3) The diplomatic instruments, international institutions, and international customs that have developed to promote and protect human rights and fundamental freedoms. Hovet.

420 (G) International Organization (3) The organization of interaction among nations, focusing on the United Nations; regional and functional organizations as diplomatic instruments of states. Hovet.

421 (G) Irenology: The Study of Peace (3) Peace examined as a dynamic concept. How has peace been defined, studied, advocated, and achieved? What are the factors relevant in maintaining peace? Hovet.

422 (G) International Law (3) Introduction to international public law as an aspect of international organization; international law and the political process; the International Court of Justice. Hovet.

423 (G) Ocean Politics (3) The politics of states in controlling and developing the resources of the oceans; special attention to efforts to adopt a law-of-the-sea treaty. Hovet.

424 (G) Politics of Western Europe I (3) Governmental institutions and political processes of Great Britain, France, and the Federal Republic of Germany. Special attention to interest groups, parties, and voting behavior since World War II. Prereq: PS 204 or instructor's consent. Hanhardt, Huelshoff.

425 (G) Politics of Western Europe II (3) Governmental institutions and political processes of the smaller western European democracies: Italy, Belgium, The Netherlands, and the Scandinavian countries. Hanhardt, Huelshoff.

427, 428 (G) Government and Politics of the Soviet Union (3,3) Governmental institutions and political processes in the Soviet Union. Fiszman.

430 (G) Political Theory: Ancient and Medieval (4) Early Middle Eastern political thought, Socrates and Plato, Aristotle and the Greek polis, Cicero and the universal political community, Augustine, and Aquinas. Baumgold, Zaninovich.

431 (G) Political Theory: Renaissance, Reformation, and Early Modern (4) Development of political theory. Primary figures are Machiavelli, Hobbes, Locke, Rousseau, and Hegel; also, Luther, Calvin, Bodin, Hooker, Harrington, Montesquieu, Kant, and Hume. Baumgold, Zaninovich.

432 (G) Political Theory: 19th and 20th Centuries (4) Political theory during the 19th century and first half of the 20th; utilitarianism and liberalism, radical and revolutionary traditions, beginning of social science, critiques of mass democracy. Baumgold, Dryzek, Zaninovich.

433 (G) Marxist Political Theories (3) Variations in Marxist theorizing. Survey of different schools. How Marxist theoretical expression and adaptation in one environment might compare to that in another. Baumgold, Fiszman, Zaninovich.

435 (G) Women and Politics (3) Examines the treatment of women in the classic works of political philosophy. Links this body of thought to contemporary views on women. Diamond, Southwell.

436 (G) Why Government? (3) Why do we have government? What can justify government and its extension? How much government is enough? Orbell.

437 (G) Evaluation of Constitutions (3) What are the consequences of various constitutions? How can we evaluate those outcomes? Roots of the problem in classical political theory. Orbell. Not offered 1988-89.

438 (G) Urban Politics (3) Theoretical perspectives; the dispute about power structures; the political context; community conflict; political participation; urban protest movements; new political forms; community control; black politics in the city. Diamond, Orbell, Southwell, Wong.

440 (G) Comparative Foreign Policies (3) The international behavior of selected states; systemic and societal variables influencing their behavior; quality and content of international behavior. Hovet, Huelshoff. Not offered 1988-89.

442 (G) Politics of China II (3) Recent trends in the study of the modern Chinese state. PS 342 or a course on modern Chinese history or society recommended. Kraus.

443 (G) Politics of Multi-Ethnic Societies (3) Politics of racially and ethnically plural societies, e.g., Nigeria, Austro-Hungary, United States, Switzerland, South Africa, Yugoslavia, Canada. Effects of different races and ethnic groups upon domestic political institutions. Zaninovich. Not offered 1988-89.

444 (G) Theory Construction (3) Introduction to the art of theory and model construction in social science. Five brief exercises required. Dryzek, Huelshoff, Jacobs, Orbell. Not offered 1988-89.

445 (G) Methods for Politics and Policy Analysis I (3) Introduction to quantitative analysis, concepts and methods of empirical research in political science. Emphasis on developing and testing models, research design, data analysis, and computer literacy. Baugh, Medler.

446 (G) Methods for Politics and Policy Analysis II (3) Introduction to applied statistical methods; descriptive statistics, bivariate correlation, and regression techniques. Emphasis on analysis of problems and data commonly used in political science. Prereq: PS 445G or instructor's consent. Baugh, Medler.

447 (G) Methods for Politics and Policy Analysis III (3) Survey of multivariate model building for political analysis. Multiple regression, discrete variable techniques, recursive systems, and cross-level analysis. Students apply these techniques to concrete political problems. Prereq: PS 445G, 446G or instructor's consent. Huelshoff, Medler.

449 (G) International Political Economy (3) Linkages between economics and politics in the international system. Basic concepts include power, dependence, inequality, imperialism, cartels, and development. Microeconomics recommended. Huelshoff, Kraus.

452 (G) Elections and Opinions (3) Electoral response in past presidential elections: electoral theory; primary elections; campaigning strategies; impact of the mass media. Orbell, Southwell. Not offered 1988-89.

456 (G) Democratic Processes (3) Application of formal rational models to democratic institutions and processes with particular reference to voters, voting, interest groups, and elections. Elementary economics recommended. Mitchell.

457 (G) Democratic Processes (3) Application of formal rational models to democratic institutions and processes with particular reference to politicians (elections, campaigns, policy choices) and bureaucrats (budgets, wages, political power). PS 456G or elementary economics recommended. Mitchell.

458 (G) Democracy and Public Policy (3) Criteria for the assessment of policy involving resource allocation, distributions of benefits and costs, and the design of controls in a democracy. PS 456G, 457G, or elementary economics recommended. Mitchell.

463 (G) Government and Politics of Latin America (3) Inter-American political economic history; Cuban Revolution; national security states; liberation theology, Christian base-communities, reaction; case studies: Argentina, Chile, Uruguay, Brazil, Central America; futures. Goldrich.

464 (G) Government and Politics of Latin America (3) Intensive inquiry into special topics in Latin American politics. PS 235 or 463 recommended. Goldrich.

465 (G) Government and the Economy (3) The relationship between government and market economy. The politics of fiscal and monetary policy, government budgeting, and the regulation of economic activity. Dryzek, Huelshoff, Jacobs.

466 (G) Government Budgeting (3) Introduction to the federal budget and the role it plays in national policy making. Focus on the budgetary process and Reagan administration budgetary policies. Not offered 1988-90.

467 (G) The American Presidency (3) An ambivalent view of the Presidency as the key institution in the American political system: source of great good but also of great harm. Klonoski.

468 (G) Congress (3) The study of Congress as an institution: congressional elections, the committee system and the internal distribution of influence, and relations with the President and the Supreme Court. Southwell.

470 (G) Political Behavior (5) Behavior of individuals as a product of interaction of their innate needs with socioeconomic and political institutions that inhibit and facilitate need satisfaction. Davies. Not offered 1988-90.

471 (G) The Human Organism and Political Development (3) Application of research and theory on the central nervous and endocrine systems to political development. Course in physiological psychology strongly recommended. Davies. Not offered 1988-90.

475 (G) Political Development and Revolution (5) Examination of the ideological, economic, psychological, and sociological origins and evolution of revolutions. Examples drawn from the English, French, American, Russian, and Chinese revolutions. Dryzek.

477 (G) Political Leadership (3) Analysis of the increasingly close interaction between political leaders and followers in modern times, when the expectations of publics have become critical political forces. Dryzek. Not offered 1988-90.

478 (G) Political Fiction (5) Analysis of some novels and plays that help us understand why people act as they do politically. PS 470, 475 strongly recommended. Davies. Not offered 1988-90.

480 (G) Oregon Legislative Process (3) Examines major bills before the Legislature and the politics of enacting them. Field trips required. Not offered 1988-90.

481 (G) Oregon Administrative Process (3) Explores major executive agencies and their rule-making and administrative behavior. Not offered 1988-90.

482 (G) Legislative Politics (3) Legislative operations in various governmental settings; their functions and exercises of power, composition, decision making, and influence in the political system. Southwell. Not offered 1988-90.

484 (G) The Supreme Court in America (3) The Supreme Court as a political body; the judicial role in the context of the economic, political, social, and psychological factors that influence the court's decisions. Klonoski.

485 (G) Civil Rights and Civil Liberties (3) The Supreme Court's rulings on civil liberties and civil rights, freedom and equality, especially under Warren and Burger. Klonoski.

488 (G) The Politics of Public Policy (3) Political, institutional, and economic constraints on policy making. Emphasis on the setting of domestic priorities, the politics of regulatory agencies, and program implementation. Wong. Not offered 1988-89.

489 (G) Comparative Public Policies (3) Comparison of public policies in local, national, and cross-national settings. Comparative theories about policy making in terms of political, social, and environmental factors. Dryzek, Huelshoff. Not offered 1988-89.

490 (G) Community Politics I (3) Local politics and political economic processes, institutions, and structure; democratic theory context; experiments in democratization. Goldrich, Medler.

491 (G) Community Politics II (3) Research or field research in community politics. Students develop and implement their own research projects within a given problem focus. Prereq: instructor's consent. Goldrich, Medler. Not offered 1988-89.

492 (G) Political Decision Making (3) Introduces problems of collective decision making and modern theories of individual decision making under risk and uncertainty. Orbell.

496 (G) National Security Policy (3) Factors in the development of national security policy, with emphasis on decision making, and the implications and consequences of such policies, nationally and abroad. Baugh.

497 (G) Environmental Politics (3) The international political economy's impact on the world environment. Alternative, environmentally sustainable political economies, especially the decentralizing of responsibility and power for environmental citizenship. Emphasis on politics of transition. Diamond, Dryzek, Goldrich.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Field Studies (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Prereq for undergraduates: instructor's consent.

508 Workshop (Arr,R)

509 Practicum: [Term Subject] (1-3R) P/N only

510 Experimental Course: [Term Subject] (Arr,R)

Psychology

131 Straub Hall
Telephone (503) 686-4921
Myron Rothbart, Department Head

Faculty

Jacob Beck, Professor (perception, computer vision, psychophysics). B.A., 1950, Yeshiva; M.A., 1951, Ph.D., 1957, Cornell. (1966)

Beverly Fagot, Professor (developmental, early childhood). B.A., 1960, Occidental; Ph.D., 1967, Oregon. On leave 1988-89. (1968)

Jennifer J. Freyd, Associate Professor (perception, cognition). B.A., 1979, Pennsylvania; Ph.D., 1983, Stanford. (1987)

Deborah Frisch, Assistant Professor (decision making, probabilistic reasoning). B.S., 1983, Union; M.A., 1984, Ph.D., 1988, Pennsylvania. (1988)

Morton Ann Gernsbacher, Associate Professor (cognition, psycholinguistics). B.S., 1976, North Texas State; M.S., 1980, Texas, Dallas; Ph.D., 1983, Texas at Austin. (1983)

Lewis R. Goldberg, Professor (personality assessment). A.B., 1953, Harvard; M.A., 1954, Ph.D., 1958, Michigan. (1960)

H. Hill Goldsmith, Associate Professor (emotions, behavioral genetics, psychometrics). B.A., 1972, Texas at Austin; Ph.D., 1978, Minnesota. (1985)

Barbara Gordon-Lickey, Professor (sensory physiology, visual system development). A.B., 1963, Radcliffe; Ph.D., 1966, Massachusetts Institute of Technology. (1969)

Marvin Gordon-Lickey, Professor (physiological, circadian rhythms, learning). A.B., 1959, Oberlin; M.A., 1962, Ph.D., 1965, Michigan. (1967)

Douglas L. Hintzman, Professor (human learning and memory, computer simulation of cognitive processes); Director, Institute of Cognitive and Decision Sciences. B.A., 1963, Northwestern; Ph.D., 1967, Stanford. (1969)

Ray Hyman, Professor (cognitive processes, thinking, human error). A.B., 1950, Boston; M.A., 1952, Ph.D., 1953, Johns Hopkins. (1961)

Jeri Janowski, Assistant Professor (developmental neuropsychology). B.A., 1978, Reed; Ph.D., 1985, Cornell. (1988)

Peter W. Jusczyk, Professor (language acquisition and development, psycholinguistics). B.A., 1970, Brown; M.A., 1971, Ph.D., 1975, Pennsylvania. (1980)

Steven Keele, Professor (human learning, human performance, motor skills). B.S., 1962, Oregon; M.S., 1965, Ph.D., 1966, Wisconsin, Madison. On leave 1988-89. (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, Assistant Professor (social judgments, cognitive processes). B.A., 1976, M.A., 1981, Kyoto; Ph.D., 1988, Michigan. (1988)

Peter M. Lewinsohn, Professor (clinical, depression, neuropsychology). B.S., 1951, Allegheny; M.A., 1953, Ph.D., 1955, Johns Hopkins. (1965)

Edward Lichtenstein, Professor (clinical-community, smoking cessation and prevention). B.A., 1956, Duke; M.A., 1957, Ph.D., 1961, Michigan. (1966)

Richard Marrocco, Professor (visual sensory physiology). B.A., 1965, California, Los Angeles; Ph.D., 1971, Indiana. (1973)

Robert Mauro, Assistant Professor (social, emotions, psychology and law). A.B., 1979, Stanford; M.S., 1981, Yale; Ph.D., 1984, Stanford. (1984)

Michael I. Posner, Professor (cognition, neuropsychology of attention). 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. (1970)

Myron Rothbart, Professor (social, cognitive, intergroup processes). B.A., 1962, Reed; Ph.D., 1966, Stanford. (1969)

Elizabeth Schaughency, Assistant Professor (clinical-child psychology, child psychopathology, parent training). B.S., 1981, Pittsburgh; M.A., 1984, Ph.D., 1986, Georgia. (1986)

Paul Slovic, Professor (judgment, decision making, risk assessment). B.A., 1959, Stanford; M.A., 1962, Ph.D., 1964, Michigan. (1986)

Norman D. Sundberg, Professor (clinical, cross-cultural, personality assessment). B.A., 1947, Nebraska; M.A., 1949, Ph.D., 1952, Minnesota. (1952)

Marjorie Taylor, Assistant Professor (cognitive development, perspective taking, children's drawings). B.S., 1979, M.S., 1981, Acadia; Ph.D., 1985, Stanford. (1985)

Don M. Tucker, Professor (emotion, cognition, neuropsychology). B.A., 1969, Colorado; M.S., 1972, Ph.D., 1974, Pennsylvania State. (1984)

Robert L. Weiss, Professor (clinical, marital and family therapy research). B.A., 1952, Ph.D., 1958, State University of New York, Buffalo. (1967)

Emeriti

Fred Attneave, Professor Emeritus (perception, learning). B.A., 1942, Mississippi; Ph.D., 1950, Stanford. (1958)

Robert F. Fagot, Professor Emeritus (measurement theory, choice theory, psychophysics). B.S., 1946, Massachusetts Institute of Technology; Ph.D., 1956, Stanford. (1956)

Richard A. Littman, Professor Emeritus (experimental, systematic, developmental). A.B., 1943, George Washington; Ph.D., 1948, Ohio State. (1948)

Leona Tyler, Professor Emerita (individual differences, interest development). B.S., 1925, M.S., 1939, Ph.D., 1941, Minnesota. (1940)

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

Undergraduate Studies

Undergraduate courses in Psychology at the University provide a sound basis for later professional or graduate training in psychology. They also satisfy the needs of students, majors and nonmajors, who are interested in psychology primarily as a part of a broad liberal education. In addition, they provide a background in psychological principles and techniques as intellectual tools for work in other social and biological sciences and in such professional fields as education, business, law, and journalism.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Both language and mathematical skills are also highly desirable. In general, the broad liberal arts training that prepares students for college studies is appropriate for majoring in Psychology at the University.

Careers. Students often major in Psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling and teaching in the public schools. Others plan on graduate work in psychology. Graduate training in psychology prepares students for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Additional career information is available from the American Psychological Association, 1200 17th Street Northeast, Washington D.C. 20036.

Review of Courses

Among lower-division courses, PSY 202, 203, and 304 offer instruction in psychology as a natural science. PSY 204, 205, 310, 311, and 357 introduce psychology as a social science. Introduction to Experimental Psychology (Honors College) (PSY 217, 218) is also available.

Students should plan to take not more than three courses at the lower-division level before starting upper-division work. The introductory courses should be chosen with an eye toward suggested prerequisites of upper-division courses and toward providing a broad background in the field.

Upper-division courses fall into three categories:

1. PSY 302 and 303 are designed to teach research skills and methodologies
2. 300- and 400-level courses are of broad interest to many different majors throughout the University as well as to Psychology majors
3. 400-level area courses are designed for Psychology majors but are also open to other students who fulfill the prerequisites

The area courses are organized into specialty groups to help the student plan a curriculum. This organization and other 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: Plan I in the **Registration and Academic Policies** section of this bulletin. See *General Bulletins* prior to 1985-86 for Group Requirements: Plan II.

Major Requirements

Psychology majors at the University of Oregon must fulfill the following requirements:

1. A minimum of 36 credits in Psychology—at least 24 upper-division and at least 12 taken at the University—including the following courses:
   a. Statistical Methods in Psychology (PSY 302) *or* other appropriate methodological preparation, e.g., Elements of Statistical Methods (MTH 425 or 426) or Introduction to Statistical Theory (MTH 441 or 442)
   b. Research Methods in Psychology (PSY 303) *or* other appropriate methodological preparation
2. One course in three of the following areas:
   a. Human experimental psychology
   b. Physiological psychology
   c. Social psychology
   d. Personality and psychopathology
   e. Developmental psychology

   At least one of the area courses must be from those giving science credit (a or b) and at least one from those giving social science credit (c, d, or e)
3. At least 24 of the 36 credits must be graded
4. A course in which a student receives a D grade cannot be counted toward the major requirements (a grade of C– or P or better is required)
5. Prior to taking PSY 302 and 303, the Psychology major must take Psychology as a Science (PSY 202, 203) *or* Psychology as a Social Science (PSY 204, 205) *or* Introduction to Experimental Psychology (PSY 217, 218)

Note: For Psychology majors, PSY 302 and 303 or other appropriate methodological preparation (or instructor's consent) are prerequisites for all area 400-level courses. In addition, students should examine carefully the prerequisites for all 400-level courses.

Planning a Program

In addition to attending lecture courses, students may participate in seminars, reading courses, laboratory work, fieldwork, and other means of gaining experience. With the aid of advisers, students design programs directed toward one of four options: liberal arts, professional, honors, or secondary education certification.

Sample Program

The sample program below provides an idea of a typical course load during the freshman year.

Fall Term	**14-15 credits**
Arts and letters elective	3
Health	3
Mathematics	4
Physical education	1
Science elective	3-4
Winter Term	**17-18 credits**
Arts and letters elective	3
English Composition (WR 121)	3
Mathematics	4
Physical education	1
Science elective	3-4
Social science elective	3
Spring Term	**18-19 credits**
Arts and letters elective	3
Psychology as a Science (PSY 202) *or* Psychology as a Social Science (PSY 204)	4
Mathematics	4
Physical education	1
Science elective	3-4
Social science elective	3

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 regarding any aspect of the University system—how to read the time schedule, 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. For further information consult the *Psychology Undergraduate Handbook*.

Professional Curriculum

The professional curriculum is designed for those 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 those who plan to enter government or business administration. It stresses a broad knowledge of psychology as well as experience in a variety of different settings in which psychology is applied. Special emphasis is on statistics, writing, computer programming, and other skills that make the student a more attractive job candidate or give an advantage once employment is begun.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities may be gained through special courses in Research (PSY 401), Reading and Conference (PSY 405), or Seminar (PSY 407). By the time of graduation, the student should have prepared a number of papers applying psychology in real settings. The exact curriculum designed depends upon the setting or the department in which advanced study is sought.

Professional Settings. Following are Psychology courses that may be especially appropriate for certain settings.

EDUCATION. PSY 374, 388, 434, 437, 470, 472, 475, 476, 478, 479, 487, 488, 489

WELFARE-SOCIAL WORK. PSY 383, 388, 411, 427, 456, 457, 470, 473, 479, 487, 488, 489

YOUTH WORK. PSY 374, 383, 388, 421, 423, 473, 475, 476, 478, 479

MENTAL HEALTH. PSY 383, 388, 411, 413, 427, 445, 466, 467, 470, 472, 473, 479, 487, 488, 489; many PSY 407 seminars are also appropriate

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 in at least one foreign language appropriate to psychology (German, French, Japanese, Russian) may be useful.

Honors Curriculum

Students with good records who plan to pursue a career in psychology may consider applying to the departmental honors program at the end of their sophomore year. The honors program centers around an independent research project, which the student develops and carries out under the supervision of a departmental committee. Information about admission criteria and how to apply is available from the Department.

Secondary School Teaching

The Department offers work toward Basic and Standard certification to teach in public secondary schools. For additional information regarding departmental requirements for psychology, students should see the Department's adviser for teacher education as well as the staff in the Teacher Education Office of Student Services.

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. Special Studies (PSY 199) does not count toward the minor. The psychology option requires 25 credits in Psychology; the cognitive science option requires 31 credits in Psychology, to be distributed as follows:

Psychology Option **25 credits**

Psychology as a Science (PSY 202, 203) *or* Psychology as a Social Science (PSY 204, 205) *or* Introduction to Experimental Psychology (PSY 217, 218) 8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) *or* equivalents from other departments ... 8
Three upper-division core courses from at least two areas of psychology 9

At least 16 of the 25 credits must be graded and at least 16 must be upper division.

Cognitive Science Option **31-38 credits**

Any two courses in Computer and Information Science. Computers in Psychology (PSY 305) may substitute for one of these 8
Introduction to Linguistics (LING 290) *or* Elements of Linguistics (LING 421) 4
Psychology as a Science (PSY 202, 203) *or* Introduction to Experimental Psychology (PSY 217, 218) 8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) 8
Cognition (PSY 435) *or* two terms of Advanced Experimental Psychology (PSY 430, 431, 432) 3-10

At least 20 of the 31 credits must be graded and at least 15 must be upper division.

In addition, a list of recommended electives is available in the Department office.

Graduate Studies

The Department emphasizes graduate work at the doctoral level and at a specialized master's level. The four major Ph.D. programs are general experimental; physiological psychology, which emphasizes an interdisciplinary neuroscience program with biology and chemistry; clinical; and developmental-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 provide scores on both aptitude and advanced tests in the Graduate Record Examinations (GRE) and three letters of recommendation on special forms provided by the Department. Detailed information on admission, including application forms and information on awards and graduate teaching fellowships (GTFs), may be obtained from the Department.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to research. The student's specific program is planned in relation to prior background, current interests, and future goals. Research experience and a dissertation are required of all Ph.D. candidates; teaching experience is recommended, and opportunities to teach are made available. For general regulations governing graduate work at the University, see the Graduate School section of this bulletin.

Clinical Program

A clinical psychologist, in the Department's view, is both a scientist and a professional. The graduate program stresses the interaction and integration of theory, research, and application in clinical psychology and related community activities. The program seeks to improve students' conceptual understanding of clinical problems and emphasizes a data-oriented approach to solving problems. It also places importance on psychological development throughout the human life span.

The first year of graduate study includes courses the Department requires of all students: a year-long sequence surveying all areas of psychology, a statistics sequence, and a research project. In addition, clinical students get an introductory overview of clinical work and research in the Proseminar in Clinical Psychology (PSY 524) and take the first-year Practicum (PSY 509).

Every year thereafter, clinical students participate in either the general practicum or specialized practica, working with clients under supervision. Program requirements include eight courses: Psychopathology (PSY 520), Clinical Psychobiology (PSY 521), three assessment courses, two behavior change courses, and one elective course. 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, students usually have 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.

Interdisciplinary Program in the Neurosciences

Neuroscientists in the Biology, Chemistry, Computer and Information Science, Physical Education and Human Movement Studies, and Psychology departments have formed an interdisciplinary program in the neurosciences. The focus of the program is on experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated graduate degree-granting program of instruction and research is available to students through any of the participating departments. For more information see the Neuroscience section of this bulletin.

Cognitive Science

Cognitive science is an interdisciplinary field concerned with the study of natural and artificial intelligence, culture, and communication.

Psychology faculty members in cognitive psychology have joined with those in other departments to offer work in this field. Psychology undergraduate and graduate students can receive training in cognitive science while pursuing studies within the Psychology Department. For further information see the Institute of Cognitive and Decision Sciences.

Master's Program in Psychology

A special master's degree program not leading to a Ph.D. is available in Psychology. The degree—either a master of arts (M.A.) or a master of science (M.S.)—requires 45 credits in course work. Applicants to the program must provide signatures of endorsement from three members of the Psychology Department, grade transcripts of all undergraduate and graduate work, and a sample of written work. For fall admission, completed applications received by June 15 are given preference. Applications submitted after August 15 are accepted only in exceptional circumstances. Application materials and additional information may be obtained from the Department's graduate secretary.

Psychology Courses (PSY)

Note: 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.

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R) P/N only

202, 203 Psychology as a Science (4,4S) Application of experimental and correlational research methods to theoretical questions. **202:** sensory processes, perception, memory, cognition, conditioning. **203:** affect, motivation, and social influences in personality and social development.

204, 205 Psychology as a Social Science (4,4S) Application of psychology to social science issues. **204:** general cognitive processes, learning theory. **205:** motivation and emotion, social psychology, personality and developmental psychology.

217, 218 (H) Introduction to Experimental Psychology (Honors College) (4,4S) Fundamental concepts and facts in perception, learning, and motivation. Lectures, laboratories. Open to selected students outside the Honors College with instructor's consent. Enrollment limited to 25.

Upper Division

302 Statistical Methods in Psychology (4) Probability and statistics as applied in psychological research. Topics include hypothesis testing, correlation and regression, and design of experiments. Prereq: a grade of C– or better in MTH 95 or equivalent and PSY 202, 203 or PSY 204, 205 or PSY 217, 218; MTH 101 recommended.

303 Research Methods in Psychology (4) Use of library and bibliographic methods, handling of survey data, coding from written and taped sources, interviews, questionnaires, tests, and experiments. Prereq: PSY 202, 203 or PSY 204, 205 or PSY 217, 218 or equivalent.

304 Biological Psychology (4) Relationships between activity of the nervous and endocrine systems and behavior. Topics include sensation, perception, consciousness, sexual behavior, eating and drinking, sleeping and dreaming, learning, and the human brain. Prereq: PSY 202, 203 or PSY 204, 205 or PSY 217, 218 or equivalent.

305 Computers in Psychology (4) Introduction to computer usage in psychology. Topics include control of experiments, data collection, testing, data analysis, simulation. Emphasis on learning to program experiments. Prereq: instructor's consent.

310 Personality and Psychopathology (4) Theoretical conceptions and determinants of individual differences in personality and personality disorders; methods of personality assessment and treatment of psychopathology. Prereq: PSY 202, 203 or PSY 204, 205 or equivalent.

311 Child Development (4) Social, intellectual, and personality development of the child. Includes attachment, parent-child interaction, peer relations, cognitive development, and parent and teacher influences upon child development. Prereq: PSY 202, 203 or PSY 204, 205 or equivalent.

357 Pseudopsychologies (3) Astrology, I Ching, faith healing, water divining, Scientology, and meditation systems. Evaluation of evidence and claims in support of pseudopsychologies; focus on deception of the mind.

374 Infancy (3) Development of infants from conception to the age of two years. Topics include heredity and prenatal development, birth, characteristics of the newborn, and cognitive development. Prereq: course work in Psychology.

383 Psychoactive Drugs (3) Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. The psychology of use and overuse; therapies for correcting drug problems.

388 Human Sexuality (3) The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosexual development; frequency and significance of various types of sexual behavior; sexual inadequacy; homosexuality; sexual deviation.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 Field Studies (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Topics vary from year to year depending upon interests and needs of students and upon availability of faculty. Topics include Activity and Rest, Behavior Modification, Cognitive Development, and Color Vision.

408 Laboratory Projects (1-9R) R for maximum of 20 credits toward bachelor's degree.

409 Practicum: [Term Subject] (1-3R)

410 (G) Experimental Course: [Term Subject] (Arr,R)

411 (M) Theories of Personality (3) Main phenomena of personality; critical comparison of the outstanding conceptual systems developed to account for these phenomena.

413 (M) Humanistic Psychology (3) Philosophy and theories of personality of the "Third Force" school of psychology; what distinguishes humanistic psychology from behavioristic, psychoanalytic, and cognitive theories of personality. Prereq: PSY 411 or instructor's consent.

415 (M) Prejudice (3) Theory and research on the origins, maintenance, and modification of intergroup prejudice. Prereq: social psychology courses or instructor's consent.

425 (M) Psychology of Sex Differences (3) The development of sex differences: biological differences; societal sex roles and sex typing; personality theorists' views of woman; the different status of man and woman throughout the life cycle. Prereq: Psychology course work.

427 (M) Abnormal Psychology (3) Unusual behavior including anxiety states, hysteria, hypnotic phenomena, and psychoses. Normal motives and adjustments considered in their exaggerations in the "neurotic" person. Prereq: PSY 202, 203 or PSY 204, 205 or PSY 217, 218. PSY 302 recommended.

Areas

Note: The prerequisites for 400-level courses for Psychology majors are PSY 202, 203 or PSY 204, 205 or PSY 217, 218 *and* PSY 302, 303.

Experimental Area

430, 431, 432 (G) Advanced Experimental Psychology (5,5,5S) Functional operations of the human nervous system in perceiving, remembering, transforming, and responding to information; techniques of information theory, signal-detection theory, statistics, and computer control of experiments. Prereq: PSY 302, 303, and instructor's consent.

433 (G) Learning and Memory (3) Experimental and theoretical work on learning in animals and humans. Environmental and biological determinants of conditioning; symbolic learning and memory in humans. Prereq: PSY 302, 303.

435 (G) Cognition (3) Issues of memory: coding for storage, control processes for storage; attention and cognitive control; analysis of more complex cognitive tasks; approaches to problem solving. Prereq: PSY 302, 303.

436 (G) Human Performance (3) Motor and intellectual capacities; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems. Prereq: PSY 302, 303, 435.

438 (G) Psychology of Perception (3) Fundamental concepts of vision, audition, and somesthesis. Psychophysiological factors and psychophysical methodology. Prereq: PSY 302, 303.

439 (G) Psychology of Visual Art (3) Perceptual, cognitive, and affective bases of pictorial art. Topics include perceptions of space, color, form; the function of images; effects of learning; anamorphic painting; cartoons and caricatures. Prereq: PSY 302, 303; PSY 438 or instructor's consent.

440 (G) Psycholinguistics (3) Processes and structures underlying language use. Methods of studying language processing. Relationship between psycholinguistic data and observations from linguistics and neurophysiology. Prereq: LING 421, PSY 302, 303, 435.

Physiological Area

445 (G) Brain Mechanisms of Behavior (3) Organization of mammalian brain. Structure and function of neuronal systems underlying sensation, perception, coordinated movement, learning and memory, sleep-wakefulness, and affective disorders. Prereq: course work in Biology or PSY 304; prereq for Psychology majors: PSY 302, 303.

448 (G) The Integrative Action of the Nervous System (3) Concentration on the possible neural basis of higher brain functions such as selective attention, perceptual discrimination, pattern recognition, and motor control. Prereq: PSY 445 or 447; prereq for Psychology majors: PSY 302, 303.

449 (G) Sensory Processes (3) Anatomical and physiological basis of sensory reception and coding in vertebrate sensory systems. Prereq: PSY 445 or 447 or BI 414; prereq for Psychology majors: PSY 302, 303.

450 (G) Hormones and Behavior (3) Interactions among the brain, endocrine system, and behavior. Topics typically include sexual, parental, and aggressive-defensive behaviors. Prereq: PSY 304 or equivalent work in Biology; prereq for Psychology majors: PSY 302, 303.

Social Area

456 (G) Social Psychology I: Attitudes and Social Behavior (3) Factors leading to the development, maintenance, and modification of social attitudes and beliefs; theory and research of human aggression, prejudice, and altruism; attitudinal and situational components of social behavior. Prereq: PSY 302, 303.

457 (G) Social Psychology II: Interpersonal Processes (3) Relations between individuals, especially nonverbal communication, attraction, friendship, love, human sexuality; group and individual decision making, collective behavior. Prereq: PSY 302, 303; PSY 456 recommended.

Personality and Psychopathology Area

466 (G) Personality Research (3) Conceptual models of individual differences; how knowledge about personality effects is generated; organismic and situational influences on behavior, acquisition of personality traits, behavior change. Prereq: PSY 302, 303; PSY 411 or equivalent.

467 (G) Survey of Psychotherapeutic Methods (3) Major models and methods of psychological treatment and their application in both community and institutional settings. Prereq: PSY 302, 303; PSY 427 or equivalent or instructor's consent.

468 (G) Human Motivation and Emotion (3) Theoretical concepts of adaptive controls on behavior. Hunger, sex, aggression, competence, altruism, self-actualization. From biological control processes to the phenomenology of personal experience. Prereq: PSY 302, 303; course work in Psychology.

469 (G) Psychopathology (3R) Advanced psychopathology for Psychology majors and Counseling graduate students. Major behavior and personality disorders, theory and research, assessment, diagnosis, treatment, special topics. Prereq: PSY 302, 303, 310. **R** when topic changes.

470 (G) Principles and Methods of Psychological Assessment (3) Application of psychological methods to the study of the individual; rationale of test construction and interpretation; problems in the prediction of human behavior; psychological assessment techniques. Prereq: PSY 302, 303; MTH 425 or equivalent.

472 (G) Applied Behavioral Analysis (3) Applied behavioral analysis of individuals, small groups, institutional settings; children and adults; cognitive-behavioral therapies. Prereq: PSY 302, 303.

473 (G) Marriage (3) Behavioral basis of dyadic interactions; adult intimacy and love relationships. Clinical-counseling approaches: assessment, marital therapies, and evaluation. Models of marital adjustment and assessment of interpersonal relationships. Prereq: PSY 302, 303.

Developmental Area

475 (G) Cognitive Development (3) Intellectual development in children; classical and operant conditioning, memory, attention and concept formation; perceptual, motor, and language development. Prereq: PSY 302, 303; prior courses in learning or instructor's consent.

476 (G) Language Acquisition (3) In-depth study of an important area of child development covered only superficially in other courses. Semantic and syntactic development; development of communication skills. Prereq: PSY 302, 303; prior courses in learning or developmental psychology or instructor's consent.

478 (G) Child Socialization (3) Socialization processes in infancy, childhood, adolescence, maturity, and old age. The development of infants' attachments, identification, conscience and morality, peer groups, family interaction, and psychopathology. Prereq: PSY 302, 303; prior courses in personality; social, abnormal, or developmental psychology; or instructor's consent.

479 (G) Emotional Problems of Childhood (3) Origin, nature, and treatment of emotional disorders of childhood from a psychodynamic and developmental orientation. Emotional problems of normal children and the more severe childhood disorders. Prereq: PSY 302,

303; courses in personality, abnormal, and developmental psychology or instructor's consent.

General Advanced Courses

485 (G) History and Systems of Psychology (3) The development of modern psychology. The comprehensive theoretical systems (behaviorism, stimulus-response, Gestalt, psychoanalysis, and mathematical models) developed to help deal with methodological and substantive problems in psychology. Prereq: 12 credits in upper-division Psychology.

487, 488, 489 (G) Advanced Applied Psychology (3,3,3) Theory and practice in the application of psychology to problems of individuals, groups, and organizations. Emphasis on data gathering and data-based interventions, based broadly on systems theory. Previous work in experimental, personality, and social psychology strongly recommended.

490, 491, 492 Honors (1,1,1) Reading and conference for honors Psychology majors only.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (1-3R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R) Topics vary from year to year.

507 Seminar: [Term Subject] (Arr,R) Seminars vary from year to year, depending on faculty interests. Topics include Attitudes; Cognitive Development; Community Psychology; Group Dynamics; Human Performance; Language and Cognition; Memory; Perception; and Proseminars: Clinical, Developmental, Experimental, Personality-Social, Physiological.

508 Clinical Work with Children (1-9R) Work with deviant children and their families, emphasizing the behavior modification approach. Enrollment for minimum of three consecutive terms required. Prereq: course work in learning and behavior modification and instructor's consent.

509 Practicum: [Term Subject] (1-9R) Supervised work in assessment and treatment coordinated with didactic clinical core courses. Prereq: instructor's consent.

510 Experimental Course: [Term Subject] (Arr,R)

511, 512, 513 Statistical and Quantitative Methods in Psychology (3,3,3) Basic concepts of probability and statistics. Use of probability theory in psychological theory construction; application of multivariate methods; design of experiments. Prereq: MTH 425 or equivalent.

514 Learning (3) Learning, storage, retrieval, and transformation of information. Classical and instrumental learning, skill learning, short- and long-term memory, classification and rule learning, problem solving, language behavior. Prereq: basic knowledge of experimental psychology and instructor's consent.

515 Perception (3) Factual knowledge and theory concerning sensory function and perceptual information processing.

516 Physiological Psychology (3) The fundamental aspects of brain-behavior relationships. Neuron physiology, sensory systems, nonspecific afferent systems; emotion, motivation, learning from a neurophysiological viewpoint.

517 Social Psychology (3) Current theory and research concerning the individual within a social context.

518 Life-Span Development (3) Theory, research, and applications of developmental concepts from birth to death. Longitudinal, cross-sectional, and life-history research methodologies. Topics include emotional disorders, attachment, sex-role development, and dominance.

519 Personality (3) Personality theory and research.

520 Psychopathology (3) Definition and measurement of deviant behavior; critical review of research literature on etiology, intervention, and outcomes in psychoses, neuroses, and personality disorders. Prereq: PSY 427 or instructor's consent.

521 Clinical Psychobiology (3) Physiological principles in neuroscience applied to clinical problems and biological therapies in such areas as depression, schizophrenia, stress, and chronic pain. Prereq: enrollment in Psychology Ph.D. program or instructor's consent.

524, 525, 526 Proseminar in Clinical Psychology (1-3,1-3,1-3) P/N only. Current issues and problems in clinical psychology with emphasis on application of relevant research strategies.

528 Assessment I: Assessment Theory (3) Theory and methods of psychological assessment. Quantitative and inferential issues in designing and interpreting assessment procedures. Prereq: PSY 512 or equivalent.

529 Assessment II: Personality Assessment (3) Theory, methods, and related research in approaches to personality assessment, including projective and objective methods. Prereq: PSY 512 or equivalent and PSY 528.

530 Assessment III: Assessment of Cognitive Functions (3) Intensive study of selected clinical decision-making situations requiring information about cognitive functioning. Includes a practicum with neurologically damaged individuals. Prereq: PSY 528 and 529 or equivalents.

531 Individual Therapies (3) Research strategies in psychotherapy and major theoretical rationales of dyadic unit psychotherapies. Instructor's consent required for nonsecond-year clinical graduate students.

532 Marital, Family, and Small-Group Therapies (3) Current theories and clinical techniques of behavior change from an interaction perspective. Instructor's consent required for nonsecond-year clinical graduate students.

533 Child and Family Therapy (3) Modification of deviant child behaviors, particularly in the family setting; emphasis on interpersonal and operant approaches to child and family therapy. Prereq: instructor's consent.

535 Advanced Social Psychology (3) Social behavior in relation to current psychological theory and research.

537, 538, 539 Advanced Clinical-Research Practicum (1-9,1-9,1-9) Specialized work with particular clinical problems (e.g., depression, self-control), focusing on the development of testable hypotheses about the phenomena. Students work in small teams with the clinical staff in an attempt to generate systematic assessment and treatment approaches.

546 Multivariate Methods in Psychology (3) Theory and application to psychology of factor analysis and other multivariate methods. Prereq: PSY 513 or equivalent.

Religious Studies

223 Chapman Hall
Telephone (503) 686-4971
J. T. Sanders, Department Head

Faculty

Carol M. Bensick, Associate Professor (early American religious literature). B.A., 1977, Wellesley; M.A., 1980, Ph.D., 1982, Cornell, (1985)

Aletta A. Biersack, Assistant Professor (religion in tribal societies). B.A., 1965, M.A., 1969, 1972, Ph.D., 1980, Michigan. On leave 1988-89. (1982)

Thomas A. Brady, Professor (Reformation). B.A., 1959, Notre Dame; M.A., 1963, Columbia; Ph.D., 1968, Chicago. On leave 1988-89. (1967)

Robert J. Hauck, Visiting Assistant Professor (history of Christianity). B.A., 1968, Seattle Pacific; M.A., 1980, Trinity Evangelical; Ph.D., 1985, Duke. (1986)

Robert T. Herbert, Professor (metaphysics, philosophy of religion). B.A., 1952, M.A., 1954, Ph.D., 1962, Nebraska. (1966)

Benton Johnson, Professor (sociology of religion). B.A., 1947, North Carolina; M.A., 1953, Ph.D., 1954, Harvard. (1956)

Hee-Jin Kim, Professor (Asian religions). B.A., 1957, M.A., 1958, California, Berkeley; Ph.D., 1966, Claremont. (1973)

Kenneth B. Liberman, Assistant Professor (Tibetan Buddhism). B.A., 1970, State University of New York at Old Westbury; M.A., 1976, Ph.D., 1981, California, San Diego. (1983)

Jack P. Maddex, Professor (religious life in the United States). B.A., 1963, Princeton; Ph.D., 1966, North Carolina. (1966)

J. T. Sanders, Professor (Biblical studies). B.A., 1956, Texas Wesleyan; M.Div., 1960, Emory; Ph.D., 1963, Claremont. (1969)

Leigh E. Schmidt, Assistant Professor (Christianity). B.A., 1983, California, Riverside; M.A., 1985, Ph.D., 1987, Princeton. (1988).

Sharon R. Sherman, Associate Professor (myth). Ph.B., 1965, Wayne State; M.A., 1971, California, Los Angeles; Ph.D., 1978, Indiana. (1976)

Emeritus

G. Douglas Straton, Professor Emeritus (philosophy of religion and ethics). B.A., 1938, Harvard; B.D., 1941, Andover Newton; Ph.D., 1950, Columbia. (1959)

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

The Department of Religious Studies offers courses concerning the religious beliefs and practices of the world's major religions. The Department does not represent the viewpoint of any religious group, nor does it acknowledge any religion to be superior to others. Rather, courses focus on the history and philosophy of religions including their origins, sacred texts, rituals and practices, beliefs, and subgroups. The courses provide a broad understanding of the nature and role of religion in the world's different cultures, both present and past, for students in all fields, as well as integrated programs for majors in Religious Studies.

The Department annually sponsors a distinguished visiting lecturers program, which brings outstanding scholars in various fields of religious studies to the campus for several days of lectures and meetings.

Preparation. The best high school or community college preparation for an undergraduate program in religious studies is a good general background in social science and literature.

Careers. An undergraduate major in Religious Studies can lead to graduate work in preparation for teaching religious studies or to religious education at a seminary in preparation for a career as a religious leader. Other career opportunities in education include teaching religious studies in public schools and religious education work. Social service organizations, such as the YMCA, YWCA, Red Cross, community services, and international relief agencies, provide additional career possibilities. A major in Religious Studies constitutes one type of broad training and enrichment for any of the humanitarian professions.

Undergraduate Studies

The Department offers two options within the Religious Studies major.

Major Requirements

The major requirement includes 45 credits in religious studies courses, not all of which carry the R prefix. (See Additional Courses at the end of the departmental course listings.) Of those 45 credits, 9 must be in Great Religions of the World (R 201, 202, 203) and 27 must be upper division.

All courses satisfying the major requirement must be taken on a graded basis. A grade of D is not normally accepted as a passing grade in more than one such course.

Minor Requirements

The minor in Religious Studies requires 24 credits, including 9 in Great Religions of the World (R 201, 202, 203) and 15 upper-division credits in Religious Studies. All courses must be taken on a graded basis. Grade requirements for the minor are the same as those for the major.

Honors Program in Religious Studies

Requirements for a degree with honors in Religious Studies include the following:

1. Satisfaction of the requirements for a major
2. A cumulative grade point average of 3.50 in courses taken to satisfy the major requirements
3. Satisfactory completion of an honors thesis. The candidate for honors normally registers for 3 credits of Research (R 401) winter term of the senior year in order to prepare for writing the thesis, and for 3 credits of Thesis (R 403) spring term, when writing the thesis. A faculty committee of two supervises the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate and the final draft four weeks before the end of the term

Graduate Studies

At present the University of Oregon does not offer formal graduate degrees through the Department of Religious Studies. However, students may work with faculty members from Religious Studies as well as other University departments toward an Interdisciplinary Studies: Individualized Program (IS:IP) master's degree (M.A. or M.S.) focusing on religious studies, offered through the Graduate School. Information is available in the Graduate School section of this bulletin.

Advanced Degrees in Other Departments

Another possibility for students interested in graduate work in religious studies is to fulfill requirements for an advanced degree in another University department or program. After each department below are listed the available degrees in a relevant study area and names of participating faculty members (in the given department, unless specified otherwise). Each faculty member's areas of specialization are provided in his or her home department's section of this bulletin. Additional information is available from the listed departments.

Anthropology, Ph.D. (general anthropology M.A. presupposed) Comparative religions, religion and symbol in particular cultures. William S. Ayres, Aletta A. Biersack (Religious Studies), Richard P. Chaney, Carol W. Silverman, Paul E. Simonds, Theodore Stern

Art History, M.A., Ph.D. Medieval Christian art. A. Dean McKenzie, Richard A. Sundt

Asian Studies, M.A. East Asian religions. Hee-Jin Kim (Religious Studies)

Classics, M.A. in Classical Civilization. Ancient religions in or related to ancient Greece and Rome. Jeffrey M. Hurwit (Art History), Mary E. Kuntz, Steven Lowenstam, John Nicols (History), C. Bennett Pascal, J. T. Sanders (Religious Studies), Steven Shankman (English)

History, M.A., Ph.D. History of Christianity. Gustav Alef, Thomas A. Brady (Religious Studies), A. Dean McKenzie (Art History), Jack P. Maddex (Religious Studies), Mavis Howe Mate, J. T. Sanders (Religious Studies), Leigh E. Schmidt (Religious Studies)

Philosophy, M.A., Ph.D. Philosophy of religion. Henry A. Alexander, Jr.; William E. Davie; Robert T. Herbert (Religious Studies); Arnulf Zweig

Sociology, M.A., Ph.D. Sociology of religion. Benton Johnson (Religious Studies)

Religious Studies Courses (R)

Lower Division

111 Introduction to the Study of the Bible (3) Content and organization of the various Jewish and Christian scriptures, scholarly method in the study of the Bible, and standard research tools used in the study of the Bible. Not for upper-division students; seniors may be required to meet a higher grade standard than other students.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201, 202, 203 Great Religions of the World (3,3,3) Hinduism, Buddhism, Confucianism, Taoism, Shinto, Judaism, Christianity, and Islam. Examination of their beliefs, practices, and institutions in history and culture.

230 Varieties of Eastern Meditation (3) Classical yogic-meditational methods and philosophies of various Eastern religious traditions. Kim.

Upper Division

301 Religions of India (3) Historical survey from most ancient to modern times. Primary emphasis on Hinduism, including Vedas, Brahmanism, and sectarian Hinduism. Attention to Buddhism, Sikhism, Jainism, and Sufism. Kim.

302 Chinese Religions (3) Prehistoric roots of Chinese religion; Confucius and his followers; philosophical Taoism; Han Confucianism; religious Taoism; Chinese Buddhism; Neo-Confucianism; religion in China today. Kim.

303 Japanese Religions (3) 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. Kim.

306 Judaism and Christianity since C.E. 70 (3) Post-Biblical developments; medieval and modern Jewish philosophy; separation of Christianity from Judaism; Christian Hellenism; patristic synthesis; East-West rift in Christianity; medieval reform movements; Reformation and post-Reformation.

307 Religions of the Islamic World (3) Historical survey from origin of Islam to modern times, including expansion, theology, philosophy, and mysticism. Attention to non-Muslim religious communities within the Muslim world. Not offered 1988-89.

311,312, 313 Ancient Near Eastern and Mediterranean Religions I, II, III (3,3,3) Religions of the ancient Near East and of the ancient Mediterranean region. **311:** Egypt, Mesopotamia, Asia Minor, and Palestine before the Persian period. **312:** Persia, Greece, and Judaism before the Roman period. **313:** Rome, Hellenistic religions, beginning of Christianity. Sanders.

321, 322, 323 History of Christianity (3,3,3) The course of Christian history in East and West; the relations between spirituality, doctrine, and institutional forms. **321:** from the New Testament period to the Iconoclastic Controversy. **322:** the Middle Ages, the schism between East and West, and the reform movement in the West. **323:** the Reformation and the modern period.

324, 325 History of Eastern Christianity (3,3) **324:** the church in the Eastern Roman Empire and its expansion in Europe, the Eastern churches and Islam. **325:** the Eastern churches from the 15th century to the present. Prereq: R 321 or equivalent. Not offered 1988-89.

330, 331 Buddhism and Asian Culture (3,3) Beliefs, symbols, values, and practices of Buddhism. **330:** Theravada Buddhism. **331:** Mahayana Buddhism. Kim. Not offered 1988-89.

399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (1-4R)

403 Thesis (1-4R)

405 (G) Reading and Conference: [Term Subject] (1-4R)

406 (M) Special Problems (1-4R)

407 (G) Seminar: [Term Subject] (1-4R)

408 (M) Colloquium (1-4R)

409 (M) Practicum: [Term Subject] (1-4R)

410 (M) Experimental Course: [Term Subject] (1-4R)

430 (G) Zen Buddhism (3) Some salient aspects of Ch'an and Zen Buddhism. Historical development; koan and zazen; Zen classics; enlightenment and philosophy; cultural impact. Kim. Not offered 1988-89.

431 (G) Readings in Zen Classics (3) Selected Ch'an and Zen works in English translation, such as *Pi-yen-lu* (*The Blue Cliff Record*), *Wu-men-kuan* (*The Gateless Gate*), and *Shobogenzo* (*The Treasury of the True Dharma Eye*). Kim. Not offered 1988-89.

Additional Courses

Note: For descriptions of the following courses, see the listed departmental sections of this bulletin.

Anthropology. Religion and Magic of Primitives (ANTH 444), Folklore and Mythology of Primitives (ANTH 445)

English. Studies in Mythology (ENG 417)

History. History of Religious Life in the United States (HST 374), Problems in the German Reformation (HST 432)

Philosophy. Introduction to Philosophy of Religion (PHL 204), Philosophy of Religion (PHL 439, 440)

Sociology. Sociology of Religion (SOC 461)

Romance Languages

101 Friendly Hall
Telephone (503) 686-4021
Robert M. Jackson, Department Head

Faculty

George Ayora, Associate Professor (Spanish-American literature). B.A., 1962, M.A., 1964, Washington (Seattle); Ph.D., 1969, Vanderbilt. (1970)

Randi M. Birn, Professor (contemporary French literature). Cand.Philol., 1960, Oslo; Ph.D., 1965, Illinois. (1965)

Françoise Calin, Professor (modern French novel and poetry). Licence, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; Ph.D., 1972, Stanford. (1973)

William Calin, Professor (medieval and Renaissance French literature, French poetry, Occitan). B.A., 1957, Ph.D., 1960, Yale. (1973)

David J. Curland, Senior Instructor (Spanish); Director, Foreign Language Resource Center. B.A., 1950, California, Los Angeles; M.A., 1963, Oregon. On leave fall 1988. (1965)

Elizabeth B. Davis, Assistant Professor (Spanish Golden Age literature). B.A., 1969, Arizona; M.Phil., 1972, Ph.D., 1975, Yale. (1987)

Richard H. Desroches, Associate Professor (18th-century French literature). B.A., 1947, Clark; Ph.D., 1962, Yale. (1957)

Juan A. Epple, Associate Professor (Spanish-American literature). Licenciate, 1971, Chile; M.A., 1977, Ph.D., 1980, Harvard. (1980)

Sylvia B. Giustina, Senior Instructor (Italian). B.A., 1956, Marylhurst; M.A., 1966, Oregon. (1966)

Evlyn Gould, Assistant Professor (19th-century French literature, theory of the theater). B.A., 1975, California, Irvine; M.A., 1977, Ph.D., 1983, California, Berkeley. (1983)

Thomas R. Hart, Professor (Spanish and Portuguese, Middle Ages, Renaissance); Editor, *Comparative Literature*. B.A., 1948, Ph.D., 1952, Yale. (1964)

Emmanuel S. Hatzantonis, Professor (Italian language and literature). B.A., 1952, City College, New York; M.A., 1953, Columbia; Ph.D., 1958, California, Berkeley. On leave spring 1989. (1959)

Robert M. Jackson, Associate Professor (Spanish narrative). B.A., 1963, Dartmouth; M.A., 1964, Ph.D., 1968, Harvard. (1969)

Kimberly Jansma, Assistant Professor (applied linguistics, French). B.A., 1975, Pitzer; M.A., 1982, Ph.D., 1987, Texas at Austin. (1987)

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 Dale May, Associate Professor (modern Spanish poetry, modern Spanish woman writers). B.A., 1972, M.A., 1973, Ph.D., 1975, Utah. (1976)

Steven F. Rendall, Professor (French literature, literary theory); Codirector, Comparative Literature Program. B.A., 1961, Colorado; Ph.D., 1967, Johns Hopkins. (1967)

Wolfgang F. Sohlich, Associate Professor (modern French poetry, theater). B.A., 1959, Johns Hopkins; M.A., 1970, Ph.D., 1971, Emory. (1970)

Emeriti

Chandler B. Beall, Professor Emeritus; Editor Emeritus, *Comparative Literature*. B.A., 1922, Ph.D., 1930, Johns Hopkins. (1929)

Carl L. Johnson, Professor Emeritus. B.A., 1924, M.A., 1925, Iowa; Ph.D., 1933, Harvard. (1935)

Perry J. Powers, Professor Emeritus. B.A., 1941, Oregon; Ph.D., 1947, Johns Hopkins. (1946)

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

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, in addition to degree programs that emphasize teaching French or Spanish. The Department works with the College of Education for Basic and Standard teacher certification in languages on the secondary education level. The doctor of philosophy (Ph.D.) is awarded in Romance Languages, encompassing a primary language and literature and a supporting area. The major in Romance Languages is a liberal arts major, providing a solid background for those interested in professional graduate work, teaching, and, increasingly, other professional careers.

Preparation. The Department recommends the following preparation for a course of study leading to a major in Romance Languages:

1. As much work as possible in French, Spanish, or both
2. Knowledge of European or Latin American history and geography
3. Familiarity with literature in any language that will help provide critical tools useful in advanced study of a Romance literature
4. Communication skills, speech and essay or theme writing. These skills enable the student to convey ideas logically. In literature courses, papers or essay examinations are generally required

Careers. Students who graduate with a B.A. degree in Romance Languages enter a wide variety of occupations. Language teaching is an obvious possibility. Proficiency in a foreign language and knowledge of other cultures enhances study and career opportunities in other areas as well. Students who have a B.A. in Romance Languages or who have a second major in another discipline—Art History, the Undergraduate School of Business, Economics, History, International Studies, Journalism, Music, or Political Science—find positions in communications media, government foreign service, international business and law, libraries, social work organizations, and travel and tourist-related agencies, among others.

Undergraduate Studies

Major programs leading to undergraduate degrees are provided in French, Italian, Spanish, and Romance Languages (two languages). Departmental majors concentrate on Romance languages, literatures, and cultures. Attention is given to developing the skills of understanding, speaking, and writing the modern idiom. A fully equipped language laboratory is a valuable adjunct to classroom exercises.

Those students who intend to do graduate work in Romance Languages are advised to begin a second Romance language and to take a year's work in Latin. Courses in English and other literatures are also recommended. One of the goals of the Department is to give students a general view of the cultures of the countries where Romance languages are spoken. The Department encourages students to study, at some point in their undergraduate careers, in a country where their target language is spoken.

Major Requirements

Romance Languages. For the B.A. degree in Romance Languages, students must have 30 graded credits in one language beyond the second-year sequence, of which at least 9 must be in literature and 9 in composition and conversation, in addition to 15 graded credits beyond the second-year sequence in a second Romance language. Students whose first language is French must have 18 credits of French literature, normally to include Introduction to French Literature (FR 301, 302, 303). At least three upper-division French literature courses beyond the FR 301, 302, 303 sequence must be taken in residence.

Courses passed with the grade of D normally are not counted toward the fulfillment of major requirements.

Note: At least two 400- or 500-level literature courses are required for *all* majors in the Department.

This major is being reviewed; requirements may change by fall 1989.

Sample Program

The sample program below shows a typical one-term course load for first-year students in Romance Languages.

Fall term	**15 credits**
Romance language (1st-, 2nd-, or 3rd-year level, depending on previous preparation)	4
Writing	3
Science elective	4
Social science elective	3
Physical Education	1
Other possibilities	
Second Romance language	4
English literature	3
Health	3

French. 45 graded credits in French are required beyond Second-Year French (FR 201, 202, 203), distributed as follows:

	45 credits
Introduction to French Literature (FR 301, 302, 303) or the equivalent	9
Upper-division French composition	9
Upper-division French literature beyond FR 301, 302, 303, with at least three courses taken in residence.	18
Additional upper-division French composition or literature	9

Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, history of art, philosophy, history). Students are urged to consult their advisers in order to create balanced programs.

Italian. 45 graded credits in Italian are required beyond Second-Year Italian (ITAL 204, 205, 206), distributed as follows:

	45 credits
Survey of Italian Literature (ITAL 307, 308, 309) *or* Introduction to Italian Literature (ITAL 377, 378, 379)	9
Italian Composition and Conversation (ITAL 374, 375, 376)	9
Six upper-division courses in Italian literature	18
Three courses in one or more related fields (e.g., another Romance literature, history, art history) to be determined in consultation with adviser	9

Literary Option in Spanish. Students wanting to emphasize the study of Spanish and Latin American literature are required to complete 45 graded credits of work beyond Second-Year Spanish (SPAN 207, 208, 209 or SPAN 219, 220), distributed as follows:

45 credits

Introduction to the Reading of Spanish Literature (SPAN 311)	3
Three of the following: Medieval Spanish Literature (SPAN 312), The Golden Age (SPAN 313), Modern Spanish Literature (SPAN 314), Introduction to Spanish-American Literature (SPAN 315)	9
Cervantes (SPAN 360)	3
Five courses, numbered 407 or above, in Spanish, Spanish-American, or Portuguese literature	15
Three courses in Spanish Composition and Conversation (SPAN 347, 348, 349), Advanced Spanish Composition and Conversation (SPAN 461, 462, 463), or a combination of these	9
Two upper-division courses in related areas, e.g., art history, Latin American art or geography, Spanish history, Hispanic history or culture and civilization, Chicano literature	6

Alternate Option in Spanish. For students with strong interest in the related fields of linguistics, social sciences, and geography, 45 graded credits beyond Second-Year Spanish (SPAN 207, 208, 209 or SPAN 219, 220) are required, distributed as follows:

45 credits

Six of the following upper-division and advanced language courses: Spanish Composition and Conversation (SPAN 347, 348, 349), Spanish Pronunciation and Phonetics (SPAN 350), Advanced Spanish Composition and Conversation (SPAN 461, 462, 463)	18
Introduction to the Reading of Spanish Literature (SPAN 311)	3
Four of the following upper-division courses in literature: Medieval Spanish Literature (SPAN 312), The Golden Age (SPAN 313), Modern Spanish Literature (SPAN 314), Introduction to Spanish-American Literature (SPAN 315), Cervantes (SPAN 360)	12
Four upper-division courses in related areas, e.g., art history, Latin American art or geography, Spanish history, Hispanic history or culture and civilization, Chicano or Portuguese and Brazilian literature	12

Minor Requirements

Students may earn a minor in French or Italian or Spanish (not in Romance languages) by completing 24 graded credits in upper-division courses in one language area. At least 9 credits must be in language study and 9 in literature.

Secondary School Teaching

The Department of Romance Languages offers programs leading to Basic and Standard certification as a teacher of French, Italian, or Spanish in junior and senior high schools. To be recommended for certification, the student must complete the approved program for secondary teachers, which includes (1) subject matter preparation in the teaching specialty, essentially equivalent to major requirements in a single language, as well as recommendation of the institution in which the preparation was completed, and (2) a professional education component.

Candidates must also have a 3.00 grade point average (GPA) in courses taken within the Department and attain a composite score of 250 or better in the Modern Language Association (MLA) proficiency test in order for the Department to recommend them for student teaching and certification.

For specific information regarding certification or endorsement requirements for Romance languages, students should consult the departmental certification advisers and the staff in the Teacher Education Office of Student Services.

Students and teachers working toward the Standard certificate may want to consider working for an interdisciplinary Master of Arts (M.A.) in French or an M.A. in teaching Spanish at the same time. Courses taken for certification often fulfill requirements for these degrees. For further information, see the interdisciplinary program description later in this section, or inquire at the Department office.

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. Further information is available from the director, David J. Curland, in 209 Friendly Hall.

Scholarships and Honors

The Department administers scholarships for undergraduate students of foreign languages. The Perry J. Powers Scholarship is awarded annually to an outstanding senior in a Romance Languages major. The Charles Stickles Endowment Scholarship is usually awarded to a number of selected participants each summer in the Mexican study program. Additional information may be obtained in the Department office.

Approval for graduation with departmental honors will be given to students who (1) earn a cumulative GPA of 3.50 or better in the major work beyond the second-year language, and (2) complete a senior thesis, which is supervised by a departmental faculty member and judged by the thesis director and one other faculty member in the Department. Students must enroll for at least 6 pass/no pass (P/N) credits in Thesis (FR 403, ITAL 403, or SPAN 403) in addition to meeting the standard major requirements. Transfer work and P/N credits are not included in determining the GPA.

Study Abroad

Before going abroad students should consult an appropriate language adviser about the selection of a program and the courses to be taken within that program.

Courses taken in which the readings or lectures or both are in English do not count toward the major, the minor, or the B.A. language requirement. With prior approval of the student's departmental adviser, these courses may be counted as related area work for either Spanish option. For courses offered in another language, the number of credits that will be applicable toward the foreign language requirement is subject to departmental approval (see the appropriate language adviser).

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.

Note: The following courses are among those taken most frequently by students at the Oregon Study Center in Poitiers, France. Course descriptions are provided under French Courses. However, since final curricular authority for these courses remains with the University of Poitiers, their exact content may vary, and they are subject to change without prior notice.

Intermediate French Grammar (FR 324, 325)

Exercises in French Style (FR 326, 327)

Introduction to French Civilization (FR 334, 335)

Masterworks of French Literature (FR 336, 337)

Readings in Modern French Literature (FR 338, 339)

Intensive Conversational French (FR 340)

Orientation for Study in France (FR 341)

Contemporary France via Television (FR 342)

A wide range of other courses at various levels is also available at Poitiers, depending on the student's language proficiency. ***French majors and Romance Language majors with an emphasis in French must complete at least three upper-division French literature courses beyond FR 301, 302, 303 in residence on the Eugene campus.*** Not all courses taken at Poitiers satisfy major requirements. Students should consult a major adviser before leaving for Poitiers.

Spain, Mexico, Italy. The University offers a two-term program in Seville, Spain, during the academic year and summer programs in Mexico and in Perugia, Italy (at the Italian University for Foreigners).

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, Spanish, or a combination) and to the degree of Doctor of Philosophy (Ph.D.) in Romance Languages.

Admission. Procedures for admission to graduate study in the Department include the following:

1. Equivalent of an undergraduate major in Romance literature with a minimum GPA of 3.00 in the major and proficiency in one or two Romance languages. Students with a degree in another discipline may apply provided they have a good knowledge of at least one Romance language and are well acquainted with one Romance literature
2. A completed Application for Graduate Admission, three letters of recommendation, official transcripts of college-level work to date of application, a candidate's statement of purpose, and the Graduate Record Examinations (GRE) general and language scores should be submitted, preferably prior to March 1 for fall admission. Application for a graduate teaching fellowship (GTF),

included in the graduate application packet, is optional

Graduate Teaching Fellows. Graduate students in the Department who hold graduate teaching fellowships (GTFs) must enroll each term in at least two graduate seminars or courses leading toward the graduate degree.

Workshop: Teaching Methods (FR, ITAL, or SPAN 508), required for all beginning GTFs, is a departmental M.A. requirement in addition to 45 graded credits. No more than 15 credits may be taken outside the Department; to count toward the degree, they must form part of a coherent program approved by the student's adviser and the graduate committee.

A number of GTFs are available each year for new graduate students in the Department. Students are encouraged to apply to the Department by April 15 for fall admission and appointment priority. The GTF teaches one language course each term.

Overseas Study and Teaching. Several opportunities for study and teaching abroad are available each year, including a scholarship from the French government for advanced studies at a French university by students with an M.A.; a position as graduate assistant to the director of the Oregon Study Center at the University of Poitiers, France, concurrent with studies at the University of Poitiers; and an assistantship to teach English in a French secondary institution while pursuing studies at a French university, whenever the appointment location allows.

Comparative Literature

The Comparative Literature Program is administered by a committee representing the East Asian Languages and Literatures, English, Germanic Languages and Literatures, Romance Languages, and Russian departments. It provides opportunity for advanced study of several literatures in their original languages. For more information, see the Comparative Literature section of this bulletin.

The resources of the University Library for research in French, Italian, and Spanish are fully adequate for the Department's graduate programs; in some fields they are outstanding. The Library's holdings of learned periodicals are extensive; the quarterly journal, *Comparative Literature*, is edited by a member of the Department.

Master of Arts Program

The M.A. is primarily a degree in the study of literature, although the student normally takes course work to improve linguistic skills as well. Courses are offered in French, Italian, Portuguese, Peninsular Spanish, and American Spanish languages and literatures. Major work is available in French, Italian, and Peninsular Spanish. The student's program may include work in two of these fields, and it must include a second field if the first is Italian or Spanish-American literature.

The minimum requirements for this degree are

1. The completion of 45 graded graduate credits with grades of mid-B or higher
2. Enrollment in Workshop: Teaching Methods (FR or SPAN 508)
3. Successful completion of a comprehensive examination

The written M.A. comprehensive examination covers three areas in literature and requires explication of a text. One question must be answered in the foreign language. The program does not include a thesis. Completion of the M.A. normally requires more than one academic year. Admission to the doctoral program is not automatic upon completion of the M.A. Students wanting to continue toward the Ph.D. degree must complete a petition to the graduate committee for admission to the program.

Alternative programs in French and Italian are available to M.A. candidates. Upon petition from the student, the graduate committee may, with the adviser's approval, authorize the granting of the M.A. after the student has completed 56 graded graduate credits with grades of mid-B or higher and with no comprehensive examination. This option is not available to students who have failed the M.A. examination. Students who are successful in their petition for this alternative normally are not expected to continue toward the Ph.D. degree; they may not do so unless they pass the M.A. comprehensive examination and are accepted into the Ph.D. program by the graduate committee.

Interdisciplinary Master's Degree Program in French

The Department supervises an interdisciplinary program designed particularly for the preparation of secondary school teachers. The program requires 36 graded graduate credits in French and a minimum of 9 graded credits in education, as well as a comprehensive examination. Students may apply to the Department's graduate committee to complete the degree without the examination by taking an increased number of courses (47 credits in French and 9 in education). Many courses taken to meet the requirements for the degree may be valid for certification. Completion of this course of study in conjunction with the professional program partially fulfills the requirements for the Oregon Standard certificate. In any case, no interdisciplinary master's degree will be granted to those who do not possess Basic teaching certification. For further information, consult the director of the program, Elisabeth A. Marlow.

Master of Arts in Teaching Spanish

The Department offers a program of advanced study leading to the master of arts in teaching Spanish, with emphasis on the preparation of secondary school teachers. The program requires a minimum of 45 graded credits of graduate work, including 9 in education, as well as a comprehensive examination. In addition, a summer program in Mexico is available to enhance formal study through immersion in the language and culture. The M.A. program in teaching Spanish is designed to afford prospective teachers of Spanish an opportunity to achieve competence in the written and spoken language, to study literature at the graduate level, and to develop and practice methods of presenting both language and literature to secondary school students. Completion of this course of study along with the professional program fulfills the requirements for Oregon Standard (five-year) secondary teacher certification, but courses in civilization and phonetics, required for this certificate, should be taken prior to admission. In addition, Advanced Spanish Composition and Conversation (SPAN 461, 462, 463) is normally required of candidates for teacher certification. This program is being reviewed; changes in its requirements may be made prior to fall 1989. Applicants will be informed of such changes.

For further information, contact the director of the program, David J. Curland.

Doctor of Philosophy

This degree program permits the student to choose among a variety of approaches to advanced study in Romance literatures. Principal fields of study include a national literature; a period (e.g., the Renaissance); and a genre (e.g., the novel).

Candidates must complete a minimum of 15 graduate courses including at least three courses in the literature of one or more Romance languages other than the principal one and two courses in philology or medieval literature. Upon completion of required course work, the candidate takes a comprehensive examination covering the principal field, text explication, and literary theory or criticism. A doctoral thesis is required to complete the degree. Students entering the doctoral program with an M.A. degree from another institution have their previous work evaluated by the graduate committee. Credit may be given for not more than six graduate courses taken elsewhere to apply toward the required 15.

In addition to command of the languages and familiarity with the chosen literatures, the student is expected to develop skill in critical writing and competence in individual research. Students interested in doctoral study should request a description of the program from the Department.

Romance Languages Courses (RL)

Lower Division

200 Innovative Education: [Term Subject] (1-3R)

230, 231, 232 Introduction to Romance Literature in Translation (3,3,3) Representative masterworks in English translation. Organized around a different theme or topic each year. **230:** French. **231:** Italian. **232:** Spanish.

Upper Division

400 Innovative Education: [Term Subject] (1-3R)

407 (G) Seminar: [Term Subject] (Arr,R)

410 (G) Experimental Course: [Term Subject] (Arr,R)

Graduate

503 Thesis (Arr,R) P/N only

515 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. Rendall.

516 Modern Criticism (4) Study of selected modern critics such as Barthes, Genette, Bakhtin, Foucault, Derrida, and Benjamin. Rendall.

523, 524, 525 The Troubadours (4,4,4) See description under Portuguese and Provençal Courses.

French Courses (FR)

Note: Native speakers of French, or students whose competence in the language already exceeds the scope of the course, may not enroll in lower-division courses.

Lower Division

101, 102, 103 First-Year French (4,4,4) Introduction to French stressing comprehension, speaking, reading, and writing. Grammar, elementary composition, and oral drills.

104, 105 First-Year French (6,6) Covers in two terms the work of FR 101, 102, 103. Cannot be taken in any combination with FR 101, 102, 103 to total more than 12 credits of First-Year French.

199 Special Studies: [Term Subject] (1-3R)

201, 202, 203 Second-Year French (4,4,4) Selections from representative authors; review of grammar; considerable attention to oral use of the language.

RL 230 Introduction to Romance Literature in Translation (3) See description under Romance Languages Courses.

Upper Division

301, 302, 303 Introduction to French Literature (3,3,3) Representative works from the Middle Ages to the present. **301:** Middle Ages and 16th century. **302:** 17th and 18th centuries. **303:** 19th and 20th centuries. May be organized around a different theme each term. Prereq: two years of college French or equivalent.

304, 305, 306 The French Novel (3,3,3) Selected novels from the 17th century to the present. Birn, F. Calin.

317 French Poetry (3) Poems from the Middle Ages to the 20th century. Poets include Chrétien de Troyes, Villon, Ronsard, La Ceppède, Saint-Amant, La Fontaine, Voltaire, Chénier, Hugo, Baudelaire, Aragon. Literary movements; modern critical analysis. W. Calin, Desroches.

318 Contemporary French Theater (3) Major trends and movements in modern French drama. Birn, Sohlich.

319 Baudelaire, Verlaine, Rimbaud (3) Masterworks by three creators of the modern spirit in poetry; introduction to textual analysis. F. Calin, Sohlich.

320 Short Fiction (3) Selected short fiction by such authors as Voltaire, Diderot, Mérimée, Maupassant, Camus, Aymé, Beckett, Robbe-Grillet. Some attention given to the evolution of the short story as a genre. Desroches, Rendall.

321, 322, 323 French Composition and Conversation (3,3,3) Exercises in pronunciation, comprehension, and composition in a cultural or literary context. Opportunities for conversation. Conducted in French. Prereq: two years of college French or equivalent.

324, 325 Intermediate French Grammar (3,3) French grammar and syntax. Exercises in dictation with subsequent analysis of sentence structure and grammar as well as the study of theory. *Offered only through the Oregon Study Center at the University of Poitiers, France.*

326, 327 Exercises in French Style (3,3) Exercises in summarizing and outlining texts from both literary and journalistic sources. *Offered only through the Oregon Study Center at the University of Poitiers, France.*

331 French Pronunciation and Phonetics (3) The fundamentals of French pronunciation with special attention to each student's difficulties. Prereq: two years of college French or equivalent.

334, 335 Introduction to French Civilization (3,3) French civilization from Gallo-Roman times to the 20th century; the geography of France. Emphasis on social and art history. Work devoted to geography emphasizes regional cultures and economics in addition to physical geography. *Offered only through the Oregon Study Center at the University of Poitiers, France.*

336, 337 Masterworks of French Literature (3,3R) Major works of French literature. Recent topics include Sarraute's *Portrait d'un inconnu*, Malraux's *La Condition humaine*, and Baudelaire's *Les Fleurs du mal.* **R** when topic changes. *Offered only through the Oregon Study Center at the University of Poitiers, France.*

338, 339 Readings in Modern French Literature (3,3R) Authors, topics, or literary genres. Recent subjects include La Bruyère, Flaubert, Camus; war and literature; realism and the novel. **R** when topic changes. *Offered only through the Oregon Study Center at the University of Poitiers, France.*

340 Intensive Conversational French (3) Development of oral French skills through audiovisual techniques and small-group discussion sections. Colloquial and standard conversational French; some composition of dialogues. *Offered only through the Oregon Study Center at the University of Poitiers, France.*

341 Orientation for Study in France (3) Subjects pertinent to study in France: cultural adaptation, the university and community, the French educational system. Excursions to sites such as La Rochelle, the churches of Poitou, and Gallo-Roman ruins. *Offered only through the Oregon Study Center at the University of Poitiers, France.*

342 Contemporary France via Television (3) Study of contemporary French language and society through videotaped television news and documentary material; exercises and classroom discussion. *Offered only through the Oregon Study Center at the University of Poitiers, France.*

399 Special Studies: [Term Subject] (1-4R) R when topic changes.

403 Thesis (3-6R) Departmental honors students only.

405 Reading and Conference: [Term Subject] (1-6R)

407 (G) Seminar: [Term Subject] (2-6R) Several seminars offered each term. Recent topics include Contemporary France, 18th-Century French Comedy, Lyrics of the Troubadours, Mallarmé, The New Novel, Proust to Beckett, Romanticism, Romantic Poetry, The Theme of Religion, and Voltaire.

409 Practicum: [Term Subject] (1-4R) P/N only

410 (G) Experimental Course: [Term Subject] (2-4R) Recent topics include Flaubert to Proust, Francophone Literature, Literary Translation, Poetry and Violence in the 19th Century, Political Aspects of Culture, Rabelais, Virtual Theater, and Women in 17th-Century Literature.

420 (G) Modern Romance (4) Trends in modern French fiction not categorized as "realism" or "realistic novel." Concentration on Romantic narrative (19th century) and black African literature (20th century). Modern critical approaches. Prereq: reading knowledge of French. W. Calin.

421 (G) Topics in Romanticism (4) Close reading of literary texts (poetry, fiction, theater) from the first half of the 19th century. Works by Lamartine, Vigny, Hugo, Musset, Barbey d'Aurevilly. W. Calin.

423 (G) Molière (4) Intensive study of representative plays by Molière with emphasis on modern criticism. Prereq: FR 301, 302, 303 or equivalents. Marlow, Rendall.

424 (G) Racine (4) Intensive study of representative plays by Racine with emphasis on modern criticism. Prereq: FR 301, 302, 303 or equivalents. Marlow, Rendall.

425 (G) Modern Women Writers (4) Analysis of works by a variety of French women writers of the 20th century. Themes and narrative techniques emphasized. Prereq: reading knowledge of French. Birn.

426 (G) The World of Sartre (4) Sartre's contributions to political and social theory, literary forms, and literary criticism. Social influences on his work; Sartre's contribution to 20th-century literature and ideas. Prereq: FR 301, 302, 303 or equivalents. Birn.

427 (G) Autobiographical Writings by Women (4) Autobiographical works, including journals, travel accounts, and autobiographical fiction, by George Sand, Colette, Simone de Beauvoir, Marguerite Duras, and others. Specific works and writers vary. Birn.

429, 430, 431 (G) French Culture and Civilization (3,3,3) Political and social backgrounds of French literature; introduction to French music and art. Prereq: FR 301, 302, 303 or FR 321, 322, 323 or equivalents. Marlow, Sohlich.

435 (G) 18th-Century French Comedy (4) French comic theater from early Molière imitations to Beaumarchais. Traditional farcical devices and innovations in realistic, sentimental, and social theater and their relationships to changing French society. Prereq: FR 301, 302, 303 or equivalents. Desroches.

436 (G) 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 301, 302, 303 or equivalents. Desroches.

437 (G) *Les Philosophes* (4) Evolution and triumph of the philosophical movement in 18th-century France through close study of key works of the major *philosophes*. Prereq: FR 301, 302, 303 or equivalents. Desroches.

467, 468, 469 (G) Advanced French Composition and Conversation (2-3,2-3,2-3) Review of advanced French grammar, writing of original themes, and translations of modern literary or cultural texts into French. Discussion of political, sociological, or cultural topics taken from current issues of French magazines. Conducted in French. Prereq: FR 321, 322, 323 or equivalents. Marlow.

470 (G) Text Explication (3) Introduction to basic critical concepts and methods of explication; intensive analysis of selected poetry and prose. Rendall.

Graduate

501 Research (2-6R) P/N only. Prereq: instructor's consent.

RL 503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (1-6R)

507 Seminar: [Term Subject] (2-6R) Recent topics include Baroque in France, Diderot, 18th-Century French Novel, French Poetry from Villon to Ronsard, French Romantic Drama, and The New Novel in France.

508 Workshop (2-12R) Teaching Methods is offered annually. Other workshops may be offered.

509 Practicum: [Term Subject] (1-4R) P/N only

516 Rabelais (4) Detailed study of Rabelais's major writing. Rendall.

517, 518 Montaigne (4,4) Montaigne's works with emphasis on the *Essais*. Rendall.

530 Introduction to Medieval French Literature (4) Initiation to reading texts in Old French. Study of four masterpieces from the perspectives of modern criticism. W. Calin.

531, 532 Medieval French Narrative (4,4) Three principal medieval narrative genres: epic, romance, allegory of love. Critical analysis of *chansons de geste*, works by Chrétien de Troyes, and *Le Roman de la rose*. Prereq: FR 530. W. Calin.

533, 534 The Waning of the Middle Ages in France (4,4) French narrative fiction, poetry, and theater of the 14th and 15th centuries. Special attention to Guillaume de Machaut and François Villon. W. Calin.

541 French Poetry from Villon to Ronsard (4) Lyric genres and mentalities in the 15th and 16th centuries. Analysis of works by Charles d'Orléans, Villon, Jean Lemaire de Belges, Du Bellay, and Ronsard. Modern critical perspectives. W. Calin.

542 The Baroque in France (4) Close reading of literary texts (poetry, theater) from 1570 to 1660. Modern critical approaches. Authors include D'Aubigné, Sponde, La Ceppède, Saint-Amant, Corneille, Molière, La Fontaine. W. Calin.

544 The Modern Quest Novel (4) French fiction as the quest for new visions of the world, new subject matter, and new means of expression. Writers studied include Proust, Céline, Butor, Beckett. Prereq: graduate standing or instructor's consent. Birn.

547 Voltaire (4) Voltaire's satire and historical prose. Desroches.

548 Diderot (4) Detailed study of Diderot's major writings: philosophy, art criticism, drama. Desroches.

549 Rousseau (4) Detailed study of Rousseau's major writings. Desroches.

550, 551 Proust (4,4) Detailed study of *À la recherche du temps perdu*. Birn.

553 Modern French Poetry (4) Study of several major modern poets. F. Calin, W. Calin, Sohlich.

561, 562 Surrealism (4,4) Development of the surrealistic movement in art and literature. Analysis of works—prose, poetry, paintings, films—by Apollinaire, Jarry, Breton, Aragon, Desnos, Eluard, Chirico, Dali, Buñuel. Prereq: graduate standing or instructor's consent. F. Calin.

564, 565, 566 Topics in Modern French Drama (4,4,4) Topics may include dramatic theory, modes of critical inquiry, and trends in contemporary theater such as the avant-garde, metatheater, or political theater. Sohlich.

567 Narrative Technique (4) Structure and narrative in the modern novel, e.g., points of view, *mises en abyme*, usage of tenses, repetitive patterns. Writers studied include Alain Fournier, Gide, Faulkner, Robbe-Grillet. Prereq: graduate standing or instructor's consent. F. Calin.

Italian Courses (ITAL)

Note: Native speakers of Italian, or students whose competence in the language already exceeds the scope of the course, may not enroll in lower-division courses.

Lower Division

121, 122, 123 First-Year Italian (5,5,5S) Introduction to Italian stressing conversation and readings of modern texts. Hatzantonis and staff.

124, 125 First-Year Italian (6,6) Covers in two terms the work of ITAL 121, 122, 123. Cannot be taken in any combination with ITAL 121, 122, 123 to total more than 15 credits of First-Year Italian.

199 Special Studies: [Term Subject] (1-3R)

204, 205, 206 Second-Year Italian (4,4,4) Selections from representative authors. Review of grammar, conversation, composition. Giustina.

RL 231 Introduction to Romance Literature in Translation (3) See description under Romance Languages Courses.

Upper Division

307, 308, 309 Survey of Italian Literature (3,3,3) Major literary currents from Dante to the present. Close examination of representative texts. Prereq: two years of college Italian or equivalent. Giustina.

374, 375, 376 Italian Composition and Conversation (3,3,3) Italian grammar and current idiomatic patterns; extensive exercises in oral communication and written composition based on cultural or literary themes. Conducted in Italian. Prereq: two years of college Italian or equivalent. Giustina.

377, 378, 379 Introduction to Italian Literature (3,3,3) 377: analysis of poetic texts. **378:** critical readings of short stories. **379:** study of theater. Giustina.

387 Readings in Italian (3) For students with advanced knowledge of other Romance languages or Latin who want to acquire proficiency in reading literary texts. Prereq: instructor's consent. Hatzantonis.

399 Special Studies: [Term Subject] (1-4R) R when topic changes.

403 Thesis (3-6R) Departmental honors students only.

405 Reading and Conference: [Term Subject] (1-6R)

407 (G) Seminar: [Term Subject] (2-6R) Recent topics include Italian Romanticism, The Literature of the Italian Enlightenment, Lorenzo de' Medici's Poetic Circle, Modern Italian Poetry, Modern Italian Prose, Moravia's Fiction in Film, and Petrarch and His Influence.

408 Workshop (2-12R) Special group activities such as production of Italian plays. Prereq: two years of college Italian or instructor's consent. Giustina.

409 Practicum: [Term Subject] (1-4R) P/N only

410 (G) Experimental Course: [Term Subject] (2-4R)

464, 465, 466 (G) Dante and His Times (4,4,4) Historical and literary background of the *Divine Comedy*; study of the poem and of Dante's minor works; Petrarch and Boccaccio. Hatzantonis.

480, 481, 482 (G) Italian Renaissance Literature (4,4,4) Tragedy, comedy, epic, lyric, *novella*, historical and political prose, courtesy books, criticism. Italy's role in the European Renaissance. Hatzantonis.

483 (G) 19th-Century Italian Fiction (4) The development of the Italian novel and its indebtedness to European ideological and formal trends; detailed analysis of Foscolo's, Manzoni's, and Verga's narrative. Prereq: previous work in literature. Hatzantonis.

484 (G) 19th-Century Italian Poetry (4) Selected Italian texts by Romantic and post-Romantic poets. Emphasis on works by Foscolo, Manzoni, Leopardi, Carducci, and Pascoli. Prereq: reading knowledge of Italian. Hatzantonis.

485 (G) Petrarch's Poetry and Its Influence on Western Lyric (4) Petrarch's poems: their themes and formal features; their influence on some of the major poets of Western Europe, particularly in Italy, France, Spain, and England. Prereq: previous work in literature and instructor's consent. Hatzantonis.

486, 487, 488 (G) 20th-Century Italian Literature (4,4,4) Trends in poetry, drama, and the novel, starting respectively with D'Annunzio, Pirandello, and Svevo, to the present. Prereq: ITAL 307, 308, 309 or instructor's consent. Hatzantonis.

Graduate

501 Research (2-6R) P/N only. Prereq: instructor's consent.

RL 503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (1-6R)

507 Seminar: [Term Subject] (2-6R) Recent topics include The Italian Lyric; Dante, Petrarch, and Boccaccio; and Verga's Narrative.

508 Workshop (2-12R) Teaching Methods is offered annually, fall term only.

509 Practicum: [Term Subject] (1-4R) P/N only

Portuguese (PORT) and Provençal Courses

PORT 471, 472, 473 (G) Portuguese and Brazilian Literature (3,3,3) 471: systematic comparison of Portuguese and Spanish; practice in speaking and understanding Portuguese; readings. **472, 473:** close study of selected fiction, poetry, and plays of Portugal and Brazil. Prereq: knowledge of French, Italian, or Spanish or instructor's consent. Hart.

RL 523, 524, 525 The Troubadours (4,4,4) 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. **525:** the transformation of troubadour poetry into Renaissance and later love poetry. Prereq: reading knowledge of French, Italian, or Spanish. Hart.

Spanish Courses (SPAN)

Note: Native speakers of Spanish, or students whose competence in the language already exceeds the scope of the course, may not enroll in lower-division courses.

Lower Division

111, 112, 113 First-Year Spanish (4,4,4)

114, 115 First-Year Spanish: Zarabanda (6,6) Covers in two terms the work of SPAN 116, 117, 118. Cannot be taken in any combination with SPAN 116, 117, 118 to total more than 15 credits in First-Year Spanish.

116, 117, 118 First-Year Spanish: Zarabanda (5,5,5) Intensive multimedia course in basic Spanish that employs a film series, *Zarabanda*, produced by the BBC in Spain. Text specially developed at the University of Oregon to accompany films. Full laboratory tape program, other supporting materials. Meets five days a week. Not open to students in SPAN 111, 112, 113, 114, 115.

199 Special Studies: [Term Subject] (1-3R)

207, 208, 209 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.

219, 220 Second-Year Spanish (6,6) Covers in two terms the work of SPAN 207, 208, 209. Cannot be taken in any combination with SPAN 207, 208, 209 to total more than 12 credits of Second-Year Spanish.

RL 232 Introduction to Romance Literature in Translation (3) See description under Romance Languages Courses.

Upper Division

311 Introduction to the Reading of Spanish Literature (3) Interpretation of literary texts; introduction to critical writing.

312 Medieval Spanish Literature (3) *Cantar de Mio Cid*, the *Libro de buen amor*, and *La Celestina*. Topics include medieval epic, comedy, and parody; courtly love. Spanish social and intellectual history. Prereq: SPAN 311. Jackson, May.

313 The Golden Age (3) Lyric poetry, prose, and theater of the Spanish Renaissance and Baroque. Works by Garcilaso de la Vega, Fray Luis de León, Cervantes, Lope de Vega, and Calderón. Prereq: SPAN 311. Davis, Jackson.

314 Modern Spanish Literature (3) Major themes and forms of 19th- and 20th-century Spanish literature. Training in the application of basic critical concepts to selected modern works. Prereq: SPAN 311. Ayora, Jackson, May.

315 Introduction to Spanish-American Literature (3) Introduction to basic currents and movements in the Spanish-American novel, poetry, and short story. Readings and discussions center almost exclusively on the 19th and 20th centuries. Prereq: SPAN 311. Ayora, Epple.

328 Chicano Literature (3) Novels, essays, dramas, and poems of Chicano writers in Spanish and English; their relationship to Hispanic and Anglo-American tradition. SPAN 311 recommended. Epple, May.

347, 348, 349 Spanish Composition and Conversation (3,3,3) Oral and written practice; review of fundamentals of grammar. Cultural and literary examples of the language. Relative emphasis on grammar in 347, on composition in 348, and on conversation in 349. Conducted in Spanish. Prereq: two years of college Spanish or equivalent.

350 Spanish Pronunciation and Phonetics (2) Scientific study of Spanish sounds, rhythms, and intonation. Supervised practice with individual use of recording equipment. Prereq: instructor's consent. Curland.

360 Cervantes (3) *Don Quijote*'s importance in the development of the modern novel. The text may be read either in Spanish or in English translation, but Spanish majors must do the reading in Spanish. Prereq for those who want to do the reading in Spanish: SPAN 311. Davis, Jackson.

361, 362, 363 Hispanic Culture and Civilization (3,3,3) Intellectual, cultural, and historical backgrounds of the Spanish-speaking world.

399 Special Studies: [Term Subject] (1-4R) R when topic changes.

403 Thesis (3-6R)

405 Reading and Conference: [Term Subject] (1-6R)

407 (G) Seminar: [Term Subject] (2-6R) Recent topics include Contemporary Poetry, Cortázar, Galdos, Latin American Short Story, Mexican Literature, Modern Narrative, Narrative of Carpentier, New Spanish-American Novel, Pacific Region Writers, and Spanish Naturalism.

408 Workshop (1-12R) Special activities in Spanish on campus. Course work in Mexico during summer session.

409 Practicum: [Term Subject] (1-4R) P/N only

410 (G) Experimental Course: [Term Subject] (2-4R) Recent topics include The Essays of Mariano José de Larra and Lidia Falcón, The Spanish-American Novel, and Spanish-American Theater.

438 (G) Spanish Romantic Poetry (4) 19th-century lyric poetry. Works by Espronceda, Zorrilla, Bécquer, Castro, and others. The relationship between 19th-century poetry and the vanguard movements of the 20th century. Prereq: previous work in Spanish or Spanish-American literature. May.

439 (G) Modern Spanish Short Story (4) Development of this literary genre during the present century. Selections from representative writers including Francisco Ayala, Ignacio Aldecoa, Alfonso Martínez-Mena, Juan Benet, and Francisco García Pavón. Prereq: SPAN 311. May.

440 (G) Spanish Women Writers of the 20th Century (4) Developments in literature written by women; the woman writer in contemporary Spanish society. Works by Ana María Matute, Rosa Chacel, Carmen Conde, Gloria Fuertes, and Carmen Martín Gaite. May.

444 (G) Spanish-American Literature (4) Principal authors of Spanish America; may center on major authors or periods or genres, depending on instructor's and students' interests and on the needs of the Spanish program. Prereq: SPAN 315.

445 (G) Spanish-American Short Story (4) The short story in Latin American literature. Readings from major Spanish-American authors such as Quiroga, Borges, Cortázar, Donoso, García Márquez, Arreola, Rulfo. Prereq: SPAN 315. Curland.

446 (G) Novel of the Mexican Revolution (4) The Mexican novel, 1910-1930. Readings from works by Mariano Azuela, López y Fuentes, Martín Guzmán, Rubén Romero, and others. Prereq: SPAN 315. Curland, Epple.

451 (G) Spanish Prose of the Golden Age (4) Critical reading in several prose genres of the 16th and 17th centuries: dialogues, *libros de caballerías*, pastoral and picaresque novels, the *novela ejemplar*. Prereq: SPAN 313. Davis, Powers.

452 (G) 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 313. Hart, Powers.

453 (G) 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 313 or previous work in Spanish literature. Davis, Powers.

454 (G) History of the Spanish Language (4) The place of Spanish among the Romance languages from

the Middle Ages to the present, with attention to the development of a distinctively American form of Spanish. Hart.

455 (G) 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, Clarín, Valera, Pardo, Bazán. Prereq: previous work in Spanish literature. Jackson.

456 (G) Pre-Civil War Spanish Narrative (4) Experimental prose narrative from the turn of the century until 1936 with emphasis on the Generation of '98. Prereq: previous work in Spanish literature. Jackson.

457 (G) Post-Civil War Spanish Narrative (4) Major novels and short stories and their relationship to social and political conditions of the period. Prereq: previous work in Spanish literature. Jackson.

458 (G) Modern Spanish Poetry (4) Vanguard movements in poetry and their relationship to film and art. Emphasis on García Lorca and his generation. Prereq: previous work in Spanish literature. Jackson, May.

459 (G) Literature and the Spanish Civil War (4) Literature of the Spanish Civil War; the themes of artistic commitment and the relationship between propaganda and literature. Writers studied include Hemingway, Malraux, Koestler, Orwell, and others. Reading knowledge of Spanish recommended. Jackson.

461, 462, 463 (G) Advanced Spanish Composition and Conversation (2-3,2-3,2-3) Conducted in Spanish. Prereq: SPAN 347, 348, 349 or equivalents.

Graduate

501 Research (2-6R) P/N only. Prereq: instructor's consent.

RL 503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (1-6R)

507 Seminar: [Term Subject] (2-6R) Recent topics include History of the Spanish Language; Jorge Luis Borges: Poetry, Short Story, and Essay; *La Celestina*; Latin American Naturalism; Lope de Vega; The 19th-Century Spanish Novel; Poetry of the Generation of 1927; and Spanish-American Short Story.

508 Workshop (2-12R) Teaching Methods is offered annually, fall term only. Other workshops may be offered.

509 Practicum: [Term Subject] (1-4R) P/N only

520, 521 Cervantes (4,4) Principal works of Cervantes with particular attention to criticism. **520:** *Novelas ejemplares, entremeses,* and *comedias*. **521:** *Don Quijote*. Prereq: previous work in Golden Age literature; qualified undergraduates admitted with instructor's consent. Hart, Jackson, Powers.

535 Old Spanish Literature (4) Introduction to reading texts in Old Spanish. Close study of *Poema de Mio Cid, Libro de buen amor,* or *La Celestina* with attention to recent developments in criticism. Hart.

554 Drama of the Golden Age (4) Interpretation and criticism of selected *comedias* of Lope de Vega, Calderón, Tirso de Molina, Ruiz de Alarcón, Augustín Moreto, and Rojas Zorilla. Powers.

557 The Modernista Movement (4) Interpretation and criticism of the work of leading Spanish-American "modernista" writers: Martí, Silva, Julián del Casal, Gutiérrez Nájera, Darío, Lugones, and others. Ayora.

561 Spanish-American Novel (4) The novel as a literary form in Spanish America. Ayora.

Russian

227 Friendly Hall
Telephone (503) 686-4078
Albert Leong, Department Head

Faculty

John Fred Beebe, Associate Professor (language, linguistics). B.A. 1946, Wabash; M.A., 1954, Indiana at Bloomington; Ph.D., 1958, Harvard. (1968)

Albert Leong, Associate Professor (comparative and Russian literature, culture, film). B.A., 1961, B.A., 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)

Fruim Yurevich, Senior Instructor (language, literature, culture). Diploma, 1959, Astrakhan State Pedagogical Institute; M.A., 1976, Oregon. (1975)

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

Undergraduate Studies

Russian is one of the most important world languages today. The University of Oregon Department of Russian offers both major and minor programs in Russian language, literature, and culture. Each program enables students to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature and culture of Russia and the Soviet Union.

The undergraduate program in Russian prepares the student for graduate studies in the Russian and East European field, as well as for growing employment opportunities in teaching, private industry, and government service. UO students of Russian take part in the Russian *Kruzhok* and in the activities of the UO Russian and East European Studies Center, which sponsors scholarly symposia, distinguished guest lecturers, and other cultural events. As part of the bachelor's degree program, most majors in Russian study abroad at Leningrad State University or at the Pushkin Institute in Moscow for a summer or a semester. A number of students who major or minor in Russian also complete the requirements for an undergraduate area Certificate in Russian and East European Studies to enhance their employment opportunities.

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 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)

History of Russia (HST 447, 448, 449)

In addition, 18 credits or more must be taken from the following electives in Russian literature, linguistics, and culture:

Special Studies: Soviet Life and Culture (HUM 199), Great Russian Novels, Short Stories, Plays (RUSS 207, 208, 209), Topics in Russian Culture (RUSS 240, 241, 242), Seminar (RUSS 407), Experimental Course (RUSS 410), Fourth-Year Russian (RUSS 416, 417, 418), Pushkin (RUSS 419), Modern Russian Poetry (RUSS 422), Dostoevsky (RUSS 424), Tolstoy (RUSS 425), Gogol (RUSS 426), Turgenev (RUSS 427), Chekhov (RUSS 428), Soviet Russian Literature (RUSS 429), *Samizdat* Russian Literature (RUSS 430), Vladimir Nabokov (RUSS 431), Structure of Russian (RUSS 440, 441, 442)

Students preparing for graduate work in Russian are advised to take either French or German and to complete a balanced program of related courses in the social sciences and humanities.

Honors. To earn a Bachelor of Arts with Honors in Russian, a student must maintain a 3.50 grade point average (GPA) and submit a 3-credit honors project or thesis, approved by the departmental honors committee.

Sample Program

New students considering a major in Russian may want to enroll in the following courses during their first year at the University:

Fall Term	**17 credits**
First-Year Russian (RUSS 101)	5
Geography of the Soviet Union (GEOG 204)	3
Introduction to Russian Literature (RUSS 204)	3
History of Western Civilization (HST 101)	3
English Composition (WR 121)	3
Winter Term	**17 credits**
First-Year Russian (RUSS 102)	5
Introduction to Russian Literature (RUSS 205)	3
Science elective	3
History of Western Civilization (HST 102)	3
English Composition (WR 122)	3
Spring Term	**16 credits**
First-Year Russian (RUSS 103)	5
Introduction to Russian Literature (RUSS 206)	3
Special Studies: Soviet Life and Culture (HUM 199)	2
History of Western Civilization (HST 103)	3
Great Religions of the World (R 203)	3

Minor Requirements

The Russian Department offers a minor in Russian for students who want to combine Russian studies with international or Russian and East European studies. The Russian minor is particularly useful for students majoring in International Studies, Marketing: International Business, History, Art History, Music, Speech: Theater Arts, Speech: Telecommunication and Film, Journalism, Arts and Letters, Sociology, Political Science, and other foreign languages and literatures.

The minor in Russian requires 26-27 credits (15 of which must be upper division) in Russian language, literature, and culture, distributed as follows:

Core Courses	**26-27 credits**
Introduction to Russian Literature (RUSS 204, 205, 206) *or* Great Russian Novels, Short Stories, Plays (RUSS 207, 208, 209)	9
Third-Year Russian (RUSS 316, 317, 318)	12
Approved departmental lower-division elective in Russian culture, such as Special Studies: Soviet Life and Culture (HUM 199) *or* Topics in Russian Culture (RUSS 240, 241, 242)	2-3
Approved departmental upper-division elective in Russian literature or culture	3

Courses numbered 400-410, and first- and second-year Russian, may not be applied toward the minor. All courses submitted for the Russian minor must be completed with grades of mid-C or better. At least 15 credits must be earned at the University of Oregon.

A minor in Russian may be substituted for one cluster in Plan I Group Requirements.

Russian and East European Studies Certificate. A Russian major or minor fulfills many of the requirements for a Certificate in Russian and East European Studies. For more information, see the Russian and East European Studies section of this bulletin.

Study Abroad in the USSR and Eastern Europe. Qualified students of Russian have the opportunity to spend a summer, semester, or academic year in the Soviet Union—either in the Council on International Educational Exchange (CIEE) Cooperative Russian Program, of which the University of Oregon is an affiliate; at Leningrad 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 East European countries, and limited fellowship aid is available for these programs. Students interested in study in the USSR or eastern Europe should call or write to the Russian Department or the Office of International Services, 330 Oregon Hall.

Secondary School Teaching

The Department of Russian offers work toward both Basic and Standard Oregon certification as a teacher of Russian in public secondary schools. For information regarding requirements for teacher certification with a Russian endorsement, students should consult the Department's adviser for teacher education, John Fred Beebe, and the staff in the Teacher Education Office of Student Services.

To be recommended for certification as a teacher of Russian, students must complete a minimum of 45 credits in language and literature or demonstrate proficiency in Russian language, literature, and culture. They must also complete the state-approved professional education program, including Special Methods in Secondary School (SEED 495), and the program's requirement in linguistics, Structure of Russian (RUSS 440, 441, 442). To receive program approval for student teaching, these requirements must be completed satisfactorily; the student must also attain a 250 composite score in the Modern Language Association (MLA) language proficiency test.

Whenever possible, students should complete the five-year plan for Standard certification before beginning to teach and should concurrently satisfy the requirements for a master of arts degree in teaching Russian.

Graduate Studies

Master of Arts Requirements

The master of arts (M.A.) degree program in Russian provides substantive training and experience in Russian language, literature, and linguistics for students who want to prepare for careers in teaching, research, translation, business, or government service. Creative imagination, a spirit of commitment to the Slavic field, and a knowledge of Russian sufficient for graduate work are the principal prerequisites for admission. Promising students with insufficient preparation in either Russian language or literature may be admitted conditionally.

New Students. A combined advisory conference and qualifying examination is conducted during the first term of residence for each new graduate student in Russian. Before the middle of the first term of study, each new student takes a diagnostic placement examination in written and spoken Russian.

Course Requirements

At least 45 credits beyond the bachelor's degree, of which at least 15 must be in Russian literature, 15 in Slavic linguistics, and—for students electing to write a master's degree thesis or to complete projects—9 credits of Thesis (RUSS 503) and 6 credits of electives in Slavic language and culture approved by the Department faculty. Fifteen credits of approved departmental electives in Slavic language and culture are required for students submitting two acceptable graduate research papers or projects instead of a thesis. To develop and demonstrate research and writing skills, graduate students are required to produce a term paper for each literature course or seminar taken.

Of the 45 credits, at least 24 must be taken for grades, including at least 9 at the 500 level, and in residence at the University.

Sample Program

The sample program below shows a typical two-year M.A. program in Russian.

First Year	**27 credits**
Old Church Slavonic (RUSS 540), History of Russian (RUSS 541, 542)	9
Russian literature (three courses)	9
Electives (three courses)	9
Second Year	**36 credits**
Structure of Russian (RUSS 440, 441, 442)	9
Russian literature (three courses)	9
Electives (three courses)	9
Thesis	9

Foreign Language. The student must pass a reading examination in French, German, or another relevant foreign language before taking the M.A. examinations.

Reading List. The student is responsible for all primary sources on the M.A. reading list, available in the Department office. Secondary materials, which place the primary sources in historical or literary contexts, are highly recommended.

Examinations. Based on the M.A. reading list and on course work completed by the student, the M.A. examinations may be written or oral or both:

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. For students taking the written examination, the oral examination is one and one-half hours
   b. The written examination is waived for students electing to complete a master's degree thesis or project, and the two and one-half-hour oral examination includes a thesis or project defense

Requirements for Master of Arts in Teaching Russian

The master of arts degree in teaching Russian provides the present or prospective secondary school teacher an opportunity to achieve professional competence in speaking, understanding, reading, and writing Russian. Degree candidates study Russian language, literature, linguistics, and culture at the graduate level and learn effective teaching strategies for presenting classroom material. The M.A. program in teaching Russian also fulfills Oregon requirements for the Standard secondary teaching certificate. Promising students with insufficient preparation may be admitted conditionally. Candidates for the M.A. degree in teaching are expected to have one adviser in the College of Education and another in the Department of Russian.

New Students. A combined advisory conference and qualifying examination is conducted during the first term of residence for each new candidate for the M.A. in teaching Russian. Before the middle of the first term of study, each new student takes a diagnostic placement examination in written and spoken Russian.

Major Requirements

The following minimum requirements apply to students with strong undergraduate preparation or other background in Slavic studies. Most students need additional work.

1. At least 45 credits beyond the bachelor's degree, including
   a. A maximum of 15 credits of graduate transfer credit from another university program
   b. At least 9 credits of 500-level courses in residence
   c. At least 24 graded credits
   d. At least 30 credits in Russian literature, linguistics, and culture
2. Russian Phonetics (RUSS 324), Structure of Russian (RUSS 440, 441, 442), Russian literature (at least 9 credits), and electives in Russian language and culture approved by the Department faculty
3. Maintenance of a 3.00 minimum grade point average (GPA)
4. Either an M.A. in teaching thesis or project *or* two acceptable graduate research papers. Those electing to complete the thesis or project must take 9 credits of Thesis (RUSS 503)

Sample Program

The sample program below shows a typical student course list for the M.A. in teaching Russian.

Courses	**36-42 credits**
Structure of Russian (RUSS 440, 441, 442)	9
Russian literature (three to five courses)	9-15
Russian Phonetics (RUSS 324), two electives	9
Thesis (RUSS 503) or three electives	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 may be written or oral or both:

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. For students taking the written examination, the oral examination is one and one-half hours
   b. The written examination is waived for students electing to complete a master's degree thesis or project, and the two and one-half-hour oral examination includes a thesis or project defense

Russian Courses (RUSS)

Lower Division

101, 102, 103 First-Year Russian (5,5,5) Elementary Russian grammar, reading, conversation, and composition. Beebe, Rice.

104, 105 Intensive Elementary Russian (8,8) Covers in two terms the work of RUSS 101, 102, 103.

121, 122, 123 Spoken Russian (1-2,1-2,1-2)

199 Special Studies: [Term Subject] (1-3R) British Broadcasting Corporation Russian is a current topic. **R** when topic changes.

200 Innovative Education: [Term Subject] (1-3R) R when topic changes.

201, 202, 203 Second-Year Russian (5,5,5) Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Beebe.

204, 205, 206 Introduction to Russian Literature (3,3,3) Survey of Russian literature from its origins to the present; special emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All readings, lectures, and discussions in English. Leong.

207, 208, 209 Great Russian Novels, Short Stories, Plays (3,3,3) Masterpieces of Russian literature. **207:** novels. **208:** short stories. **209:** plays. All readings, lectures, and discussions in English. Beebe, Rice.

240, 241, 242 Topics in Russian Culture (3,3,3) Comparative aesthetics and development of art, film, architecture, music, and literature within the context of Russian intellectual history. All readings, lectures, and discussions in English. A recent topic is Russian Culture in Film. Leong. Not offered 1988-89.

Upper Division

316, 317, 318 Third-Year Russian (4,4,4) Intensive study in Russian of literary works by representative 19th- and 20th-century writers; extensive practice in speaking, writing, and comprehension. Prereq: two years of college Russian or equivalent. Yurevich.

324 Russian Phonetics (3) Scientific study of Russian sounds, rhythms, and intonation; supervised individual practice. Beebe. Not offered 1988-90.

399 Special Studies: [Term Subject] (1-4R) R when topic changes.

400 Innovative Education: [Term Subject] (1-3R) R when topic changes.

401 Research (2-6R) Prereq: instructor's consent.

403 Thesis (3-6R)

405 Reading and Conference: [Term Subject] (1-6R) Prereq: instructor's consent. **R** when topic changes.

407 (G) Seminar: [Term Subject] (2-4R) Prereq: instructor's consent. **R** when topic changes.

408 (G) Workshop (1-12R) Special on-campus activities in Russian. **R** when topic changes.

409 Supervised Tutoring Practicum: [Term Subject] (1-3R) P/N only

410 (G) Experimental Course: [Term Subject] (2-6R) Topics include Literature of the Gulag, Russian Literature and Film, and Russian Song Poetry. **R** when topic changes.

416, 417, 418 (M) 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. Yurevich.

419 (G) Pushkin (3) Pushkin's narrative and lyric poetry, dramas, prose fiction, folk stylizations, and *Evgenii Onegin*, with emphasis on his aesthetics and its influence on the development of modern Russian literature. Bilingual readings; lectures and discussions in English. Leong, Rice. Not offered 1988-90.

420 (G) Russian Folklore (3) Russian folklore in its social and aesthetic functions. The paradigmatic 18th-century collection attributed to Kirsha Danilov and to various literary adaptations of folklore forms. Rice.

422 (G) Modern Russian Poetry (3) Detailed study of Russian symbolism, acmeism, futurism, and contemporary poetry. All readings in Russian. Beebe, Leong, Rice, Yurevich. Not offered 1989-90.

424 (G) Dostoevsky (3) Dostoevsky's intellectual and artistic development; context and structure of *The House of the Dead, Notes from the Underground, Crime and Punishment, The Idiot, The Brothers Karamazov,* and other works. Readings in English. Leong, Rice. Not offered 1988-89.

425 (G) Tolstoy (3) Development and context of Tolstoy's art; analysis of *War and Peace, Anna Karenina,* representative short novels, stories, plays, and essays. Readings in English. Leong, Rice. Not offered 1988-89.

426 (G) Gogol (3) Comprehensive study of Gogol's works; critical analysis of *Evenings on a Farm near Dikanka, Mirgorod, Petersburg Tales, The Inspector General, Dead Souls,* and other plays. Readings in English. Beebe, Leong, Rice. Not offered 1988-90.

427 (G) Turgenev (3) Literary development and context of Turgenev's art; analysis of the novels *Rudin, A Nest of Gentlefolk, On the Eve, Fathers and Sons, Smoke, Virgin Soil,* as well as stories, plays, and critical essays. Readings in English. Rice. Not offered 1988-90.

428 (G) Chekhov (3) Chekhov's art: structure, style, and development of representative prose fiction and plays including *The Seagull, Uncle Vanya, Three Sisters, The Cherry Orchard.* Readings in English. Leong, Rice. Not offered 1988-89.

429 (G) Soviet Russian Literature (3) Major developments in Russian literature since 1917; theory and practice of "socialist realism"; representative works by Gorky, Olesha, Shukshin, Trifonov, Rasputin, and others. Readings in English. Beebe, Leong, Rice. Not offered 1988-89.

430 (G) *Samizdat* Russian Literature (3) Uncensored underground literature from the Soviet Union, including works by Solzhenitsyn, Mandel'shtam, Tertz-Siniavskii, Zinov'ev, Pasternak, Tsvetaeva, Voinovich, Sokolov, Akhmatova, and Brodskii, as yet unpublished in the USSR. Readings and discussions in English. Leong. Not offered 1988-90.

431 Vladimir Nabokov (3) Nabokov's creative work; special emphasis on the Russian roots of his prose fiction, literary criticism, memoirs, poetry, and translations. Readings and discussions in English. Leong. Not offered 1988-90.

440, 441, 442 (G) Structure of Russian (3,3,3) Phonetics, grammatical and syntactic patterns of standard contemporary Russian. Beebe. Not offered 1988-89.

Graduate

501 Research (2-6R) P/N only. Prereq: instructor's consent.

503 Thesis (3-6R) P/N only. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (1-6R) Prereq: instructor's consent.

507 Seminar: [Term Subject] (Arr,R) A recent topic is Russian Literary Criticism.

508 Colloquium (2-4R) R when topic changes.

509 Supervised Tutoring Practicum: [Term Subject] (1-3R) P/N only

520 Research Methods in Russian (5) Bibliography and research methods in the graduate study of Russian literature. Not offered 1988-90.

521 Old Russian Literature (5) The system of literary genres in Kievan Rus', its development, its bonds with oral poetry and other aesthetic forms, and its significance for modern Russian civilization. Conducted in English with selected close readings in Old Russian. Rice. Not offered 1989-90.

523 18th-Century Russian Literature (5) The refashioning of Russian poetic imagination in response to the discoveries of classical antiquity, the Renaissance, French neoclassicism, the Enlightenment, Russian history, and new aesthetic values. Conducted in English with selected close readings in Russian. Rice. Not offered 1988-90.

540 Old Church Slavonic (3) History and grammar of Old Church Slavonic; sound system, morphology, and elements of syntax; reading of texts. Beebe. Not offered 1988-90.

541, 542 History of Russian (3,3) East Slavic phonology and morphology from Common Slavic to the present. Dialectal divergence in Old Russian and the modern literary languages. Dialects of East Slavic. Reading of Old and Middle Russian texts. Beebe. Not offered 1988-90.

East European Courses (SLAV)

Lower Division

199 Special Studies: [Term Subject] (1-3R) R when topic changes.

200 Innovative Education: [Term Subject] (1-3R) R when topic changes.

Upper Division

399 Special Studies: [Term Subject] (1-4R) R when topic changes.

401 Research (2-6R) Prereq: instructor's consent.

403 Thesis (3-6R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (1-6R) R when topic changes.

407 (G) Seminar: [Term Subject] (2-4R) R when topic changes.

408 (G) Colloquium (2-4R) R when topic changes.

409 Supervised Tutoring Practicum: [Term Subject] (1-3R) Prereq: instructor's consent.

410 (G) Experimental Course: [Term Subject] (2-6R) Slavic Civilization is a current topic. **R** when topic changes.

451, 452, 453 (G) Basic Romanian (4,4,4) Elementary Romanian grammar, conversation, reading, and composition. Emphasis on pronunciation. Reading of literary texts third term. Offered irregularly.

454, 455, 456 (G) Advanced Romanian (4,4,4) Reading of Romanian literary texts, composition and discussion in Romanian. Active development of vocabulary. Prereq: SLAV 453 or equivalent. Offered irregularly.

470, 471, 472 (G) First-Year Bulgarian (4,4,4) Elementary grammar, reading, and composition. Offered irregularly.

480, 481, 482 (G) First-Year Serbo-Croatian (4,4,4) Elementary Serbo-Croatian grammar, conversation, reading, and composition. Offered irregularly.

483, 484, 485 (G) First-Year Polish (4,4,4) Elementary Polish grammar, conversation, reading, and composition. Offered irregularly.

486, 487, 488 (G) First-Year Czech (4,4,4) Czech grammar, reading, and composition. Offered irregularly.

490, 491, 492 (G) First-Year Ukrainian (4,4,4) Elementary Ukrainian grammar, reading, and composition. Offered irregularly.

Graduate

501 Research (2-6R) P/N only. Prereq: instructor's consent.

503 Thesis (3-6R) P/N only. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (1-6R) Prereq: instructor's consent.

Russian and East European Studies

227 Friendly Hall
Telephone (503) 686-4078
Albert Leong, Director
Howard W. Robertson, Associate Director
Norma Comrada, Assistant Director

Participating Faculty

Gustave Alef, History
Lisa Codman Arkin, Dance
John Fred Beebe, Russian
Norma Comrada, Affirmative Action
Steven Deutsch, Sociology
Bernard J. Dobroski, Music
Joseph R. Fiszman, Political Science
John B. Foster, Sociology
Gerald W. Fry, Political Science
Charles C. Griffin, Economics
Arthur M. Hanhardt, Jr., Political Science
Esther Jacobson, Art History
R. Alan Kimball, History
Albert Leong, Russian
Mark Levy, International Services
A. Dean McKenzie, Art History
David Milton, Sociology
James L. Rice, Russian
Howard W. Robertson, University Library
Karla L. Schultz, Germanic Languages and Literatures
Carol W. Silverman, Anthropology
W. Sherwin Simmons, Art History
Clarence E. Thurber, Political Science
Ronald Wixman, Geography
Fruim Yurevich, Russian
M. George Zaninovich, Political Science

The Russian and East European Studies Center (REESC) is composed of specialists from several departments and professional schools who are engaged in the study of the cultures, history, languages, and contemporary problems of the Soviet Union and East Europe.

The Center supports basic training and interdisciplinary study on all levels in the University community, brings students and faculty members with mutual interests together to share their works-in-progress, and assists individual students in planning their curricula in 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.

The Center maintains close contact with University graduates in Russian and East European language and area studies and with professional colleagues around the country who supply current news on the job market. Staff members have extensive experience in research and study exchange programs abroad. Every year University undergraduate and graduate students are placed in such programs.

The REESC program sponsors lectures, panel discussions, symposia, films, exhibitions, concerts, and festivals. These presentations involve scholars from other institutions in the United States and Europe as well as specialists on the University faculty. The Center also sponsors extended stays by visiting East European scholars, enabling them to be in residence at the University for one or more terms. In addition, the REESC faculty engages in outreach activities with local schools, community groups, and organizations.

Fields currently represented in REESC programs and courses include anthropology, art history, business, dance, economics, education, geography, history, language, literature, music, and political science. An introduction to the interdisciplinary program in Russian and East European Studies is the Experimental Course: Slavic Civilization (SLAV 410G).

The Center emphasizes its undergraduate program. Its first objective is to prepare University undergraduates for significant careers and lifelong expert interest in the Russian and East European area—a territory extending across half the world's time zones and inhabited by more than 350 million people. Solid training is offered in Russian and other East European languages and cultures.

The University offers bachelor of arts (B.A.) and master of arts (M.A.) degrees in Russian and graduate and undergraduate Russian and East European Area Studies Certificates. Advanced degree candidates in arts and letters, social sciences, sciences, and professional schools may arrange individual programs with special emphasis on Russian and East European topics. Students interested in pursuing specialized area studies are encouraged to seek assistance from the REESC staff.

The University 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 collection of Russian and East European films, and a satellite television down link.

Russian and East European Area Studies Certificate Program

Since Russian and East European Studies is an area-studies program rather than a department, it offers undergraduate and graduate certificates in Russian and East European Studies to supplement a departmental major. Permanent Oregon State Board of Higher Education approval of a graduate certificate in Russian and East European Studies is expected prior to the beginning of the 1989-90 academic year. The program encourages the integration of course material and degree requirements from various departments, and the certificate gives formal recognition of the interdisciplinary work accomplished. With the approval of the program director, students majoring in fields not represented in the Center may be admitted to the certificate program. Upon successful completion of the program, a student receives the certificate in addition to the degree. The majority of certificate recipients continue their education after completing their degrees in preparation for careers in government service and teaching. Combining the program certificate with a departmental degree significantly enhances the opportunity for employment in those fields and others, such as international trade, tourism, translation, and research.

Requirements

In addition to general University requirements for graduation and degree requirements in the student's major department, the following three requirements must be met for a Russian and East European Area Studies Certificate, either undergraduate or graduate:

1. *Language*: three years of college study (or equivalent) of East European languages, usually Russian. Serbo-Croatian, Polish, Bulgarian, Czech, Ukrainian, and Romanian are also offered occasionally. Option 1: three years of Russian. Option 2: two years of Russian and one year of another East European language
2. *Core program* (two courses): Experimental Course: Slavic Civilization (SLAV 410G), an introductory course offered each year, and one Reading and Conference (SLAV 405 or 505), Seminar (SLAV 407 or 507), or Research (SLAV 401 or 501), conducted by an REESC faculty member (3 credits)
3. *Electives* (five courses): including seminars and courses in substantive Russian and East European area studies and covering at least three nonlanguage disciplines of the Russian and East European Studies curriculum (e.g., anthropology, art history, geography, history, literature, political science). Such courses are usually offered by REESC staff members; other courses may be approved by the director

Sample Undergraduate Program

New students considering an undergraduate certificate in Russian and East European Studies may want to enroll in the following courses during their first year at the University:

Fall Term	**17 credits**
First-Year Russian (RUSS 101)	5
History of Western Civilization (HST 101)	3
English Composition (WR 121)	3
Introduction to Russian Literature (RUSS 204)	3
Geography of the Soviet Union (GEOG 204)	3
Winter Term	**17 credits**
First-Year Russian (RUSS 102)	5
History of Western Civilization (HST 102)	3
Introduction to Russian Literature (RUSS 205)	3
Geography of Eastern Europe (GEOG 208)	3
Experimental Course: Slavic Civilization (SLAV 410G)	3
Spring Term	**16 credits**
First-Year Russian (RUSS 103)	5
History of Western Civilization (HST 103)	3
English Composition (WR 122)	3
Special Studies: Soviet Life and Culture (RUSS 199)	2
Introduction to Russian Literature (RUSS 206)	3

Additional Graduate Certificate Requirements

In addition to the general requirements for the Russian and East European Studies Certificate, graduate certificate students must take the fourth year of an East European language, Seminar (RUSS 507) or Colloquium (RUSS 508), a 3-credit elective, Research (SLAV 501) for 3 credits and, in conjunction with Experimental Course: Slavic Civilization (SLAV 410G), complete a research paper or project under the supervision of an REESC faculty member.

Sample Graduate Program

New students considering a graduate certificate in Russian and East European Studies may want to enroll in the following courses during their first year of graduate studies at the University:

Fall Term	**15 credits**
Third-Year Russian (RUSS 316)	4
Modern Russian Poetry (RUSS 422G)	3
Literature and Politics of the USSR and Eastern Europe (PS 418G)	5
History of Russia (HST 447G)	3
Winter Term	**16 credits**
Third-Year Russian (RUSS 317)	4
Experimental Course: Slavic Civilization (SLAV 410G)	3
Government and Politics of the Soviet Union (PS 427G)	3
History of Russia (HST 448G)	3
Research (SLAV 501)	3

Spring Term	16 credits
Third-Year Russian (RUSS 318)	4
Experimental Course: Literature of the Gulag (RUSS 410G)	3
Government and Politics of the Soviet Union (PS 428G)	3
History of Russia (HST 449G)	3
Seminar in Russian and East European Studies (RUSS 507)	3

GRADUATE TRANSFER CREDIT. Graduate credit earned while a graduate student in another accredited graduate school may be transferred to the graduate certificate in Russian and East European Studies under the following conditions:

1. The total credits transferred may not exceed 15
2. The courses transferred must be relevant to the certificate program as a whole
3. The courses must be approved by the student's major department and by the director of the Russian and East European Studies Center
4. The grades earned must be A, B, or P
5. Transferred credit cannot count toward the requirement of 24 credits in University of Oregon graded graduate courses

BACCALAUREATE TRANSFER CREDIT. Undergraduates who have passed graduate-level courses during their senior year at the University of Oregon—beyond all bachelor's degree requirements—may apply up to 9 credits toward the graduate certificate in Russian and East European Studies (within the 15-credit maximum for transfer credit).

Credits in Research (RUSS 501), Thesis (RUSS 503), Reading and Conference (RUSS 505), Colloquium (RUSS 508), and Supervised Tutoring Practicum (RUSS 509) 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.

REESC Area Courses

Elective courses may be chosen from, but are not limited to, the following:

Anthropology and Folklore. Ethnology of Peasant Societies (ANTH 303), Experimental Courses: East European Culture and Society, Gypsy Culture, Jewish Folklore (ANTH 410)

Art History. Seminars: Early Russian Painting, Medieval Serbian Painting, Russian Avant-Garde Art (ARH 407), Early Byzantine Art (ARH 421), Later Byzantine Art (ARH 422), Russian Medieval Art (ARH 423)

Dance. International Folk Dance (DS 178), Balkan and Central European Folk Dances (DS 179)

Economics. Marxian Economics (EC 450), Comparative Economic Systems (EC 451), The Economics of Industrial Organization (EC 460)

Geography. Geography of the Soviet Union (GEOG 204), Geography of Eastern Europe (GEOG 208), Cultural Geography of the Soviet West (GEOG 469), Cultural Geography of the Soviet East (GEOG 470)

History. U.S.-USSR Shared History (HST 249), Byzantium and the Slavs (HST 324, 325, 326), Seminars: Medieval Russia, Revolutionary Social Movements (HST 407); Colloquium (HST 408); History of Russia (HST 447, 448, 449), The Russian Revolution (HST 452, 453), Economic History of Modern Europe (HST 455, 456)

Music. Seminars: East European Composers, Folk Music of the Balkans (MUS 407)

Political Science. Communist Political Systems (PS 335), Seminar: Geopolitics of Empire (PS 407), Comparative Labor Movements (PS 416), Literature and Politics of the USSR and Eastern Europe (PS 418), Government and Politics of the Soviet Union (PS 427, 428), Marxist Political Theories (PS 433), Politics of Multi-Ethnic Societies (PS 443)

Religious Studies. Great Religions of the World (R 201, 202, 203), History of Christianity (R 321, 322, 323), History of Eastern Christianity (R 324, 325)

Russian and East European Language, Literature, and Culture

LANGUAGE. First-, Second-, Third-, and Fourth-Year Russian (RUSS 101-103 or 104-105, 201-203, 316-318, 416-418); Russian Phonetics (RUSS 324); Structure of Russian (RUSS 440, 441, 442); Basic Romanian (SLAV 451, 452, 453); Advanced Romanian (SLAV 454, 455, 456); First-Year Bulgarian, Serbo-Croatian, Polish, Czech, and Ukrainian (SLAV 470-472, 480-482, 483-485, 486-488, 490-492); Research Methods in Russian (RUSS 520); Old Church Slavonic (RUSS 540); History of Russian (RUSS 541, 542)

LITERATURE. Introduction to Russian Literature (RUSS 204, 205, 206); Great Russian Novels, Short Stories, Plays (RUSS 207, 208, 209); Pushkin (RUSS 419); Modern Russian Poetry (RUSS 422); Dostoevsky, Tolstoy, Gogol, Turgenev, Chekhov (RUSS 424, 425, 426, 427, 428); Soviet Russian Literature (RUSS 429); *Samizdat* Russian Literature (RUSS 430); Vladimir Nabokov (RUSS 431); Old Russian Literature (RUSS 521); 18th-Century Russian Literature (RUSS 523)

CULTURE. Special Studies: Soviet Life and Culture (HUM 199); Topics in Russian Culture: Émigré Russian Culture, Great Russian Films, Medieval Russian Culture, Russian and East European Film, Russian Culture in Film, Russian Literature and Music (RUSS 240, 241, 242); Experimental Course: Literature of the Gulag, Russian Literature and Film, Russian Song Poetry (RUSS 410G); Experimental Course: Slavic Civilization (SLAV 410); Russian Folklore (RUSS 420)

Sociology

736 Prince Lucien Campbell Hall
Telephone (503) 686-5002
Robert M. O'Brien, Department Head

Faculty

Joan R. Acker, Professor (women, stratification, social welfare). B.A., 1946, Hunter; M.A., 1948, Chicago; Ph.D., 1967, Oregon. On leave 1988-89. (1966)

Vallon L. Burris, Associate Professor (theory, political sociology, stratification). B.A., 1969, Rice; Ph.D., 1976, Princeton. (1977)

Lawrence R. Carter, Associate Professor (demography, statistical research methods, urban sociology). B.S., 1958, Howard; M.A., 1970, Ph.D., 1973, Oregon. On leave 1988-89. (1973)

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, Assistant Professor (Marxism, political economy, and historical and comparative sociology). B.A., 1975, Evergreen State; M.A., 1977, Ph.D., 1984, York. (1985)

Richard P. Gale, Professor (environmental sociology, natural resources, developing areas). 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 (demography, methods, stratification). A.B., 1973, California, Berkeley; M.A., 1979, Ph.D., 1981, Michigan. On leave 1988-89. (1981)

Richard J. Hill, Professor (methodology, social psychology, formal theory). A.B., 1950, M.A., 1951, Stanford; Ph.D., 1955, Washington (Seattle). (1970)

Benton Johnson, Professor (sociology of religion, theory). B.A., 1947, North Carolina; M.A., 1953, Ph.D., 1954, Harvard. On leave winter, spring 1989. (1957)

Miriam M. Johnson, Professor (sex and gender, the family, socialization). B.A., 1948, North Carolina; M.A., 1953, Ph.D., 1955, Harvard. On leave 1988-89. (1973)

Kenneth B. Liberman, Assistant Professor (qualitative methods, race and ethnic relations, ethnomethodology). B.A., 1970, State University of New York at Old Westbury; M.A., 1976, Ph.D., 1981, California, San Diego. (1983)

David Milton, Associate Professor (political sociology, stratification, comparative social structures). B.A., 1963, San Francisco State; M.A., 1973, Ph.D., 1980, California, Berkeley. (1978)

Robert M. O'Brien, Professor (criminology, methodology and statistics, stratification). B.S., 1967, Pomona; M.S., 1970, Ph.D., 1973, Wisconsin. (1981)

Sally S. Simpson, Assistant Professor (criminology, deviance, gender). B.S., 1976, Oregon State; M.A., 1978, Washington State; Ph.D., 1985, Massachusetts-Amherst. On leave 1988-89. (1986)

Jean Stockard, Professor (sociology of education, sex roles, methodology). B.A., 1969, M.A., 1972, Ph.D., 1974, Oregon. On leave 1988-89. (1974)

Donald R. Van Houten, Professor (complex organizations, work); Dean, Arts and Sciences. B.A., 1958, Oberlin; Ph.D., 1967, Pittsburgh. (1968)

John J. Whalen, Assistant Professor (social psychology, conversation analysis, social movements). B.A., 1973, Temple; M.A., 1980, Ph.D., 1984, California, Santa Barbara. (1983)

Emeriti

Theodore B. Johannis, Jr., Professor Emeritus (sociology of time and leisure, socialization, marriage and the family). B.A., 1948, M.A., 1948, Washington State; Ph.D., 1955, Florida State. (1953)

Walter T. Martin, Professor Emeritus (population, deviance, urban sociology). B.A., 1943, M.A., 1947, Ph.D., 1949, Washington (Seattle). (1947)

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

Participating

Paul Goldman, Educational Policy and Management
Judith H. Hibbard, School and Community Health
David Jacobs, Political Science
Anita Weiss, International Studies

Undergraduate Studies

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups. The undergraduate program in the Department of Sociology is intended to provide a broad understanding of human society for students in all fields as well as integrated programs for majors in Sociology.

Preparation. High school students planning to major in Sociology should take courses in history and social studies. Substantial work in mathematics, English composition, and foreign languages is also desirable. Two-year transfer students are advised to come with a year's work in introductory-level sociology courses as well as courses that fulfill University group requirements.

Careers. Recent graduates with bachelor's degrees in sociology are found in all the pursuits normally open to liberal arts graduates—especially beginning positions in social work, personnel work, recreation, and social studies teaching. Some graduates pursue further 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. 200-level courses provide an introduction to the field. The basic course is the one-term Introduction to Sociology (SOC 201). Students should take SOC 201 and at least two additional courses from the SOC 206, 210-217 range before moving on to upper-division courses.

300-level courses extend the student's knowledge of subjects covered in the 200-level courses and provide an introduction to social research methods and social theory.

400-level courses are the advanced and specialized courses in the Department. Most build on background obtained in the 200- and 300-level courses. Upper-division (300- and 400-level) classes are usually smaller in size than the lower-division classes and provide more opportunity for faculty-student interaction. Students should have at least 9 credits in Sociology before taking 400-level courses.

Interest Areas

The Community, Urban Affairs, Population, and Resources. Communities, Population, and Resources (SOC 210), World Population and Social Structure (SOC 303), The Community (SOC 304), Social Demography (SOC 415), Sociology of the Environment (SOC 416), Urbanization and the City (SOC 442), The Urban Community (SOC 443), Sociology of Migration (SOC 444), Sociology of Developing Areas (SOC 450)

Criminology and Delinquency. Social Deviancy and Social Control (SOC 211), Introduction to Criminology and Criminal Justice (SOC 340), Theories of Deviance (SOC 439), Criminology (SOC 440), Juvenile Delinquency (SOC 441), Social Organization of Criminal Justice (SOC 471)

Methodology. Introduction to Social Research (SOC 325), Quantitative Methods in Sociology (SOC 326), Sociological Research Methods (SOC 411, 412, 413)

Organizations and Occupations. Organizations and Occupations (SOC 213), Sociology of Work (SOC 446), Industrial Sociology (SOC 447), Sociology of Occupations (SOC 448), Women and Work (SOC 449), Social Stratification (SOC 451), Comparative Class Systems (SOC 452), Bureaucracy, Power, and Society (SOC 470), Changing Organizations (SOC 472)

Social Institutions. Education and Society (SOC 214), Sociology of the Family (SOC 423), Issues in Family Sociology (SOC 425), Sociology of Religion (SOC 461), Political Sociology (SOC 465), Sociology of Knowledge (SOC 466), Sociology of Education (SOC 491)

Social Issues and Movements. Race, Class, and Ethnic Groups in America (SOC 212), Social Issues and Social Movements (SOC 215), Introduction to the Sociology of Women (SOC 216), American Society (SOC 301), Political Economy (SOC 420), Sociology of Race Relations (SOC 445), Social Stratification (SOC 451), Comparative Class Systems (SOC 452), Sociology of Women (SOC 455), Systems of War and Peace (SOC 464), Sociology of Social Welfare (SOC 467)

Social Psychology. Introduction to Social Psychology (SOC 206), Socialization and Society (SOC 314), Social Psychology of the Family (SOC 424), Social Psychology (SOC 428), Social Self and Identity (SOC 429), Language and Social Interaction (SOC 435), Sex and Identity: Theoretical Perspectives (SOC 456)

Social Theory. Social Change (SOC 349), Development of Sociology (SOC 370), Contemporary Sociological Perspectives (SOC 371, 372), Marxist Sociological Theory (SOC 375)

Major Requirements

1. A minimum of 42 credits in undergraduate Sociology courses
2. At least 24 of these 42 credits must be taken on a graded basis and passed with grades of C– or better. No credits of D will be counted toward the 42-credit requirement
3. A minimum of 30 of these 42 credits must be upper division, excluding SOC 400 and 409. Of these 30, at least 21 credits must be in courses other than SOC 401, 403, 405, or 406. Of these 21, at least 12 credits must be taken at the University
4. Completion of the following specific courses:
   a. Introduction to Social Research (SOC 325)
   b. Quantitative Methods in Sociology (SOC 326)
   c. Development of Sociology (SOC 370)

Planning a Program

An adviser is assigned to each student at the time the major is declared. The Department also maintains an active peer advising program. Undergraduate students can receive a variety of advising services from the peer advisers, who maintain regular office hours. With the help of peer advisers and the faculty adviser, the student should set out a model program that will emphasize those experiences most useful for the student's educational and career objectives. Several suggested model programs are listed below. It is essential, however, that students consult their advisers concerning the selection of specific courses. Students with specific career plans may also consult the Career Planning and Placement Service, 244 Hendricks Hall, for advice on appropriate course programs.

General Sociology. Students who want a broad liberal arts education should begin with SOC 201 and a number of other 200-level courses in their freshman and sophomore years. These lower-division courses provide an introduction to the discipline with emphasis on how sociology can be applied to contemporary social issues.

In their junior and senior years, general Sociology majors may choose from courses that provide more depth in the study of social institutions. Courses on social stratification, social psychology, and social change help to tie these diverse areas together by providing perspectives that are useful in the study of any institutional area. Finally, courses in sociological theory and methodology provide more general analytical and research skills that will be 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 personnel work. 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, Political Science, and Human Services departments and in the College of Education. Many of these occupations require graduate or field training. Students can get more detailed information from the Career Planning and Placement Service.

Business or Government Service. Many Sociology majors find employment with business or governmental organizations. These organizations typically require general human-relations skills, some awareness of organizations and the surrounding social environment, and an ability to analyze and understand basic social data. Students interested in possible employment with such organizations should include in their programs courses in methodology, social psychology, and organizations and occupations.

They may also supplement their programs with courses in the College of Business Administration and in the Department of Economics.

Students with career goals in governmental service should include course work covering the community, urban affairs, population, and resources; social psychology; organizations and occupations; and methodology. They might also want to include related courses in the Planning, Public Policy and Management; Political Science; and Economics departments.

Minor Requirements

To earn a minor in Sociology a student must complete the following requirements:

1. A minimum of 24 credits in undergraduate Sociology courses
2. At least 12 of these 24 credits must be taken on a graded basis and passed with grades of C– or better. No credits of D will be counted toward the 24-credit requirement
3. A minimum of 15 of these 24 credits must be upper division, excluding SOC 400 and 409. Of these 15, at least 12 credits must be in courses other than SOC 401, 403, 405, or 406. Of these 12, at least 9 credits must be taken at the University
4. Completion of the following specific courses:
   a. Introduction to Social Research (SOC 325). This requirement may be waived if the student has equivalent course work in other areas
   b. Development of Sociology (SOC 370)

Secondary School Teaching

The Department of Sociology offers work for preparation to teach social studies in Oregon public secondary schools. Certification as an Oregon secondary teacher requires satisfactory completion of a program of teacher preparation that includes subject matter preparation in the teaching specialty and in professional education and recommendation of the institution in which the preparation is completed. The Sociology Department offers work toward both Basic and Standard teaching certificates. For specific information regarding departmental requirements for the Social Studies endorsement, students should consult the endorsement adviser in Sociology and the staff in the Teacher Education Office of Student Services.

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 those enrolled in the University's 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.

Further information concerning the honors program, including how to apply, is available in the Department office.

American Studies

The American Studies Program offers an undergraduate major and minor for students who are interested in American culture and character. For more information contact the Director, American Studies Program, 404 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403; telephone (503) 686-3963.

Preparing for Graduate Study

Students planning to pursue 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 work should take a substantial number of upper-division courses in the other social sciences.

Applications to graduate school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisers about programs at various schools, experiences to increase the chances of admission, and requirements for students in graduate programs in sociology.

Graduate Studies

The graduate program of the Department of Sociology is intended primarily to lead to the doctor of philosophy (Ph.D.) degree.

Students seeking an advanced degree in Sociology should have achieved a grade point average (GPA) of 3.00 or better in their undergraduate work in the social sciences. Admission is not restricted to those with undergraduate majors in Sociology, although the chance of admission is considerably reduced for students without any undergraduate work in sociology.

Students admitted to the graduate program with a bachelor's degree are required to complete 54 credits of graduate-level work—all graded except work in Research (SOC 501), Thesis (SOC 503), Reading and Conference (SOC 505), or Supervised Field Study (SOC 506). Students should be able to complete the 54-credit requirement in their first six terms of enrollment. Those maintaining a GPA of 3.00 or better are awarded either a master of arts (M.A.) or a master of science (M.S.) degree upon completion of this requirement.

Prior to being admitted to the doctoral program, students must pass the departmental qualifying examination in theory and methods. After passing this examination, the student defines at least two fields of specialization and prepares for comprehensive examinations in these areas. Upon passing the comprehensive examinations, the student is advanced to Ph.D. candidacy and begins work on the doctoral dissertation, which must embody the results of research and show evidence of originality and ability in independent investigation. Early in their graduate work, students should begin defining the general topic to be covered in the dissertation research.

Many students receive some type of financial assistance. In addition, some graduate students hold part-time teaching or research appointments outside the Department.

A booklet, *Information for Graduate Students*, may be obtained from the Department. It describes the entire graduate program, specifies the materials needed to apply for admission, and includes a list of current faculty members and their research interests. Students applying for graduate admission should submit all necessary materials by March 1.

Sociology Courses (SOC)

Note: Because not every course can be offered every year, students are advised to consult the most recent *Time Schedule of Classes* or inquire at the Department of Sociology.

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201 Introduction to Sociology (3) The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.

206 Introduction to Social Psychology (3) Processes of interaction, the social origin of psychological processes, group membership and reference processes, analysis of everyday social phenomena, the structure and process of role relations. Prereq: SOC 201 or equivalent.

210 Communities, Population, and Resources (3) Interrelationship of population and resources in the structuring of human communities; processes of community change; alternatives to the traditional community. Prereq: SOC 201.

211 Social Deviancy and Social Control (3) Concepts of deviance, theories explaining deviant behavior, and mechanisms for the social control of deviance. Prereq: SOC 201.

212 Race, Class, and Ethnic Groups in America (3) Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. Prereq: SOC 201.

213 Organizations and Occupations (3) Nature and consequences of bureaucracies and bureaucratization in modern society, work and careers, technology and alienation. Prereq: SOC 201.

214 Education and Society (3) Examination of schools as institutions of socialization; the relationship between education and social inequality; the social functions of higher education; educational alternatives and social change. Prereq: SOC 201.

215 Social Issues and Social Movements (3) Contemporary social issues viewed in relation to the social structure of American society. Social movements and ideologies related to these issues are examined. Prereq: SOC 201.

216 Introduction to the Sociology of Women (3) Position of women in contemporary society; its relation to the family structure and the economic system; the special position of minority women; development of the feminist movement. Prereq: SOC 201.

217 Special Topics in Sociology (3R) A selection of topics applying the concepts and skills developed in SOC 201 and 210-216 to current major sociological issues and problems. Prereq: SOC 201. **R** when topic changes.

Upper Division

301 American Society (3) Selected aspects of American culture and institutions and the ways in which they are changing. Prereq: SOC 201.

303 World Population and Social Structure (3) Introduction to population studies; analysis of historical, contemporary, and anticipated population conditions and trends as they relate to social situations and to the organization of society. Prereq: SOC 201.

304 The Community (3) The structure and organization of human communities. Prereq: SOC 201.

314 Socialization and Society (3) Nature and processes of socialization during the life cycle, effects of socialization on individuals, and effects of societal and cultural influences on socialization processes. Prereq: SOC 201.

325 Introduction to Social Research (3) The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative sociological studies from the standpoint of methodology. Prereq: 9 credits in Sociology or instructor's consent.

326 Quantitative Methods in Sociology (3) Construction and interpretation of tables and graphs, descriptive statistics, measures of association and contingency relationships, basic ideas of probability, and elementary statistical inference applied to nonexperimental research. Prereq: SOC 325.

340 Introduction to Criminology and Criminal Justice (3) Study of criminal behavior and organizations and personnel that constitute the criminal justice process. Other foci include gender and crime, elite crime, and decarceration. Prereq: 9 credits in Sociology or instructor's consent.

349 Social Change (3) The processes, characteristics, and conditions of change in large social systems; systematic examination of various theoretical perspectives. Prereq: 9 credits in Sociology.

370 Development of Sociology (3) Starting with Plato, the major writers and ideas that have shaped contemporary sociology are analyzed, with focus on recurrent concepts and issues that continue to challenge sociological inquiry. Prereq: 9 credits in Sociology or instructor's consent.

371, 372 Contemporary Sociological Perspectives (3,3) The major sociological theories and perspectives in current use, including an examination of the critical issues being debated. Prereq: 9 credits in Sociology or instructor's consent.

375 Marxist Sociological Theory (3) Basic concepts, theory, and social analysis in the works of Marx and Engels. Topics include dialectical and historical materialism, class, historical development, political economy, and imperialism. Prereq: SOC 201. Burris, Foster.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

403 Thesis for Honors Candidates (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 Supervised Field Study (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Offerings vary from year to year depending on student needs and faculty interests. Recent topics have included Collective Action and Social Movements, Comparative Political Economics, Political Economy, Sociology of Imperialism, and Work Life and OSHA.

409 Supervised Tutoring Practicum: [Term Subject] (Arr,R) P/N only

410 (G) Experimental Course: [Term Subject] (Arr,R)

411, 412, 413 (G) Sociological Research Methods (3,3,3S) 411: design; the use of theory and models; modes of data collection such as experiments, surveys, field observations, and documents. **412:** elementary statistical concepts and applications such as hypothesis testing, confidence intervals, nonparametric statistics, and chi-square. **413:** aspects of the general linear model such as analysis of variance, analysis of covariance, and dummy variable multiple regression. Prereq: SOC 325, 326 or equivalents. O'Brien, Stockard.

415 (G) Social Demography (3) Causes and consequences of population and demographic change related to education and literacy, the labor force, race and ethnicity, household composition, and urbanization. Techniques of demographic analysis. Prereq: SOC 303 or equivalent or 9 credits in Sociology. Gwartney-Gibbs.

416 (G) Sociology of the Environment (3) Sociological approach to the study of society and its relationship with the natural environment. Topics include the environmental movement and the uses of sociology in dealing with environmental problems. Prereq: 9 credits in Sociology or instructor's consent. Gale.

420 (G) Political Economy (3) Survey of the fundamentals of political economy. Readings from both the Marxian and mainstream traditions introduce contemporary debates on socioeconomic crisis. Prereq: 9 credits in Sociology or instructor's consent.

423 (G) Sociology of the Family (3) The family in historical perspective. Introduction to the family as a social institution and small-group association. Prereq: 9 credits in Sociology. M. Johnson.

424 (G) Social Psychology of the Family (3) The dynamics of family interaction throughout the family life cycle. Prereq: SOC 423 or equivalent. M. Johnson.

425 (G) Issues in Family Sociology (3) Analysis of selected topics in the sociology of the family. Topics include the sociology of parenthood, feminist perspectives on the family, and the family in cross-cultural perspective. Prereq: SOC 423 or equivalent.

428 (G) Social Psychology (3) Theoretical formulations in the field of social psychology with emphasis on sociological perspectives. Analysis of major research problems from various theoretical positions. Prereq: SOC 206 and 9 credits in Sociology, or instructor's consent. Whalen.

429 (G) Social Self and Identity (3) Consideration of the various theories of self and identity in social psychology. Prereq: introductory social psychology and upper-division status.

435 (G) Language and Social Interaction (3) The ethnography of speaking; microanalysis using analyzed transcripts of conversations; problems of communication in intercultural contexts; the relationships between language, thought, and society. Prereq: 9 credits in Sociology or instructor's consent.

439 (G) Theories of Deviance (3) Major sociological theories about the structural causes and effects of deviance and empirical studies testing those theories. Prereq: SOC 211.

440 (G) Criminology (3) The nature and extent of crimes as forms of deviant behavior; theories of criminal behavior and deterrence. Special topics in criminology. Prereq: SOC 340.

441 (G) Juvenile Delinquency (3) The nature and extent of juvenile delinquency; theories of delinquent behavior; juvenile justice processing. Prereq: SOC 340.

442 (G) Urbanization and the City (3) Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prereq: 9 credits in Sociology. Carter.

443 (G) The Urban Community (3) Cities as social systems, problems of integration and social order; organization to modify the nature of cities and to plan for their future. Prior enrollment in SOC 442 strongly recommended.

444 (G) Sociology of Migration (3) The dynamics of migration as related to the dynamics of social change. Prereq: 9 credits in Sociology. Carter.

445 (G) Sociology of Race Relations (3) Racial oppression as a structural and ideological feature in American life. Prereq: introductory course in Sociology, Anthropology, or Psychology. Prereq: SOC 212 or instructor's consent. Liberman.

446 (G) Sociology of Work (3) Work life and change in the work experience; emphasis on understanding the effect of work on other aspects of life and experience. Prereq: SOC 213 or instructor's consent.

447 (G) Industrial Sociology (3) Process of transformation in the post-Industrial Revolution period; shaping of the labor force, labor history, labor union structure and organization; current directions in the labor force. Prereq: SOC 213 or instructor's consent.

448 (G) Sociology of Occupations (3) Relationships of occupation to other aspects of life; the significance of work for the various forms of social organization; impact of change on individual occupations and occupational categories. Prereq: 9 credits in Sociology. Gwartney-Gibbs.

449 (G) Women and Work (3) Sex segregation of occupation, bureaucratic structure and sex stratification, housework as occupation, the relationship between paid and unpaid labor. Perspectives explaining sex inequality in the labor force. Prereq: SOC 216. Acker.

450 (G) Sociology of Developing Areas (3) Social and economic structures and processes promoting and inhibiting change in underdeveloped areas. Topics include urbanization, industrialization, cultural change, and world poverty and dependence. Prereq: 9 credits in Sociology. Milton.

451 (G) Social Stratification (3) The interrelations among class, race, and sex. Historical origins and development of class and class systems (including slavery). Prereq: 9 credits in Sociology.

452 (G) Comparative Class Systems (3) Comparison of socialist societies including the USSR, China, Cuba, and Yugoslavia, with emphasis on degree of equality. Historical origins and causes of inequality; nature of socialism; human rights. Prereq: 9 credits in Sociology.

455 (G) Sociology of Women (3) A sociological analysis of sex differentiation and sex stratification with major focus on industrial society. Relationships between ideologies concerning women, changes in socioeconomic organization, socialization, and sexuality. Prereq: SOC 216. Acker, M. Goldman.

456 (G) Sex and Identity: Theoretical Perspectives (3) Theories of the origin and perpetuation of sex differences and sex inequality. Synthesizing findings from biology, psychology, sociology, and anthropology from a feminist perspective. Prereq: social science background and one course in Women's Studies. M. Johnson.

461 (G) Sociology of Religion (3) Sociological analysis of religious belief and behavior; special attention to the relation between religious institutions and the larger societies of which they are a part. Prereq: 9 credits in Sociology or instructor's consent. B. Johnson.

464 (G) Systems of War and Peace (3) Violence and nonviolence as functions of social structures and as instruments of social change. Systems of international threat, their supporting institutions, and the ideology of nationalism. Prereq: 9 credits in Sociology. Milton.

465 (G) Political Sociology (3) Analysis of political theory and behavior; social bases of power and policy determination; institutional interrelationships; intellectuals and ideologies; political trends and change; political participation and membership. Prereq: 9 credits in Sociology. Burris.

466 (G) Sociology of Knowledge (3) The relationships between society and thought. Types of knowledge considered in terms of the social settings in which they were produced and received. Prereq: 9 credits in Sociology.

467 (G) Sociology of Social Welfare (3) Interrelationships between social welfare programs and other sectors of the socioeconomic system. Development of the welfare state in industrial capitalist society. Problems of clients and professionals. Prereq: 9 credits in Sociology. Acker.

470 (G) Bureaucracy, Power, and Society (3) Distribution and exercise of power in organizations, the linkages between organizations and larger societal structures and processes, especially national and international power structures. Prereq: 9 credits in Sociology or instructor's consent.

471 (G) Social Organization of Criminal Justice (3) Critical examination of the criminal justice system: police, courts, and corrections. Historical development, structure and organization, and topics of special interest. Prereq: SOC 340.

472 (G) Changing Organizations (3) Theoretical and empirical work on organizational change with particular attention to strategies of elite and nonelite change agents. Prereq: 9 credits in Sociology or instructor's consent.

491 (G) Sociology of Education (3) The relationship between education and other social institutions; the school and the community; the school as a social system; social change and education. Prereq: 9 credits in Sociology. Stockard.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Supervised Field Study (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Offerings vary from year to year depending on student needs and faculty interests.

508 Workshop (Arr,R) Topics vary; offered summer session only.

509 Supervised Tutoring Practicum: [Term Subject] (1-3R)

520 Durkheim and Weber (3) Critical examination of the major works of Emile Durkheim and Max Weber. B. Johnson.

525 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 520. B. Johnson.

530 Classical Marxist Theory (3) Critical overview of the first century of classical Marxist theory. Emphasis on the seminal writings of Marx and Engels. Burris, Foster.

535 Contemporary Marxist Theory (3) Examination of contemporary developments and debates in Marxist and neo-Marxist sociological theory. Burris, Foster.

545 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 520, 530. Liberman, Whalen.

560 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 and SOC 412 or equivalent or instructor's consent.

565 Survey Methods and Design (3) The logic and methods of survey design and sampling, question construction, survey layout and implementation; codebook construction, coding, and data analysis. Prereq: graduate standing and SOC 412 or equivalent or instructor's consent. Gwartney-Gibbs.

569, 570 Field Research Methods and Design I, II (3,5S) Observing events in a natural setting; describing cultures on their own terms; the discovery of characteristic ways in which people categorize, code, and define their own experience. Liberman, Whalen.

575 Demographic Methods (3) Demographic techniques as tools; censuses as data sources for research in social phenomena. Understanding the nature and uses of censuses, and employing demographic methods in research. Carter.

580 Historical and Comparative Methods in Sociology (3) Historical and comparative methods in sociological research. Theory construction, hypothesis testing, and the use of quantitative and qualitative historical sources. M. Goldman.

Speech

216 Villard Hall
Telephone (503) 686-4171
Grant F. McKernie, Department Head

Faculty

Robert Barton, Associate Professor (theater arts). B.A., 1967, Western Michigan; M.A., 1968, Ph.D., 1977, Bowling Green State. (1980)

Alexandra Bonds, Associate Professor (theater arts, costume designer). B.S., 1972, Syracuse; M.A., 1974, Denver. (1979)

Carl R. Bybee, Associate Professor (communication theory, research methods); Director, Communication Research Center. B.A., 1973, M.A., 1976, Ph.D., 1978, Wisconsin, Madison. On leave 1988-89. (1982)

William Cadbury, Professor (film theory and criticism). B.A., 1956, Harvard; M.S., 1957, Ph.D., 1961, Wisconsin, Madison. (1961)

Carl W. Carmichael, Associate Professor (communication theory, communication and aging). B.A., 1961, Westminster; M.A., 1962, Louisiana State; Ph.D., 1965, Iowa. (1965)

Faber B. DeChaine, Professor (theater arts). B.S., 1952, Oregon; M.A., 1953, Michigan State; Ph.D., 1963, Minnesota. (1964)

Sonja K. Foss, Assistant Professor (modern rhetorical theory, rhetorical criticism, feminist communication); Director, Fundamentals Instruction. B.A., 1972, M.A., 1973, Oregon; Ph.D., 1976, Northwestern. (1986)

David A. Frank, Assistant Professor (rhetoric and communication); Director, Forensics. B.A., 1978, M.A., 1979, Western Washington; Ph.D., 1982, Oregon. On leave 1988-89. (1979)

Robert P. Friedman, Professor (rhetorical criticism, argumentation, ethics and freedom of speech). B.A., 1948, North Carolina; M.A., 1950, Ph.D., 1954, Missouri. (1965)

Susan R. Glaser, Associate Professor (speech education, organizational and interpersonal communication); Director, Rhetoric and Communication. B.S., 1970, M.A., 1974, Ph.D., 1976, Pennsylvania State. (1975)

Elwood A. Kretsinger, Professor (research instrumentation). B.S., 1939, Southeastern Oklahoma State; M.A., 1941, Oklahoma; Ph.D., 1951, Southern California. On leave 1988-90. (1952)

Dominic A. LaRusso, Professor (rhetorical theory, nonverbal communication). B.A., 1950, M.A., 1952, Washington (Seattle); Ph.D., 1956, Northwestern. On leave winter, spring 1989. (1968)

Charley A. Leistner, Professor (history and criticism of public discourse, protest rhetoric). B.A., 1949, Georgetown; M.A., 1950, Baylor; Ph.D., 1958, Missouri. On leave winter, spring 1989. (1962)

Julia Lesage, Assistant Professor (telecommunication and film). M.A., 1962, Ph.D., 1972, Indiana. (1988)

Grant F. McKernie, Associate Professor (theater arts); Director, Theater Arts. B.A., 1964, Northwestern; M.A., 1965, Ph.D., 1972, Ohio State. (1979)

Deanna M. Robinson, Associate Professor (telecommunication and film, regulation, international communication). B.A., 1964, M.A., 1972, Ph.D., 1974, Oregon. (1976)

Janet Rose, Instructor (technical director, lighting designer). B.F.A., 1977, Florida Atlantic; M.F.A., 1979, Ohio. (1987)

Ellen Seiter, Associate Professor (telecommunication and film, criticism, production). B.A., 1976, California, Los Angeles; M.F.A., 1978, Ph.D., 1981, Northwestern. On leave 1988-89. (1981)

Ronald E. Sherriffs, Professor (telecommunication and film, production, criticism). B.A., 1955, M.A., 1957, San Jose State; Ph.D., 1964, Southern California. (1965)

Janet Wasko, Assistant Professor (telecommunication and film history and economics). B.A., 1973, California State; M.A., 1974, Ph.D., 1980, Illinois. (1986)

John C. Watson, Assistant Professor (theater arts). B.A., 1964, Lewis and Clark; Ph.D., 1987, Oregon. (1987)

Jerry R. Williams, Professor (theater arts); Scenic Designer, University Theatre. B.F.A., 1964, Carnegie-Mellon; M.A., 1965, Washington (Seattle). On leave fall 1988. (1973)

William B. Willingham, Associate Professor (telecommunication and film, production, criticism); Director, Telecommunication and Film; Media Operations Manager. A.B., 1957, M.A., 1963, Indiana. (1965)

Emeriti

Robert D. Clark, Professor Emeritus (rhetoric and communication); University President Emeritus. A.B., 1931, California, Pasadena; M.A., 1935, Ph.D., 1946, Southern California; LL.D., 1968, California, Santa Clara. (1969)

Horace W. Robinson, Professor Emeritus (theater). B.A., 1931, Oklahoma City; M.A., 1932, Iowa. (1933)

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)

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

The Department of Speech offers major curricula leading to the bachelor of arts (B.A.), bachelor of science (B.S.), master of arts (M.A.), master of fine arts (M.F.A., in theater arts only), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees in speech: rhetoric and communication, speech: telecommunication and film, and speech: theater arts. The Department also offers course work in film analysis, speech education, and communication theory and research.

Courses in Speech are also offered for students majoring in other disciplines who want to develop their communication skills and their ability to appreciate and evaluate what they see and hear.

Students may gain practical experience in speech studies through the University Theatre, the University Symposium, Forensic activities, and the Communication Research Center.

Undergraduate Studies

For its undergraduate major programs, the Department of Speech has three principal objectives:

1. The attainment, by all of its majors, of a broad liberal arts education
2. Sufficient work in the several fields of speech instruction to provide an appreciation of the different areas of communication, including a minimum of 40 credits in Speech courses, of which at least 24 must be upper division
3. Concentration in at least one of these areas: Rhetoric and Communication, Telecommunication and Film, and Theater Arts. Undergraduate programs should be developed in consultation with an adviser in the field of concentration

Rhetoric and Communication

The Rhetoric and Communication area enables students to gain competence in, and a knowledge and appreciation of, the various forms and levels of human communication. Students study the theories of rhetoric and communication and develop abilities in the various forms of interpersonal and public communication. They develop skills in using the tools of communication research, learn about the role of public discourse in history, and become familiar with collateral material within and outside the field of speech communication.

Students should declare Speech: Rhetoric and Communication as a major and see their assigned major adviser by the beginning of their junior year. Later entry into the major program may delay a student's expected date of graduation.

Students wanting to change their major to Speech: Rhetoric and Communication either from status as an Arts and Sciences premajor or from another declared major must submit an application, available in the Speech office, and a copy of their most recent Final Grade Report.

Students whose Final Grade Report shows that they are on academic probation are not accepted as Speech: Rhetoric and Communication majors. Those who believe that their Final Grade Report inappropriately labels them as probationary may petition the Rhetoric and Communication faculty for admission to major status. They should see the Rhetoric and Communication undergraduate coordinator for advice on preparing the petition. However, such students may enroll in Rhetoric and Communication courses for which they are qualified, and they may reapply for major status once they are no longer on academic probation. Nonmajors, as well as majors, may seek the advice of Rhetoric and Communication peer advisers and faculty members.

All courses in Rhetoric and Communication are available on a pass/no pass (P/N) basis. However, Speech: Rhetoric and Communication majors must take all courses required for their major except Research (RHCM 401) and Practicum (RHCM 409) on a graded basis, earning grades of C– or better.

Requirements. In addition to general University requirements for the bachelor's degree, the following minimum requirements, totaling 64 credits, must be met by students with a specialized major in Speech: Rhetoric and Communication:

1. *All of the following:* Fundamentals of Public Speaking (RHCM 122), Fundamentals of Small-Group Communication (RHCM 123), Fundamentals of Interpersonal Communication (RHCM 124), Introduction to Human Communication (RHCM 235), Theory and Literature of Rhetoric (RHCM 301, 302, 303), The Logic of Argument (RHCM 321)
2. *Two of the following:* Persuasion (RHCM 322), Group Communication (RHCM 323), Theory and Literature of Interpersonal Communications (RHCM 324)
3. *One of the following:* Introduction to Forensics (RHCM 221), Advanced Forensics (RHCM 331), Special Topics in Forensics (RHCM 332), Practicum (RHCM 409), Public Address (RHCM 435)
4. *History—two of the following:* Rhetorical Theory: 400 B.C.-1 A.D. (RHCM 414), Rhetorical Theory: 1 A.D.-800 A.D. (RHCM 415), Public Discourse in the United States (RHCM 422, 423), Freedom of Speech (RHCM 425), Background of Black Protest Rhetoric (RHCM 426)
5. *Contemporary theory—two of the following:* Seminars: Contemporary Rhetorical Theory, Intercultural Communication (RHCM 407); Speech Communication and the Group Process (RHCM 432); Nonverbal Communication (RHCM 434); Interpersonal Communication (RHCM 436); Organizational Communication (RHCM 437)
6. *Additional topics—two of the following:* Seminars: Conflict and Communication, Women and Communication (RHCM 407); Ethics of Persuasion (RHCM 424); Contemporary Protest Rhetoric (RHCM 427); Communication, Media, and Aging (RHCM 433); Communication Apprehension and Avoidance (RHCM 438)
7. *Additional requirements:*
   a. Majors must take one Computer and Information Science course. Examples include CIS 121, 131, and 210
   b. A minimum of three courses (9 credits), approved by the student's adviser, in Telecommunication and Film, Theater Arts, Speech Pathology-Audiology in the College of Education, or a combination of these. Theory of Mass Communication (TCF 433) is strongly recommended

Students should consult their advisers about their selections. For secondary school certification, see Secondary School Teaching later in this section.

Telecommunication and Film

Students majoring in Speech: Telecommunication and Film study the production, history, criticism, aesthetics, structure, and theory of telecommunication and film. Media aesthetics and production courses develop the student's imagination and creativity while encouraging mastery of the technical and expressive potentials of video and film production. Courses in criticism and theory emphasize structure, theme, and style, and they develop the student's capacity for and understanding of aesthetic experience, especially through careful description, interpretation, and evaluation of important works. Courses in communication systems focus on the theories of and practices within communication institutions and their interactions with economic, social, and cultural forces. Communication systems include television, film, and video as well as wire, cable, satellite, optical, and computer technologies and services.

By choice of electives, students may create individual programs that emphasize particular fields, e.g., film studies, television, production or analysis, institutional analysis, and communication theory, or any combination. The program provides preparation for work in media production, management, criticism, teaching, or research.

Preparation. Although no special preparation is required of entering freshmen, students planning to transfer from two-year colleges are strongly advised to fulfill the University group and cluster requirements prior to transfer. The transfer student should also complete as many as possible of the premajor requirements for Speech: Telecommunication and Film. In addition, prospective transfer students should note that some production courses may be completed at a two-year institution and substituted for workshops in Telecommunication and Film.

Requirements. For the B.A. or B.S. degree, undergraduate students are required to include study in the areas of film, electronic and mass communication theory, history, regulation, economics, production, writing, and criticism. After consulting their advisers, students are encouraged to supplement their Telecommunication and Film course work with relevant courses from other departments. Students may also enrich their creative experience in all phases of video and film production.

Students wanting to become Speech: Telecommunication and Film majors should complete a Change of Major form, available from the Department of Speech, at least one month prior to the term in which they plan to begin course work in the major. Upon completion of this form, each student is assigned a major adviser.

Area majors must complete a minimum of 49 credits in Telecommunication and Film. All courses required for the Speech: Telecommunication and Film degree must be taken for grades, if the graded option is available, and passed with grades of C– or better. In those courses offered only on a pass/no pass (P/N) basis, yet required for the major, grades of P must be earned.

In addition to all University requirements for the bachelor's degree, the following must be completed for the major in Speech: Telecommunication and Film:

1. Courses outside Telecommunication and Film: Fundamentals of Speech Communication (RHCM 121); Introduction to Theater Arts I or II (TA 271 or 272); English Composition (WR 123); two courses in History; a cluster chosen from the following: Introduction to the Humanities (HUM 101, 102, 103), World History (HST 110, 111, 112), World Literature (ENG 107, 108, 109)
2. Required courses in Telecommunication and Film: Communication, Technology, and Society (TCF 241, 242, 243), History of the Motion Picture (TCF 255, 256, 257), Media Aesthetics (TCF 341), Elementary Television Workshop (TCF 344), Advanced Television Workshop (TCF 345), and Elementary Radio-Television Writing (TCF 347)
3. Two courses from each of the following areas *and* a total of five courses from at least one area, which constitutes the Telecommunication and Film student's area of specialization:
   a. *Communication Systems.* Seminars: Audience Analysis, Communication Technology, Comparative Broadcast Systems, Economics of Regulated Media, International Communication, Music as International Communication, Political Economics of Communication, Public Broadcasting, U.S. Film Industry (TCF 407), Radio-Television Programming (TCF 446), Radio-Television and the Public (TCF 448), Electronic Media Policy (TCF 449)
   b. *Theory and Criticism.* Seminars: Film Board of Canada, Mass Communication Research, Political Film, Political Linguistics, The Politics of Public Access Cable Television, Theories of the Moving Image, Using the Mass Media for Social Change (TCF 407); Freedom of Speech (RHCM

425); Theory and Criticism of Television Drama (TCF 431); Theory of Mass Communication (TCF 433); and Film Directors and Genres: [Term Subject] (TCF 495)

c. *Media Aesthetics and Production.* Advanced Radio-Television Writing (TCF 348), Seminars: Experimental TV Production, Production Styles, Video Fictions (TCF 407); Concepts in Visual Production (TCF 444); Television Direction (TCF 445); Editing Styles (TCF 455); Video Production Planning (TCF 456); and Super-8 Film Production (TCF 457)

Note: Course offerings within areas of specialization are subject to change.

4. Each student is required to complete a supporting area of study, defined as at least 18 credits of upper-division work from a unified conceptual field outside Telecommunication and Film. Students are expected to develop a proposal for their supporting area of study with their advisers as soon as they are formally admitted to the Speech: Telecommunication and Film major. Officially recognized University minors may be substituted for the supporting area of study.

Theater Arts

The Theater Arts area offers a humanistic and liberal arts education. Some courses, preprofessional in nature, provide vocational competence in teaching and in some aspects of commercial theater. Some students seek careers in commercial, educational, and community theaters as designers, actors, technicians, stage managers, or theater managers. Many continue specialized training in master of fine arts (M.F.A.) degree programs or nondegree professional training schools. Some students use their liberal arts background to pursue vocational opportunities requiring good skills in communication and organization. A few students combine their programs with ones in education to become certified teachers.

Faculty. Seven full-time faculty members teach theater arts: a costume designer, a scene designer, a lighting designer, a technical director, and several directors who specialize in teaching acting and dramaturgy.

Theatrical Plant. There are three theaters in Villard Hall. Main Stage (the Robinson Theatre) has a proscenium stage and seats approximately 400 people. The Pocket Playhouse is a small proscenium stage that seats about 80. The Arena Theatre provides a flexible open space with a capacity of about 100 people.

Technical Facilities. The scene shop, costume, and lighting facilities are open daily. Students are encouraged to sign up for production workshop classes or to practice their craft as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops, which are well equipped for instruction in theater skills. For example, the Main Stage has a computerized lighting board, and the scene shop contains vacuform and welding equipment.

Theatre 4:30. Theatre 4:30 is a weekly gathering of students and faculty members. Students may sign up for time to produce a low-cost show. This weekly event is organized and run by an elected student board with a small budget at its disposal. Workshops and speakers are also scheduled in response to student requests.

Theater Productions. During the year, several Main Stage productions are directed by faculty members and qualified students; four or five budgeted studio productions, which may be student-directed, are staged. Studio productions are usually scheduled in the Pocket Playhouse or the Arena Theatre.

Major Requirements

Students may study acting, directing, design, costume, lighting, history, stagecraft, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors.

In addition to all bachelor's degree requirements of the University, the following requirements are specified for students with a major in Speech: Theater Arts:

1. A minimum of 50 credits in Speech courses, 30 of which must be upper division
2. A minimum of 9 credits in Speech courses outside the Theater Arts area (specifically, in Rhetoric and Communication and in Telecommunication and Film). It is recommended that the 9 credits not be concentrated in either one of the outside areas
3. Three terms of production crew assignment, 1 or more credits each
4. All of the following: Acting I (TA 250), Basic Stagecraft (TA 264), Lighting Workshop (TA 266), Costume Workshop (TA 268), 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 history or theory, 7 credits selected from advanced upper-division courses in acting, directing, costume, set design, lighting, or pedagogy
5. Satisfactory completion (grades of mid-C or better) of all course work for the major

Grading Options. Some courses in Theater Arts are available on a pass/no pass (P/N) basis. Work counts toward fulfillment of the 186-credit requirement for a B.A. or B.S. only if satisfactorily completed.

Minor Requirements

The Department of Speech offers minors in Rhetoric and Communication and in Theater Arts. Following are the requirements for each minor:

Rhetoric and Communication

All students who want to minor in Rhetoric and Communication should see the area coordinator for undergraduate studies before completing 9 credits of course work in the area. Individual minor programs must be approved by the coordinator and are designed according to the following criteria: 24 college-level credits in Rhetoric and Communication, including Fundamentals of Speech Communication (RHCM 121, 3 credits) and at least 18 upper-division credits taken at the University, on a graded basis, and with grades of C– or better.

Theater Arts

The Theater Arts minor requires 24 college-level credits in Theater Arts. Of these 24 credits, at least 15 must be taken at the University and 15 must be upper division. One course in each of the following areas must be included: literature and criticism, performance, technical theater, and theater history. All course work for the minor must be completed with a mid-C or better.

Secondary School Teaching

The Department of Speech offers work for preparation to teach speech and theater in public secondary schools. Certification as an Oregon secondary teacher with Speech and Drama endorsements requires satisfactory completion of a program of teacher preparation that includes subject matter preparation in the teaching specialties and in professional education as well as recommendation of the institution in which the preparation is completed. The Speech Department offers work toward Basic and Standard certification.

For additional information regarding requirements for the endorsements, students should consult the Department endorsement adviser for teacher education and see the staff in the Teacher Education Office of Student Services.

Honors Program in Speech

The honors program is designed to serve a select group of students, majoring in the various areas of the Department, who have demonstrated unusual ability and uncommon commitment. The program is administered by a special honors committee. For further information, interested students should consult their academic advisers three terms before graduation.

Graduate Programs in Rhetoric and Communication

The University of Oregon offers master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees in Speech: Rhetoric and Communication.

Graduate study at the University of Oregon has as its objective the increasing mastery of a field of study, including a working command of its significant literature and its methods of research. Graduate students at both the master's and doctoral levels continue to be consumers of established knowledge, but their ultimate goal is to become producers of new knowledge. Although each faculty member and graduate student has individual interests, all are committed to rhetoric *and* communication; they perceive a unity, not a dichotomy, in those terms.

Before registration for their first term, all graduate students are to consult with a member of the area faculty and familiarize themselves with the general University regulations in the Graduate School section of this bulletin.

Grading. All courses in a graduate student's program of study for an advanced degree must be taken on a graded basis unless the course is available on a pass/no pass (P/N) basis only or the P/N option is approved by the student's advisory committee.

Removal of Incompletes. For guidelines on the removal of incompletes, consult the Graduate School section of this bulletin.

Core Curriculum. All master's and doctoral students, at their earliest opportunity, are required to take Research Methods in Rhetoric and Communication I, II (RHCM 511, 512). In addition, they are required to take Seminar: Rhetoric and Communication (RHCM 507) for 1 credit each fall, winter, and spring term they are on campus. Master's degree students may include a maximum of 3 credits of this seminar in their program of study; doctoral students may include a maximum of 6 credits.

Master's Degree Requirements

Students entering a master's degree program are expected to have acceptable undergraduate preparation in rhetoric and communication or closely related subjects. Those accepted for work toward the degree who do not meet this expectation may be required to take specified undergraduate courses or additional graduate courses beyond the minimal requirement for the degree. Master's degree students are strongly urged to obtain a permanent adviser during their first term and must obtain an adviser and schedule an advisory committee meeting no later than the end of their second term. Because interests change and student-adviser compatibility is always important, neither students nor advisers should hesitate to seek changes in advisers or advisees.

For the master of arts degree, the student must show competence in a foreign language. That competence may be demonstrated by meeting any of the following options:

1. Scoring 450 or above on the Graduate Student Foreign Language Test (GSFLT) in German, French, or Spanish *or*
2. Successful completion of local tests administered in languages not covered by the GSFLT but acceptable to the student's advisory committee *or*
3. Transcript evidence of C– or better work through the second-year college level in any language acceptable to the advisory committee

No foreign language competence is required for the master of science degree.

Advisory Committee and Program of Study. Each master's degree student has an advisory committee consisting of the student's adviser and two other members of the Rhetoric and Communication area faculty and, if useful, a faculty member from a department other than Speech. This committee is chosen by the student's adviser in consultation with the student.

Beginning with the core curriculum, the advisory committee, in a meeting with the student, designs and approves the remainder of the student's program of study. This program of study must be defined by the conclusion of the student's second term on campus, and it becomes a contract for the degree.

A minimum total of 51 credits is required for the nonthesis program. This program must include a minimum of 9 credits from outside the Department of Speech and 6 credits (two consecutive terms of 3 credits each) of Research (RHCM 501), for which the student conducts an independent research investigation under the supervision of a faculty member.

A minimum total of 45 credits is required for those students approved to pursue the thesis option. This program must include 9 credits from outside the Department of Speech and no more than 9 credits in Thesis (RHCM 503).

No credits in Practicum (RHCM 509) taken to qualify for RHCM 121-124 instruction and no more than 3 credits in Seminar: Rhetoric and Communication (RHCM 507) may be included in a master's degree student's program of study.

Nonthesis Option Final Examination. A comprehensive examining committee administers each nonthesis student's final examination at completion, or in the last term, of the student's program of study. The committee must consist of at least three members of the Rhetoric and Communication area faculty and such other faculty members as the adviser, in consultation with the student, stipulates. Students who choose the nonthesis option write an examination lasting not less than eight hours followed by an oral examination lasting not less than one hour.

Students whose performance on the comprehensive examination is less than satisfactory are entitled to a second examination at a time and on portions of the examination stipulated by the examining committee. A less than acceptable performance on the second examination results in disqualification from the program.

Thesis Option Final Examination. The final examination for students choosing the thesis option is an oral defense of their thesis lasting not less than two hours. That examination is administered by a thesis examining committee composed of at least three members of the Rhetoric and Communication area faculty and such other faculty members as the adviser, in consultation with the student, stipulates.

A student whose thesis examination is unacceptable to the examining committee is entitled to a second examination or may choose to change to the nonthesis program. Unacceptable performance on the second thesis examination results in disqualification from the program.

Continued Graduate Study. The Rhetoric and Communication faculty believes that exposure to different faculties with different ideas is advantageous, and that a graduate student is better served by taking master's and doctoral degrees at different institutions.

Although the faculty is always willing to consider student applications to continue beyond a master's degree in Speech: Rhetoric and Communication to a doctorate in the same major, the burden for the case for continuation is on the student. Approval by the Rhetoric and Communication area faculty is required and, when given, usually results in the student's doctoral program of study committee requiring the student to work for some specified enrollment period at another appropriate institution as a portion of the student's doctoral program of study.

Doctor of Philosophy Degree Requirements

Doctoral study at the University of Oregon includes general background in the breadth of Rhetoric and Communication as well as the specific support needed for the student's areas of specialization and research. The objectives of such study are (1) to develop professional background and expertise as a researcher in the student's target areas of specialization and (2) to develop the range of knowledge necessary to engage in meaningful dialogues with colleagues in other specialty areas.

Because each student's doctoral program of study is individually tailored, and to avoid false or mistaken steps, all doctoral students must obtain a permanent adviser no later than the end of their second term and have an advisory committee meeting no later than the end of their third term. Because interests sometimes change and student-adviser compatibility is always important, neither students nor advisers should hesitate to seek changes in advisers or advisees.

The Program of Study. Each doctoral student, as soon as is convenient and not later than the end of the third term of study, should have a meeting with an advisory committee. That committee

1. Reviews the total program of study proposed by the student and the student's adviser
2. Makes any needed changes
3. Approves the program of study, research competencies requirement, and the dissertation topic

The doctorate usually represents the equivalent of three academic years of full-time study beyond the bachelor's degree. Most graduate students take a full additional year to complete their dissertation. Doctoral students who serve as graduate teaching fellows or graduate assistants, and hence may carry smaller academic loads, or who are taking work outside their official program of study, should realize that their work on their academic program will take longer to complete.

A normal full-time load for doctoral students is 12 credits a term; therefore a minimal doctoral program of study includes 108 credits of course work beyond the bachelor's degree and at least 18 credits of Thesis (RHCM 503)—a Graduate School requirement—for a minimum total of 126 graduate credits. Included in this total are applicable credits from a student's earlier graduate work and a maximum of 12 credits from the area's core curriculum: 6 credits in Research Methods in Rhetoric and Communication I and II (RHCM 511 and 512) and a maximum of 6 credits in Seminar: Rhetoric and Communication (RHCM 507). Not included in the total are undergraduate courses the graduate student may be required to take, Practicum (RHCM 509) taken to qualify for RHCM 121-124 instruction, and more than 6 credits in Seminar (RHCM 507).

Areas of Specialization. All doctoral programs of study not only provide breadth of knowledge in Rhetoric and Communication but also depth in appropriate areas of specialization, in keeping with the student's professional goals and research directions. All approved programs

of study include a minimum of two areas of specialization from within Rhetoric and Communication studies and a minimum of one area of specialization from a department or departments outside the Department of Speech.

Research Competencies Requirement. Since the Ph.D. degree is a research-oriented degree focusing on the discovery rather than the accumulation of knowledge, all doctoral students must demonstrate two competencies relevant to conducting research in their areas of specialization. For example, a student's research interests may require knowledge of statistics, computer programming, historiography, research design, or a foreign language. Foreign language competency may be demonstrated by scoring 550 or above on the GSFLT, if the test is available for the approved language; otherwise, an examination is arranged by the advisory committee.

Comprehensive Examination. A doctoral student may take the comprehensive examination after completing, or in the final term of, the program requirements and after successfully completing the research competencies examinations.

Dissertation. Every doctoral candidate is required to present a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. For specific dissertation requirements, see the Graduate School section of this bulletin.

Doctoral Committees. Each doctoral student making progress toward the degree has three different committees:

1. *Advisory Committee.* This committee is composed of three members of the Rhetoric and Communication area faculty and may include faculty members from other departments. The committee is nominated by the student's adviser, after consultation with the student, and appointed by the Department head.
2. *Comprehensive Examining Committee.* After consultation with the student, the adviser appoints a committee to prepare and conduct the comprehensive examination. This committee includes a minimum of three Rhetoric and Communication area faculty members and one faculty member from another department who represents the student's outside area of specialization.
3. *Dissertation Committee.* After consultation with the student, this committee is nominated by the adviser and appointed by the Graduate School. It includes a minimum of three Department of Speech faculty members (at least two from the Rhetoric and Communication area) and one member from another department who represents the candidate's outside area of specialization.

American Studies

Students who are interested in American history and culture may want to earn a master's degree in American Studies through the Interdisciplinary Studies: Individualized Program (IS:IP). A doctoral program emphasizing American culture studies is offered by the Department of Speech. For more information about graduate degrees in American Studies contact the Director, American Studies Program, 404 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403; telephone (503) 686-3963.

Graduate Programs in Telecommunication and Film

Graduate academic programs are designed around a student's particular interests, ordinarily expressed in study and research leading to the writing of a master's research paper or thesis or a doctoral dissertation. Although studio skills are expected of all Telecommunication and Film students, graduate work most often focuses on functions and effects of the media as related to a significant aesthetic, social, political, economic, or regulatory problem. This theoretical emphasis is reflected in the interests of students selected for admission to graduate study in the area, some of whom have earned undergraduate degrees in other fields.

Degree Programs

Students may receive M.A., M.S., and Ph.D. degrees in Speech: Telecommunication and Film. A master's degree program usually takes two years beyond the bachelor's degree. A doctoral program is expected to take four or five years beyond the bachelor's degree.

Admission. Students applying for admission to graduate study should comply with all general University regulations governing graduate admission as described in the Graduate School section of this bulletin.

In addition, applicants must provide transcripts of all college work; verbal, quantitative, and analytical scores on the Graduate Record Examinations (GRE); at least three personal recommendations; a brief statement of academic and career goals; and one example of written work (e.g., term paper, convention paper, article) demonstrating critical skills and writing ability. Nonnative speakers of English must provide Test of English as a Foreign Language (TOEFL) scores. Major screenings of applicants, as well as determination of financial awards, are made on or about March 1 each year. However, additional screenings may be made for admission to the program during the year. Those applying at times other than the March deadline must submit their applications at least nine weeks prior to the term in which they seek admission to the program.

A limited number of graduate teaching fellowships (GTFs) are available to the best-qualified applicants. GTFs involving instructional responsibilities are awarded on the basis of demonstrated scholarly potential. In addition, technical expertise must be demonstrated for assignment to studio or field production responsibilities. Applications for such appointments are included among the materials supporting applications for admission.

Students applying for admission to the doctoral program must also provide evidence of completion of a master's degree at an accredited college or university.

General Requirements

1. The following courses are required of all graduate students: Theory of Mass Communication (TCF 433), Concepts in Visual Production (TCF 444), Radio-Television and the Public (TCF 448), Electronic Media Policy (TCF 449), Film Directors and Genres: [Term Subject] (TCF 495), Seminar: Introduction to Graduate Studies (TCF 507), Electronic Mass Media: Theory and Criticism (TCF 541)
2. Seminar: History of Classic Theories of the Moving Image (TCF 407) *or* Seminar: Contemporary Theories of the Moving Image: Structuralism and Semiology (TCF 407)
3. The remainder of the graduate program is designed by the candidate, his or her adviser, and the appropriate thesis or degree program committee

Diagnostic Review. A diagnostic interview is conducted with each graduate student during the first term in the program. The purposes of the interview are to determine the student's knowledge about telecommunication and film, to probe strengths and weaknesses, to recommend additional courses if necessary, to waive particular requirements if warranted, and to begin to identify a general focus for the student's graduate program.

The final expression of course requirements is the responsibility of the student's thesis committee or degree program committee. To maintain degree-candidate status within the area, students must make satisfactory progress (as defined by the Department of Speech) through the curricular requirements identified by their program committees.

Master's Degree

For the M.A. or M.S. degree the student may choose either the thesis or the nonthesis program.

Thesis Program. A minimum of 45 credits, of which not more than 9 may be in Thesis (TCF 503), are required. All students preparing for doctoral study are advised to use the thesis option.

Nonthesis Program. A minimum of 51 credits are required. Additional requirements are a comprehensive examination and a research paper of acceptable quality.

The nature of the course work is subject to the approval of the student's degree program committee (at least three members, two of whom must be in the Telecommunication and Film area). The committee also prepares and administers the comprehensive examination and assesses the quality of the research paper.

Doctor of Philosophy

The University requires no minimum number of credits for the Ph.D. However, students in Telecommunication and Film normally complete approximately 135 credits including those earned as a master's degree candidate. A comprehensive examination is administered at or near the completion of all formal course work in the student's doctoral program.

Advancement to candidacy for a Ph.D. degree is granted upon successful completion of the comprehensive examination. Students who fail to pass this examination by the second try (the comprehensive examination committee may require that all or part of it be retaken with or without additional courses) may not remain in the Speech: Telecommunication and Film Ph.D. program.

In addition to the general Graduate School requirements, the doctoral program includes a research-tool requirement: at least 18 credits leading to the development of research skills relevant to the student's particular program, as recommended by his or her doctoral committee. Examples of relevant skill courses are statistics, quantitative methodology, historiography, and critical methodology.

A foreign language may also serve as a research tool. Language competence may be demonstrated during the student's doctoral program by completion of the second year of the foreign language with a grade of B– or better or a score of 450 or better on the Graduate Student Foreign Language Test (GSFLT). At the discretion of the student's committee, a score of 900 or better on the GSFLT may be used to satisfy both research-tool requirements.

Graduate Programs in Theater Arts

The Theater Arts area of the Speech 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 Speech: Theater Arts or the equivalent.

Graduate Degree Requirements

Both the M.A. and the M.S. degrees require 45 credits in graduate courses, and both require a thesis with an oral examination. The M.A. also requires competence in one foreign language.

The M.F.A. normally is a two- or three-year program requiring a minimum of 54 credits, of which 9 are to be taken in a related area outside the Department of Speech. The degree is offered in 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. A list of specific course requirements is available from the Department. In addition, all M.F.A. students must demonstrate competence in a foreign language or an alternate research tool appropriate to the degree. Course work is usually substantially completed during the first two years, and students work on their terminal artistic projects during subsequent terms. An oral evaluation and review of the project is held following completion of the project performance. A written report on the project, previewed by the candidate's report committee, follows the review.

The Ph.D. degree has no minimum credit requirement. However, most Theater Arts students take approximately 130 credits beyond the bachelor's degree. After candidates have completed most of their course work, they write a comprehensive examination and take an oral examination. A dissertation with an oral defense is required. The dissertation must be completed within three years after the student is admitted to candidacy after the comprehensive examination. The comprehensive examination committee may require that all or part of the examination be retaken with or without additional courses. Students who fail to pass this examination by the second try may not remain in the Speech: Theater Arts Ph.D. program.

General Requirements. The only course required of all graduate students is Research Methods (TA 511). But Ph.D. candidates are expected to complete 45 to 60 credits beyond the master's degree in history, theory, and literature of the theater. Each student's study program is planned in consultation with an adviser and an examining committee.

All candidates for graduate degrees are required to take a written or oral examination during the first term of residence. This examination is partially diagnostic in nature, and it is used to determine a study program for the student.

The graduate student is expected to show ability in both the academic and the production areas. During residence at the University, each student is expected to make a significant contribution in three areas out of the following six: acting, directing, technical, management, playwriting, or teaching.

Candidates for an M.A. degree in Speech: Theater Arts must demonstrate their ability to read a foreign language or research competence in an alternate research tool appropriate to the degree. M.S. degree candidates must demonstrate research competence in an alternative research tool or collateral field of study. Students seeking the Ph.D. degree must present two research tools or collateral fields of study, one of which must be the knowledge of a foreign language. The other may be another foreign language, but if a collateral field of study or other research tool is chosen it must relate to the student's research intent. The level of attainment is determined by the student's committee.

Rhetoric and Communication Courses (RHCM)

Lower Division

121 Fundamentals of Speech Communication (3) Interpersonal communication, small-group communication, extemporaneous speaking, listening, and analysis of communication as process. Emphasis on concepts common among communication arenas.

122 Fundamentals of Public Speaking (3) Invention, preparation, organization, presentation, and criticism of messages for audiences. No fewer than three speaking assignments with student, instructor, and selected video tape critique.

123 Fundamentals of Small-Group Communication (3) Basic concepts of small-group interaction. Projects emphasize participation in and analysis of communication in the small group.

124 Fundamentals of Interpersonal Communication (3) Provides theoretical understanding and practical skills for examining and altering interpersonal communication. The impact of communication on relationship patterns and outcomes.

199 Special Studies: [Term Subject] (1-3R) Developing Communication Competence is the current topic.

200 Innovative Education: [Term Subject] (1-3R)

221 Introduction to Forensics (2) Preparation of speeches for delivery before competitive and public audiences in conjunction with the University's forensic program. Frank.

235 Introduction to Human Communication (3) Major communication theories: general—symbolic interactionism; thematic—nonverbal and persuasion; and contextual—small-group, interpersonal, and mediated contexts. Carmichael.

Upper Division

301, 302, 303 Theory and Literature of Rhetoric (3,3,3S) Selected readings on the principles of rhetoric and public address from Plato to modern times. Frank.

321 The Logic of Argument (3) Principles of reasoning and evidence, particularly as they apply to oral discourse. Includes theory and practice. Friedman.

322 Persuasion (3) Theories and techniques of persuasion used by individuals and special groups to change cognitive patterns and behavior of people. Carmichael.

323 Group Communication (3) Small-group behavior as it specifically relates to communication. Includes theory and practice. Foss.

324 Theory and Literature of Interpersonal Communications (3) The function of communication in interpersonal relationships; interpersonal competence, discourse analysis, nonverbal communication, conflict resolution, and alternative approaches to dyadic communication. Frank.

331 Advanced Forensics (2) Preparation of speeches to be delivered before competitive and public audiences in conjunction with the University's forensic program. Prereq: instructor's consent. Frank.

332 Special Topics in Forensics (2) Emphasis on the acquisition of advanced skills in public address. Prereq: instructor's consent. Frank.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 (G) Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Topics include Conflict and Communication, Conflict and Negotiation, Contemporary Rhetorical Theory, Intercultural Communication, Teaching Strategies for Speech and Theater, and Women and Communication.

408 (G) Workshop (Arr,R) Communication in the Classroom and Communication in Management are current topics.

409 (G) Practicum: [Term Subject] (Arr,R) Supervised laboratory work on a project, including the preliminary study, development, and execution of artistic or public service experiments.

410 (G) Experimental Course: [Term Subject] (Arr,R)

414 (G) Rhetorical Theory: 400 B.C.-1 A.D. (3) Main rhetorical works and movements developed during the Grecian period. Emphasis on the relation of rhetorical developments and the cultural influences of those times. LaRusso.

415 (G) Rhetorical Theory: 1 A.D.-800 A.D. (3) Main rhetorical works and movements developed during the Roman and Carolingian periods. Prereq: RHCM 301, 302, 303 or instructor's consent. Not offered 1988-90.

416 Speech Composition (3) Speech forms, types, and techniques; emphasis on application of basic rhetorical elements. Designed for prospective high school teachers and other nonmajors. Prereq: upper-division status. Not offered 1988-90.

418 (G) Directing the Forensic Program (3) Content, procedures, and methods in directing a forensic program at the high school, college, and university levels. Not offered 1988-90.

422, 423 (G) Public Discourse in the United States (3,3) History and criticism of public discourse in the United States. **422:** Colonial period to 1912. **423:** 1912 to the present. The role of rhetoric as a force for change in areas of public controversy. Leistner.

424 (G) Ethics of Persuasion (3) Different positions on the ethics of persuasion, development of individual ethical postures for students in their own persuasive efforts, and ethical appraisals of contemporary persuasion. Friedman.

425 (G) Freedom of Speech (3) History and development of freedom of speech in the United States. Friedman.

426 (G) Background of Black Protest Rhetoric (3) Survey of themes and rhetorical strategies in public disputation about the role of blacks in America from Colonial times to the *Brown* v. *Board of Education* decision. Leistner.

427 (G) Contemporary Protest Rhetoric (3) Black protest from the nonviolent civil rights movement through black power protest; protest rhetoric in behalf of women's rights, minority rights, free speech, the antiwar movement, and others. Leistner.

432 (G) Speech Communication and the Group Process (3) Group formation, tasks, effectiveness and efficiency; status problems; leadership; problem solving and conflict resolution; communication in discussion; social power and social control; organizational techniques and problems. Carmichael.

433 (G) Communication, Media, and Aging (3) Communication-related problems of aging; communication-gerontology research literature; the use of communication systems in analyzing and solving problems of aging. Carmichael.

434 (G) Nonverbal Communication (3) Nonverbal dimensions of interpersonal communications. The theoretical basis, including time, space, form, and action, of nonverbal interpersonal communication. LaRusso.

435 (G) Public Address (3) Theory of speechmaking and practice in preparing speeches adapted to the professional requirements of students. Prereq: instructor's consent. Not offered 1988-90.

436 (G) Interpersonal Communication (3) Human interaction as it affects formation of relationships. Reviews research in the areas of attraction, self-disclosure stages of relationship development, rhetorical sensitivity, and conversational analysis. Glaser.

437 (G) Organizational Communication (3) Explores the communicative dimensions of organizations focusing on organization communication research methods, worker involvement programs, superior-subordinate communication, and organizational culture. Glaser.

438 (G) Communication Apprehension and Avoidance (3) Examines research and theory concerning the etiology, identification, consequences, and treatment of communication apprehension and avoidance. Glaser.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Topics include Communication and Language, Contemporary Topics, Persuasion, Problems of Teaching Speech, Rhetoric of the Presidential Campaign, and Theory of Argumentation.

508 Workshop (Arr,R)

509 Practicum: [Term Subject] (Arr,R) Supervised laboratory work on a project, including the preliminary study, development, and execution of artistic or public service experiments.

510 Experimental Course: [Term Subject] (Arr,R) Current topics include Interpersonal Communication Instruction and Reticence Instruction.

511 Research Methods in Rhetoric and Communication I (3) Historical and critical research methodologies useful in scholarly investigations in rhetoric and communication.

512 Research Methods in Rhetoric and Communication II (3) Descriptive and experimental research methodologies useful in scholarly investigations in rhetoric and communication.

513 Rhetorical Theory: 1450-1600 (3) Selected major and minor works in rhetoric developed in France, Germany, Spain, and Italy during the late Middle Ages and Renaissance. LaRusso.

514 Rhetorical Theory: 1700-1900 (3) Study of selected rhetorical and nonrhetorical works to determine the reciprocal influence between rhetoric and the developing trends in psychology, aesthetics, and logic. LaRusso.

515 Modes of Rhetorical Criticism (3) Examination of contemporary perspectives and methods of rhetorical criticism through theoretical and applied studies. Attention to the intersection of rhetorical and communication theory. Foss, Friedman.

523 Problems in Research Writing (3) Study of problems in writing and rewriting results of scholarly investigations for publication. Friedman.

530 Attitude Formation and Change (3) Analysis of research in speech communication relevant to attitude formation, change, measurement, and definition. Prereq: RHCM 512 or instructor's consent. Carmichael.

535 Theories of Human Communication (3) Study of important contemporary theories of communication that have emerged in recent communication research literature. Carmichael.

Telecommunication and Film Courses (TCF)

Lower Division

199 Special Studies: [Term Subject] (Arr,R)

200 Innovative Education: [Term Subject] (1-3R)

241, 242, 243 Communication Technology and Society (3,3,3S) The development of communication technology, institutions, and policy within integrated socioeconomic, political, and theoretical frameworks. The function of communication in participatory democracy. **241:** pre-1920. **242:** 1920-1945. **243:** 1945-present.

255, 256, 257 History of the Motion Picture (3,3,3) History of the motion picture as an art form. **255:** 1895-1928. **256:** 1928-1960. **257:** Contemporary cinema. Cadbury, Seiter.

292, 293, 294 The Great Filmmakers (3,3,3) Introduction to film criticism through a study of the great directors. Cadbury, Seiter. Not offered 1988-90.

Upper Division

341 Media Aesthetics (3) Conventions of visual representation in still photography, motion pictures, and video. Seiter.

342 Elementary Radio Workshop (4) Theory and practice of radio broadcasting. Prereq: TCF 241, 255, 341. Not offered 1988-90.

343 Advanced Radio Workshop (4) Theory and practice of radio broadcasting. Prereq: TCF 342. Not offered 1988-90.

344 Elementary Television Workshop (4) Broadcast performance technique; physical, acoustic, and mechanical theory and its application; interpretive theory and its application. Prereq: TCF 241, 255, 341.

345 Advanced Television Workshop (4) Broadcast performance technique; physical, acoustic, and mechanical theory and its application; interpretive theory and its application. Prereq: TCF 344.

347 Elementary Radio-Television Writing (3) Radio and television writing techniques; theory and practice in writing all major continuity types. Prereq: TCF 241, 255,341.

348 Advanced Radio-Television Writing (3) Radio and television writing techniques; theory and practice in writing all major continuity types. Prereq: TCF 347 or equivalent.

372 Staging and Lighting for Television (2) Identifying and controlling the visual factors in television production. Interdependence of elements explored through group exercises and individual projects. Prereq: TCF 345. Sherriffs. Not offered 1988-90.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 Field Studies (Arr,R) P/N only. Internship program for outstanding majors; open only to those with approved applications.

407 (G) Seminar: [Term Subject] (Arr,R) Topics include Audience Analysis, Communication Technology, Contemporary Theories of the Moving Image: Structuralism and Semiology, Film Board of Canada, History of Classic Theories of the Moving Image, International Communication, Using the Mass Media for Social Change, Political Economics of Communication, Political Linguistics, and Public Broadcasting.

408 (G) Workshop (Arr,R)

409 (G) Practicum: [Term Subject] (Arr,R) Supervised work on a project, including development and execution of artistic or public service programs. Prereq: instructor's consent.

410 (G) Experimental Course: [Term Subject] (Arr,R)

431 (G) Theory and Criticism of Television Drama (3) Concepts of audience dynamics, media aesthetics, vicarious experience, and the consequence of economic dependence upon appeals to modal tastes analyzed and applied. Sherriffs.

433 (G) Theory of Mass Communication (3) Sociological as well as psychological approaches to the study of mass communication. Primary attention to the critical evaluation of contemporary theoretical trends. Prereq: TCF 243 or instructor's consent. Bybee.

444 (G) Concepts in Visual Production (3) Analysis of various forms of visual representation to study the processes by which ideas are transformed into visual language. Prereq: instructor's consent. Willingham.

445 (G) Television Direction (3) Theory and technique of television direction explored through group exercises and individual projects. Prereq: TCF 345 and instructor's consent. Sherriffs.

446 (G) Radio-Television Programming (3) Values, trends, and procedures in broadcast programming schedules; problems in planning program structure to meet community and public service needs. Prereq: TCF 243. Not offered 1988-89.

448 (G) Radio-Television and the Public (3) Freedom and professional ethics, responsibility, and control as these concepts relate to the broadcaster, the government, and the public. Prereq: TCF 243. Sherriffs.

449 (G) Electronic Media Policy (3) The nature, philosophy, and consequences of legislative, judicial, and administrative regulation of various communications technologies in the social context of the U.S.A. Prereq: TCF 243.

455 (G) Editing Styles (3) Introduction to editing styles through study of selected film and video materials. Prereq: TCF 344. Willingham.

456 (G) Video Production Planning (3) Problems in producing video material outside the studio. Prereq: instructor's consent. Seiter, Sherriffs.

457 (G) Super-8 Film Production (3) Workshop in Super-8 film production. Prereq: instructor's consent. Seiter.

470 (G) Instructional Programs for Television (4) Studio exercises designed to explore effective instructional techniques based upon current theories of learning and the achievement of behavioral objectives. Not offered 1988-90.

495 (G) Film Directors and Genres: [Term Subject] (3R) Interpretation of films and analysis of film history and aesthetics through techniques developed in modern film criticism. **R** when topic changes. Cadbury, Seiter.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Topics include Current Research in Telecommunication, Film Criticism, Introduction to Graduate Studies, and Techniques and Problems of Theory Construction.

508 Workshop (Arr,R)

509 Practicum: [Term Subject] (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R)

541 Electronic Mass Media: Theory and Criticism (3) Theories and critiques of the electronic mass media; behavioral and cultural methods used to discuss and develop critical standards for media application. Bybee.

544 Radio-Television Program Evaluation (3) Development of broadcast measurements; quantitative methods and survey procedures applicable to the testing of hypotheses in radio and television. Not offered 1988-89.

Theater Arts Courses (TA)

Lower Division

199 Special Studies: [Term Subject] (1-3R) Stage crew: lighting, scene, costume.

230 Performing Arts and the Creative Process (3) The arts of dance, music, and theater, with emphasis on the artistic contribution of the performer, period and stylistic influences, temperament and personality. Not offered 1988-90.

250 Acting I (3) Principles of warm-ups, Stanislavski System, individual inventory, character analysis, and rehearsal procedure.

251 Acting II (3) Continuation of performance principles for contemporary realistic theater with addition of comic technique and director-actor relationship. Prereq: TA 250 and instructor's consent.

252 Acting III (3) Development of audition and improvisational skills while establishing a working file of monologue material. Prereq: TA 251 and instructor's consent.

260 Makeup (3) History, purpose, and techniques of applying theatrical makeup; the use of makeup in the various theatrical media, with emphasis on stage and television performances. Williams.

262 Theater Promotion Workshop (1-3) Development and application of promotional materials for hypothetical and actual theater productions. Not offered 1988-90.

264 Basic Stagecraft (2-3) Construction, painting, and handling of scenery and props. Fundamentals of stagecraft and use of stage equipment. Practical experience in stage crew work. Rose.

266 Lighting Workshop (2-3) The use and functions of stage lighting equipment and the operation of lights under performance conditions. Rose.

268 Costume Workshop (3) The art and craft of stage costuming; practical experience in the design, construction, and maintenance of theatrical costumes. Bonds.

271 Introduction to Theater Arts I (3) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual. McKernie.

272 Introduction to Theater Arts II (3) Recent theater, including drama since World War II and new trends and developments in theater practice. Prereq: TA 271. McKernie.

273 Introduction to Theater Arts III (3) Popular musical theater from a historical and structural perspective, with emphasis on examples since World War II. Styles and performance practice, individual composers, directors, and writers analyzed. Prereq: TA 272. McKernie.

Upper Division

318 Costume Construction (3) Practical problems encountered in building and decorating costumes for the stage. Bonds.

351 Techniques: Acting IV (3) Problems in the use of voice in dramatic roles. Prereq: instructor's consent.

352 Styles: Acting V (3) Problems in the analysis and presentation of characters. Prereq: instructor's consent.

353 Performance: Acting VI (3) Advanced problems in acting technique: study, rehearsal, and performance. Prereq: instructor's consent.

364 Play Direction (3) Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization. Prereq: instructor's consent. Watson.

367, 368, 369 History of the Theater I, II, III (3,3,3) Development of the theater from its origins to the present emphasizing the history of dramatic literature, criticism, theater architecture, design, and performance. Watson.

405 (G) Reading and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Topics include Acting Shakespeare, Advanced Acting, Careers in Theater, Creative Dramatics, Lyric Performance, Period Costume Patterns, Playwriting, Restoration Theater, Theater Design and Structure, and Theater Management.

408 (G) Workshop (Arr,R)

409 (G) Practicum: [Term Subject] (Arr,R) Current topics are Production Projects and Rehearsal and Performance.

410 (G) Experimental Course: [Term Subject] (1-3R)

ENG 411, 412, 413 (G) English Drama (3,3,3) See description under English.

414, 415 (G) Costume History I, II (3,3) History of clothing and costuming from earliest records through the 15th century, from the 16th century to the present. Bonds. Offered 1988-89 and alternate years.

416 (G) Costume Design (3) Beginning design concepts and various artistic media as applicable to costume design and rendering techniques. Bonds.

417 (G) Advanced Costume Design (3) Analysis and interpretation of scripts for costume design. Continuation of development of rendering techniques. Prereq: TA 416. Bonds. Offered 1988-89 and alternate years.

418 (G) Costume Pattern Drafting (3) Designing patterns through flat patterning and draping techniques. Elements of draping, millinery, and tailoring included. Practical experience in pattern development and original selected design. Bonds.

ENG 420, 421, 422 (G) Modern Drama (3,3,3) See description under English.

420 (G) History of the American Theater (3) Readings, reports, projects, and discussions concerning significant events in theater in the United States from its beginnings to the present. Prereq: instructor's consent.

425 (G) Scenery Drafting Techniques (3) Drafting techniques for the scenic artist. Plan views; isometric, orthographic, and section views of scenery details. Conventions of stage and scenery plans. Drafting equipment. Rose.

430 (G) Stage Management (3) Duties, responsibilities, and procedures of the stage manager. Stage managing in community, educational, and professional theater. The administrative and artistic role of the stage manager.

440 (G) Principles of Design in the Theater (3) Visual statement in the theater. Composition, color, spatial relationships, line, and movement for the scene, costume, and lighting designers, and for the director and actor. Prereq: TA 264, 266, or 268, or instructor's consent. Williams.

441 (G) Scene Design I (3) Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. **Note:** Design process and procedures related to the proscenium stage only. Prereq: TA 425, 440 or instructor's consent. Williams.

460 (G) Advanced Play Direction (3) Theory and practice in direction of plays for public performance. Prereq: TA 364 or instructor's consent. Watson.

463 (G) Scene Painting (3) Practical experience in painting stage scenery. Painting of drops; highlighting, shadowing, texturing, and stenciling; forced perspective; paints and painting equipment. Prereq: TA 264 or instructor's consent. Williams.

464 (G) Properties Design and Construction (3) Designing and constructing stage properties and furnishings. Plastics and metals fabrication; Celastic, papier-maché, and fiberglass as properties-fabricating materials; furniture upholstering techniques.

467 (G) Lighting for the Stage (3) Functions of stage; lighting qualities of the light and lighting; technical and aesthetic problems. Prereq: TA 266 or instructor's consent. Rose.

468 (G) Advanced Stage Lighting (3) Theories and methods of lighting stage production. Prereq: TA 467 or instructor's consent. Rose.

471, 472 Theater and Culture (3,3) Dramatic literature and historical cultural concepts. Establishes a cultural context for periods of drama, utilizing arts materials and socioeconomic factors to clarify aesthetic attitudes and practices of theater. **471:** Greeks through the Renaissance. **472:** Baroque through Romanticism. McKernie.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Romantic Theater is a current topic.

509 Practicum: [Term Subject] (Arr,R) Current topics are Production Projects and Rehearsal and Performance.

511 Research Methods (3) Research methodology; experimental, historical, descriptive, and developmental research methods; style and format in scholarly presentation of research. Watson.

530 Continental Theater (3) Major developments and experiments in the drama and theater production of Europe, Great Britain, and Russia from Büchner to Artaud.

531 Avant-Garde Theater (3) New forms, styles, treatments of mood, and expressions of ideas and emotions as manifested in literary, dramatic, and theatrical elements and conditions of production. Prereq: TA 530 or instructor's consent.

532 Theater of Ibsen (3) The modern Dano-Norwegian theater, with special emphasis on the work of Henrik Ibsen; influence on European and American theater. DeChaine.

533 Theater of Strindberg (3) The modern Swedish theater, with special emphasis on the work of August Strindberg; influence on European and American theater. DeChaine.

551, 552, 553 Theory of Dramatic Production (3,3,3) **551:** theory of acting. **552:** theory of dramatic direction. **553:** theory of dramatic structure.

563 Advanced Problems of Scene Design (3) Selected problems in the design of dramatic productions. Prereq: TA 440, 441 and instructor's consent. Williams.

564, 565 Special Problems in History of Theater (5,5) Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, 18th- and 19th-century Europeans.

Statistics

305 Gilbert Hall
Telephone (503) 686-3315
Larry E. Richards, Committee Chair

Steering Committee

Wesley C. Becker, Counseling and Educational Psychology
Lorraine G. Davis, School and Community Health
Robert M. O'Brien, Sociology
Larry E. Richards, Decision Sciences
Donald R. Truax, Mathematics

The University of Oregon does not have a formal department or faculty of statistics. However, there are numerous course offerings that are either exclusively or primarily courses in statistics. Over the past several decades statistical techniques have become a primary tool of empirical research. As such, a variety of functional areas and disciplines teach applied statistical techniques. This is particularly true at the graduate level, where research plays an important role. Listed below are courses in statistics offered by the University.

Degrees Offered

It is possible to earn an undergraduate or graduate degree with a specialty in statistics through the Department of Decision Sciences in the College of Business Administration or through the Department of Mathematics in the College of Arts and Sciences. Interested students should inquire at the appropriate department for specific requirements.

Courses Offered

Statistics courses are offered in the following 10 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 should not be granted credit toward graduation for more than one course.

Introductory Statistics

Decision Sciences. Introduction to Business Statistics (DSC 511)

Economics. Introduction to Econometrics (ECON 420, 421),* Econometrics (ECON 493G)

Educational Psychology. Educational Statistics I, II (EPSY 415G, 416G),* Advanced Statistical Methods in Education I, II (EPSY 521, 522)*

Mathematics. Probability and Statistics with Calculus (MTH 209) and Business Statistics (DSC 330),* Elements of Statistical Methods (MTH 425M, 426M),* Introduction to Statistical Theory (MTH 441M, 442M)*

Physical Education and Human Movement Studies. Statistical Methods in Physical Education (PEP 540)

Political Science. Methods for Politics and Policy Analysis II (PS 446G)

Psychology. Statistical Methods in Psychology (PSY 302), Statistical and Quantitative Methods in Psychology (PSY 511)

School and Community Health. Fundamentals of Statistics in Health (HEP 531)

Sociology. Quantitative Methods in Sociology (SOC 326), Sociological Research Methods (SOC 412G)

ANOVA and Experimental Design

Decision Sciences. Applied Analysis of Variance (DSC 430G)

Educational Psychology. Research Methods in Education III (EPSY 518)

Physical Education and Human Movement Studies. Statistical Methods in Physical Education (PEP 541), Experimental Design in Physical Education Research (PEP 545)

Psychology. Statistical and Quantitative Methods in Psychology (PSY 512)

School and Community Health. Seminar: Advanced Statistics in Health (HEP 507)

Decision Theory

Decision Sciences. Applied Decision Theory (DSC 425), Decision Analysis for Negotiation Problems (DSC 535)

Multivariate Statistics

Decision Sciences. Applied Multivariate Analysis (DSC 540)

Political Science. Methods for Politics and Policy Analysis III (PS 447G)

Psychology. Multivariate Methods in Psychology (PSY 546)

Nonparametric Statistics

Decision Sciences. Applied Nonparametric Statistics (DSC 530)

Mathematics. Nonparametric Statistics (MTH 444M)

Regression

Decision Sciences. Applied Regression Analysis (DSC 435G)

Economics. Introduction to Econometrics (ECON 422G), Econometrics (ECON 494G, 495G)*

Educational Psychology. Seminar: Multiple Regression Analysis (EPSY 507)

Mathematics. Elements of Statistical Methods (MTH 427M), Regression Analysis and Analysis of Variance (MTH 443M)

Psychology. Statistical and Quantitative Methods in Psychology (PSY 513)

Sociology. Sociological Research Methods (SOC 413G)

Sampling Techniques

Decision Sciences. Applied Sampling (DSC 420), Applied Sampling Techniques (DSC 545)

Structural Models

Sociology. Seminars: Categorical Data Analysis, Structural Equation Models (SOC 507)

Theory of Probability and Statistics

Mathematics. Introduction to Probability Theory (MTH 447G) and Mathematical Statistics (MTH 448G, 449G),* Theory of Estimation and Testing Hypotheses (MTH 581, 582, 583),* Theory of Probability (MTH 584, 585, 586),* Advanced Mathematical Statistics (MTH 591, 592, 593)

Time Series

Decision Sciences. Applied Time Series Analysis for Forecasting (DSC 440G)

Sociology. Seminar: Introduction to Time Series (SOC 507)

Women's Studies

636 Prince Lucien Campbell Hall
Telephone (503) 686-5529
Barbara Corrado Pope, Program Director

Participating Faculty

Joan R. Acker, Sociology
Doris Renshaw Allen, Music
Aletta A. Biersack, Anthropology and Religious Studies
Randi M. Birn, Romance Languages
Cynthia J. Brokaw, History
Frances B. Cogan, Honors College
Rogena M. Degge, Art Education
Irene Diamond, Political Science
C. H. Edson, Educational Policy and Management
Linda F. Ettinger, Art Education
Beverly Fagot, Psychology
Marilyn Farwell, English
Sonja K. Foss, Speech
Marion Sherman Goldman, Sociology
Leslie Greer, Library
Patricia A. Gwartney-Gibbs, Sociology
Leslie J. Harris, Law
Sandy M. Harvey, School and Community Health
Joni Hersch, Economics
Judith H. Hibbard, School and Community Health
Carol Johansen, Planning, Public Policy and Management
Miriam M. Johnson, Sociology
Angela Jung, East Asian Languages and Literatures
Judith Kerr, History
Stephen W. Kohl, East Asian Languages and Literatures
Marsha E. Mabrey, Music
Elisabeth A. Marlow, Romance Languages
Mavis Howe Mate, History
Barbara Dale May, Romance Languages
Randall E. McGowen, History
Geraldine Moreno-Black, Anthropology
Barbara Corrado Pope, Assistant Professor. B.A., 1964, Hiram; M.A., 1966, Iowa; Ph.D., 1981, Columbia. On leave 1988-89. (1976)
Marsha Ritzdorf, Planning, Public Policy and Management
Mary K. Rothbart, Psychology
Ellen Seiter, Speech
Carol W. Silverman, Anthropology
Sally S. Simpson, Sociology
Priscilla Southwell, Political Science
Jean Stockard, Sociology
Nathaniel Teich, English
Louise Carroll Wade, History
Anita M. Weiss, International Studies
Louise Westling, English
Mary 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 and student members 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 education, counseling, economics, education, English, history, literature, political science, psychology, school and community health, sociology, and speech, among others.

Any student may take Women's Studies courses. Some students may want to take only a few courses in order to complement the core curriculum of their majors. Others choose to fulfill the 24-credit requirement for either a certificate or a minor in Women's Studies. Most Women's Studies courses do not have prerequisites, and Introduction to Women's Studies (WST 101) is a social science group-satisfying course. In addition, three Women's Studies courses—Introduction to Women's Studies (WST 101) and History of Women in the United States (WST 333, 334)—comprise a social science cluster. For more information, see Group Requirements in the Registration and Academic Policies section of this bulletin.

The integrative Seminar (WST 407) is designed for upper-division undergraduates and graduate students. This course examines various feminist research issues. It can be taken only once for credit.

Preparation. No specific high school preparation is necessary. Transfers to the University from other colleges may apply up to 9 credits of women's studies courses to either the certificate or the minor program.

Careers. Since women comprise more than half of the 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 which emphasize the study of women or gender.

Certificate Requirements

A Certificate in Women's Studies may be granted to students who complete 24 credits in courses approved by the Women's Studies Committee. The 24 credits must include Introduction to Women's Studies (WST 101), Practicum (WST 409), and either Seminar (WST 407) or History and Development of Feminist Theory (WST 412). No more than 6 credits of Reading and Conference (WST 405) and Practicum (WST 409) may be counted toward the certificate. In addition, students must take at least 6 credits of Women's Studies courses in an academic group—arts and letters, social science, science—other than that in which their major lies. For example, an English major must take at least two Women's Studies courses offered by departments outside of the arts and letters group.

Minor Requirements

The minor in Women's Studies requires 24 credits including at least 12 WST credits and at least 9 credits chosen from cross-listed upper-division courses offered by other departments. (See list under Courses in Other Departments at right. Other courses may qualify; check with the Women's Studies Program office for details.) Introduction to Women's Studies (WST 101) is required, and candidates for the minor are strongly urged to take Seminar (WST 407) or History and Development of Feminist Theory (WST 412). No more than 6 credits of Reading and Conference (WST 405) and Practicum (WST 409) may be counted toward the minor. No more than 9 credits may be taken on a pass/no pass (P/N) basis. Courses applied to a major may not count for a minor. At least 15 credits must be taken at the University of Oregon. Students may substitute a Women's Studies minor for one social science cluster to apply toward University group requirements.

Students may receive both a minor and a certificate if they satisfy the requirements of both.

Students must consult the director well in advance of graduation for transcript evaluation. In order to be eligible for the certificate or the minor, students must complete all degree requirements and a major in another department.

Graduate Studies

An individually designed interdisciplinary master's degree program with a focus on women's studies may be arranged through the Graduate School by combining existing graduate-level courses in three departments. Graduate students may also earn a Certificate in Women's Studies.

Women's Studies Courses (WST)

Lower Division

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.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

333, 334 History of Women in the United States I, II (3,3) Survey of the diverse experiences of American women from Colonial times to the present. **333:** 1600 to 1870. **334:** 1870 to the present.

399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

405 (M) Reading and Conference: [Term Subject] (Arr,R)

407 (M) Seminar: [Term Subject] (Arr,R) A recent topic is Feminist Research Issues. **R** when topic changes.

408 (M) Workshop (1-3R)

409 (M) Practicum: [Term Subject] (Arr,R)

410 (M) Experimental Course: [Term Subject] (Arr,R)

412 (M) History and Development of Feminist Theory (3) Theories of oppression and liberation of women in America and Europe. Emphasis is on post-1960s theories. Prereq: WST 101 or SOC 216.

Courses in Other Departments

See descriptions under appropriate departments.

Anthropology. Women and Culture I: Politics, Production, and Power (ANTH 314), Women and Culture II: Creativity and Symbols (ANTH 315)

Art Education. Women and Their Art (ARE 412)

Educational Policy and Management. Educational History of American Women (EDPM 472G)

English. Introduction to Women Writers (ENG 360), Studies in Women and Literature (ENG 498G)

Germanic Languages and Literatures: Scandinavian. Readings in Translation: Scandinavian Literature and Society (SCAN 353)

History. Perceptions and Roles of Women from the Greeks through the 17th Century (HST 331), Women and Social Movements in Europe from 1750 to the Present (HST 332)

International Studies. Seminar: Women and Development (INTL 407G)

Political Science. Women and Politics (PS 435G)

Psychology. Psychology of Sex Differences (PSY 425M)

Romance Languages: French. Modern Women Writers (FR 425G), Autobiographical Writings by Women (FR 427G)

Romance Languages: Spanish. Spanish Women Writers of the 20th Century (SPAN 440G)

Sociology. Introduction to the Sociology of Women (SOC 216), Sociology of the Family (SOC 423G), Social Psychology of the Family (SOC 424G), Issues in Family Sociology (SOC 425G), Women and Work (SOC 449G), Sociology of Women (SOC 455G), Sex and Identity: Theoretical Perspectives (SOC 456G), Sociology of Social Welfare (SOC 467G)

Speech: Telecommunication and Film. Film Directors and Genres: Women Filmmakers (TCF 495G), Film Directors and Genres: Women and Melodrama (TCF 495G)

Preparatory Programs and Special Studies

Preparatory Programs

The undergraduate preparation for the following professional or graduate programs may be completed at the University of Oregon. Some of the programs simply require a bachelor's degree for admission, while others require specific undergraduate courses. In all cases, the interested student should consult appropriate University advisers. The Office of Academic Advising and Student Services assists students in the selection of courses, the timing of graduate admission tests, and other aspects of the application process.

Engineering, Preparatory

122 Science I
Telephone (503) 686-4226 or -4787
Russell J. Donnelly, Preengineering Director
Sandra L. Hill, Advising Coordinator

Graduates with bachelor's degrees in engineering are in great demand to solve practical problems by applying physical science principles and mathematics. While it is sometimes difficult to define the difference in outlook between a career in one of the physical sciences, e.g., physics or chemistry, and a career in engineering, engineering solutions to problems are usually much more influenced by practical and economic considerations.

There are two academic phases in earning a bachelor's degree in an engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program, and (2) professional engineering is the last two years of course work at a school of engineering leading to a bachelor of arts or bachelor of science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students wanting to complete their first two to three years of study at a liberal arts university before transferring to a school of engineering. Details are contained in the *Student Guide for Engineering Preparation at the University of Oregon Including the 3/2 Program with Oregon State University*, available from the preengineering director.

High School Preparation. Students interested in an engineering career are urged to complete as much mathematics and science as possible in high school. If possible, four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the freshman year at the University. Science courses in physics and chemistry are strongly recommended.

Preengineering Requirements

The following requirements are designed for students planning to transfer into the Oregon State University (OSU) College of Engineering. Detailed requirements are specified in the OSU College of Engineering *Advising Guide*, available from the College of Engineering, Oregon State University, Corvallis OR 97331; telephone (503) 754-2833. While preengineering requirements at other engineering schools are similar, students should obtain similar advising guides from the schools of their choice.

Preengineering students should be aware that candidates at OSU must earn a minimum of 204 credits for a bachelor's degree in engineering. Therefore completion of the degree takes an average of almost five years.

The University of Oregon does not offer certain preenginering courses. However, Engineering Orientation (GE 101), Engineering Graphics (GE 115), Statics (ENGR 211), Dynamics (ENGR 212), Strength of Materials (ENGR 213), and Engineering Fundamentals (ENGR 221, 222) are available from Lane Community College. Full-time UO preengineering students may take these courses at no additional charge. Prerequisites for ENGR 211 are Calculus (MTH 201) and General Physics with Calculus (PH 211), and ENGR 211, 212, 213 must be taken in sequence. Details of registration for these courses are available from the preengineering director.

The Department of Physics also offers a three-plus-two program. It allows a student to earn a bachelor's degree in physics from the University of Oregon and a bachelor's degree in engineering from Oregon State University by completing three years of study in Eugene followed by two years in Corvallis in the OSU College of Engineering. Interested students should consult the preengineering director.

All required preengineering courses must be completed with a grade of C– or better for admission to the OSU College of Engineering. Those courses are marked with an asterisk (*) in the sample programs.

Sample Program

The following sample program is for students prepared to begin calculus in their freshman year.

Freshman Year	**46 credits**
*Calculus (MTH 201, 202, 203)	12
*General Physics with Calculus (PH 211, 212, 213)	12
*Introductory Physics Laboratory (PH 204, 205, 206)	6
*English Composition (WR 121)	3
*Introduction to Numerical Computation with FORTRAN (CIS 133)	4
Physical education: three activity courses[1]	3
Humanities and social science[2]	6
Sophomore Year	**46 credits**
*Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333)	12
*General Chemistry (CH 104, 105, 106)	9
*General Chemistry Laboratory (CH 107, 108, 109)	6
*Introduction to Modern Physics (PH 214)[3]	4
Fundamentals of Public Speaking (RHCM 122)	3
Statistics, Dynamics, and Strengths of Materials (ENGR 211, 212, 213)	12

Sample Program

The following sample program is for students not prepared to begin calculus in their freshman year.

Freshman Year	**45 credits**
*College Algebra, Elementary Functions (MTH 101, 102),[4] Calculus (MTH 201)	12
*General Chemistry (CH 104, 105, 106)	9
*General Chemistry Laboratory (CH 107, 108, 109)	6
*English Composition (WR 121)	3
Fundamentals of Public Speaking (RHCM 122)	3
Physical education: three activity courses[1]	3
Humanities and social science[2]	9
Sophomore Year	**46 credits**
*Calculus (MTH 202, 203), *Calculus of Several Variables with Linear Algebra (MTH 331)	12
*General Physics with Calculus (PH 211, 212, 213)	12
*Introductory Physics Laboratory (PH 204, 205, 206)	6
*Introduction to Numerical Computation with FORTRAN (CIS 133)	4
Statistics, Dynamics, and Strengths of Materials (ENGR 211, 212, 213	12

[1] An Oregon State University requirement.

[2] For graduation with a bachelor's degree, the OSU College of Engineering requires 12 credits in humanities courses (American studies, art history, English literature, history, foreign language—second-year or higher, motion pictures or cinematography, music history or theory, philosophy, religious studies) and 12 credits in social sciences (anthropology, economics, geography, political science, psychology, sociology). Students must complete one sequence (two courses in the same subject) in humanities and one sequence in social science.

In addition to WR 121 and RHCM 122, a third communication course is required.

Students should take advantage of the availability of Lane Community College courses in Statics (ENGR 211), Dynamics (ENGR 212), and Strength of Materials (ENGR 213). Because circumstances vary, students should consult the preengineering director regularly.

[3] PH 214 is not required in all engineering fields.

[4] Students not needing both of these courses should take Calculus (MTH 201, 202, 203) as soon as possible. They should then proceed to the next level of required mathematics (MTH 331, 332, 333). Those entering with some advanced algebra and trigonometry may take Preparation for Calculus (MTH 115) instead of MTH 101, 102.

Health Sciences, Preparatory

164 Oregon Hall
Telephone (503) 686-3211
Marliss G. Strange, Coordinator

The College of Arts and Sciences and the College of Human Development and Performance supervise 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 advisers.

Staff members in the Office of Academic Advising and Student Services maintain a prehealth sciences information area with catalogs, recent literature about the profession, and information and assistance on admission tests and procedures.

Dental Hygiene, Preparatory

Robert E. Kime, 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:

Survey of General, Organic, and Biochemistry (CH 101, 102, 103)

Biology: General Biology (BI 201, 202, 203) with laboratories (BI 207, 208, 209), 12 credits

English Composition (WR 121 and either WR 122 or 123)

Introductory Nutrition (HEP 252)

Fundamentals of Public Speaking (RHCM 122)

Arts and letters: two group-satisfying courses in addition to speech, 6 credits

Cultural Anthropology (ANTH 120)

Psychology as a Social Science (PSY 204)

Introduction to Sociology (SOC 201)

Applications are available from the Registrar's Office, Oregon Health Sciences University School of Dentistry, 611 S.W. 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 on a graded basis.

Dentistry, Preparatory

John R. Lukacs, Predental Advisory Committee Chair
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 graded. In the computation of the overall grade point average (GPA), the OHSU School of Dentistry counts an N (no pass) as a failing grade in any course taken pass/no pass.

Students who plan to complete the requirements for a bachelor's degree at the OHSU School of Dentistry after earning 138 UO credits should satisfy all major and University requirements here that cannot be met with course work at the School of Dentistry. For general University requirements, see Bachelor's Degree Requirements in the Registration and Academic Policies section of this bulletin.

Although a bachelor's degree is not an admission requirement, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree.

Science Requirements

The following courses are required at most American dental schools; however, a few do not require the complete organic chemistry sequence.

Mathematics (MTH 101 or above), 12 credits

General Chemistry (CH 104, 105, 106)

General Chemistry Laboratory (CH 107, 108, 109) fulfills the quantitative analysis requirements of the OHSU School of Dentistry

Organic Chemistry (CH 331, 332, 333), Introductory Organic Laboratory (CH 337, 338)

Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 291, 292, 293) with laboratories (BI 294, 295, 296). Organic Chemistry is a pre- or corequisite to this sequence.

Alternatively, some predental students may take general biology. (BI 201, 202, 203). Although this meets minimum admission requirements, the Predental Advisory Committee does not recommend it as the sole preparation either for dental school work or for the Dental Admission Testing Program. This set of courses is acceptable in the UO General Science major program and prepares students for some upper-division work in biology. It will not, however, substitute for the BI 291-296 core courses required for the Biology major. All other students should consult their advisers on the suitability of this alternative.

General Physics (PH 201, 202, 203 or PH 211, 212, 213) with laboratories (PH 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 1987 was 3.01. 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 those students who start off poorly but then improve substantially in their predental course work.

Aptitude tests given by the American Dental Association should be taken not later than fall term one year before seeking admission. Application to take this test must be made well in advance of the scheduled test date. A pamphlet describing the test, giving dates and places where it will be given, and providing application information is available in the Office of Academic Advising and Student Services, 164 Oregon Hall.

Three letters of recommendation are required by the OHSU School of Dentistry, one each from teachers of biology, chemistry, and physics. If the information is to be of any value to the Admissions Committee, it is important for predental students to have references from teachers who have actually worked with them. In large classes, a more useful reference may be obtained from a laboratory teaching assistant than from the lecturer, who may not deal personally with the student. The evaluation should be obtained immediately following the conclusion of a term's work. Evaluation forms are available from the UO Career Planning and Placement Service, 244 Hendricks Hall.

Recommended Electives. Dental schools recommend that predental students, in addition to completing the basic requirements already described, choose electives that broaden their cultural background and strengthen their scientific training. Courses in the following fields are suggested: developmental biology, microbiology, genetics, physical chemistry, mathematics, foreign language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, literature, anthropology, and personnel management. Students should explore their own interests and obtain the best possible general cultural education. The guidance of predental advisers in course planning is indispensable, and their counsel should be sought regularly.

Dental Preceptorship. The University sponsors a dental preceptorship program that allows students to observe dental professionals at work. For more information inquire at the prehealth sciences information area in 164 Oregon Hall.

Medical Technology, Preparatory

M. Charlene Larison, Head Adviser

The University offers courses leading to admission to a bachelor's degree program in medical technology. The program consists of three years of work on the UO campus and one year at the Oregon Health Sciences University (OHSU) in Portland. The Bachelor of Science (B.S.) in Medical Technology is awarded by the OHSU to students who complete their fourth year in Portland.

Requirements

Minimum admission requirements to medical technology training at the OHSU School of Medicine are three years of college work including 24 credits in biology, which must include a course in bacteriology; 24 credits in chemistry, including one full year of a general college chemistry course with lectures and laboratories; a course in organic chemistry or biochemistry; and one term of college mathematics. A course in physics is strongly recommended.

During the three years on the UO campus, the student must satisfy two requirements:

1. All general University degree requirements for majors in professional schools, including writing, health, and group requirements that cannot be satisfied with work taken at the OHSU School of Medicine

2. The science requirements for admission to the fourth-year program at the OHSU School of Medicine

The following recommended courses satisfy the science requirements:

General Chemistry (CH 104, 105, 106) with laboratories (CH 107, 108, 109)

Organic Chemistry (CH 331, 332, 333) with laboratories (CH 337, 338)

Biology, 24 credits, including Introduction to Bacteriology (BI 381) with laboratory (BI 383)

Mathematics, one course, MTH 101 or above

In addition, the following courses are strongly recommended by the OHSU:

Instrumental Analysis (CH 324)

General Physics (PH 201, 202, 203) with laboratories (PH 204, 205, 206)

One full year of college-level mathematics, 12 credits. (Two terms of calculus, 8 credits, are required by some University major programs)

Students planning to graduate from the University of Oregon prior to their year of training in medical technology must meet all general University requirements for students in the College of Arts and Sciences (rather than those for majors in a professional school or college) and all special requirements for their chosen major with the necessary number of upper-division credits. Students who have completed their bachelor's degree may take their medical technology training at most schools or hospitals in the country that offer such a program; they are not limited to the OHSU.

Fourth-Year Curriculum

The curriculum for the fourth-year program at the OHSU School of Medicine follows:

Fall Term	**18 credits**
Clinical Microbiology (MT 410)	2
Clinical Biochemistry (MT 415)	2
Hematology (MT 417)	2
Medical Laboratory Technique and Theory (MT 422)	10
Clinical Immunology and Serology (MT 420)	2
Winter Term	**18 credits**
Clinical Microbiology (MT 411)	2
Pathophysiology and Medical Terminology (MT 412)	2
Clinical Biochemistry (MT 416)	2
Hematology (MT 418)	2
Medical Laboratory Technique and Theory (MT 423)	10
Spring Term	**17 credits**
Introduction to Laboratory Management and Personnel Supervision (MT 413)	1
Pathophysiology and Medical Terminology (MT 414)	2
Immunohematology (MT 419)	2
Medical Laboratory Technique and Theory (MT 424)	10
Clinical Toxicology and Therapeutic Drug Monitoring (MT 426)	1
Laboratory Instrumentation and Maintenance (MT 428)	1

Admission

Completion of the required courses does not guarantee admission; primary consideration is given to well-qualified applicants who are residents of Oregon. Superior applicants from other states also receive serious consideration. Applicants are expected to submit, in support of their candidacy, four letters of recommendation, one each from faculty members in biology and chemistry and two from other academic or nonacademic sources. An application for admission may be obtained from the Director of Admissions, Oregon Health Sciences University School of Medicine, 3181 S.W. Sam Jackson Park Road, Portland OR 97201. Applications are available during fall term and are accepted until December 1 for the following year's class.

Medicine, Preparatory

William R. Sistrom, Chair, Premedical Advisory Committee
Marliss G. Strange, Coordinator

The University offers a premedical program that satisfies the requirements for admission to the Oregon Health Sciences University (OHSU) School of Medicine in Portland as well as most other American medical schools. The program is supervised by the Premedical Advisory Committee, composed of faculty members at the UO, a physician, and the prehealth sciences coordinator.

Staff members in the Office of Academic Advising and Student Services maintain 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 the publication *Medical School Admission Requirements*. Order forms are available at the prehealth sciences information area in 164 Oregon Hall. Because most students apply to five or six medical schools besides the OHSU School of Medicine they should consult this book during their junior year.

Minimum Requirements

The minimum requirements for admission to the OHSU School of Medicine and many other medical schools can be met with the following course work:

General Chemistry (CH 104, 105, 106 or CH 204, 205, 206) with laboratories (CH 107, 108, 109 or CH 207, 208, 209). The laboratories fulfill the quantitative analysis requirement of the OHSU School of Medicine

Organic Chemistry (CH 331, 332, 333) 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 Molecular Biology, Cellular Biochemistry, Cellular Physiology (BI 291, 292, 293) with laboratories (BI 294, 295, 296) to meet this requirement. Organic Chemistry is a pre- or corequisite

Alternatively, some students may take general biology (BI 201, 202, 203) with laboratories (BI 207, 208, 209). Although this meets minimum admission requirements, the Premedical Advisory Committee does not recommend it as the sole preparation either for medical school work or for the Medical College Admission Test (MCAT). This set of courses is acceptable in the General Science major program and prepares students for some upper-division work in biology. It does not, however, substitute for the BI 291-296 core courses required for the Biology major. All other students should consult their advisers on the suitability of this alternative

College-level mathematics including an introductory course in calculus, 12 credits

General Physics (PH 201, 202, 203 or PH 211, 212, 213) with laboratories (PH 204, 205, 206)

A minimum of 6 credits in Psychology, satisfying either the social science or the science group requirements

Specific courses are recommendations only; in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and postbaccalaureate students may meet the minimum requirements differently; they should consult their advisers and *Medical School Admission Requirements*. More detailed information on curriculum, application procedures, and the medical profession is available at the prehealth sciences information area in 164 Oregon Hall.

Admission

Most medical schools give preference to students with bachelor's degrees in academic subjects; ***premedicine is not an academic major.*** Any major is acceptable to medical schools, and 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. The specific requirements for various majors are found in this bulletin under department and program headings; see also the General Science section.

A few students are admitted to medical school at the end of their junior year on the assumption that credits earned in medical school may be transferred back to the undergraduate institution to satisfy bachelor's degree requirements in remaining upper-division science credits. Students planning to enter medical school at the end of their junior year should consult advisers regularly to ensure that general University and departmental major requirements are met. Those students must have completed 138 credits at the University of Oregon.

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 a candidate with a GPA below 3.00 would be accepted at most American medical schools. Furthermore, courses taken to satisfy the science requirements must be graded. The pass/no pass option should be used sparingly and only on nonscience courses.

Nearly all medical schools also require applicants to take the MCAT, given in early spring and fall each year. Reservations for this examination ***must*** be made at least one month in advance of the scheduled date; reservation blanks are available in 164 Oregon Hall at the prehealth sciences information area, which also has a manual that describes the test and provides practice questions and suggestions for preparing for the test. Applicants are urged to take the test in the spring of the calendar year immediately preceding the year of admission to medical school and not later than the fall term one year before anticipated admission.

Three to five letters of recommendation from science faculty members are generally required

and used in the selection process by medical schools. The importance of these letters cannot be overemphasized. The Oregon Health Sciences University School of Medicine prefers letters from the science faculty and from advisers who have known a student for several years. A letter of recommendation should be requested at the conclusion of a course while the student's performance is fresh in the instructor's mind. Advisers need to see students frequently to write accurate letters of recommendation.

The University sponsors an academic and service society, the Asklepiads, for premedical students of sophomore standing or above. New members are selected each year primarily on the basis of academic excellence. The organization sponsors many active programs for its members and other premedical students. These include seminars and practica. Asklepiads provides experienced premedical students to answer questions at the prehealth sciences information area in 164 Oregon Hall.

Osteopathic medical schools require basically the same minimum undergraduate program. A few schools request letters of recommendation from practicing osteopaths.

Chiropractic medical schools require most of the same courses, although for some the biology requirement includes anatomy and physiology.

Nuclear Medical Technology, Preparatory

Nuclear medical technology is a paramedical specialty concerned with the use of radioactive materials for diagnostic and therapeutic purposes. The Veterans Administration Medical Center in Portland is affiliated with the Oregon Health Sciences University for purposes of providing training for this rapidly growing profession. To be admitted to the one-year (12-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 holding four-year degrees are also admissible.

The Office of Academic Advising and Student Services, in 164 Oregon Hall, has additional information.

Nursing, Preparatory

Hilary Gerdes, Head Adviser

The University of Oregon offers courses that satisfy admission requirements for the Oregon Health Sciences University (OHSU) School of Nursing bachelor's degree program in Portland and the Oregon Institute of Technology (OIT) Department of Nursing in Klamath Falls. The programs take a minimum of one year of preprofessional work and three years of professional training and lead to a Bachelor of Science (B.S.) in Nursing.

A minimum of 45 credits are required in the prenursing program. The following courses must be completed as part of this 45-credit admission requirement:

Survey of General, Organic, and Biochemistry (CH 101, 102, 103), which includes laboratories, or General Chemistry (CH 104, 105, 106) with laboratories (CH 107, 108, 109)

College Algebra (MTH 101)

Introductory Nutrition (HEP 252)

The remainder of the 45-credit requirement should consist of courses that are part of the graduation requirements at the OHSU or OIT, including Introduction to Cultural Anthropology (ANTH 120), English Composition (WR 121 and WR 122 or 123), Introduction to Sociology (SOC 201), Psychology as a Social Science (PSY 204, 205), Child Development (PSY 311).

Students are urged to complete University group-satisfying courses in arts and letters, social science, and science. Some of the previously named courses (e.g., in chemistry, anthropology, and psychology) may also be applied to group requirements.

Some variation in the program is possible, but students must consult with advisers; no variation is permitted in the chemistry, algebra, nutrition, and credit requirements. Students must maintain a 2.50 GPA during the prenursing program to be eligible for admission.

Interested students who have earned a bachelor's degree in a discipline other than nursing may want to investigate accelerated Bachelor of Science in Nursing and Master of Science in Nursing programs offered at Case Western Reserve, Creighton, St. Louis, and Yale universities.

Admission

Completion of the preprofessional program does not guarantee admission to the OHSU School of Nursing or other bachelor's degree programs in the state. No preference is given to Oregon residents.

Students usually file applications for admission between September 1 and February 15 of the year before anticipated matriculation; applications must be requested from the Registrar's Office, Oregon Health Sciences University School of Nursing, 3181 S.W. Sam Jackson Park Road, Portland OR 97201.

Two years of preprofessional training will lighten the academic load at the School of Nursing, but three years of professional training will still be needed.

Pharmacy, Preparatory

John A. Schellman, Head Adviser

The University of Oregon offers a program that fulfills admission requirements to the Oregon State University (OSU) School of Pharmacy in Corvallis and to many other accredited pharmacy schools. Students considering other pharmacy schools should review *Pharmacy Schools Admission Requirements*, available in the Office of Academic Advising and Student Services, 164 Oregon Hall.

The prepharmacy curriculum for the OSU School of Pharmacy requires 90-96 credits, including:

General Chemistry (CH 104, 105, 106 or CH 204, 205, 206) with laboratories (CH 107, 108, 109 or CH 207, 208, 209)

Organic Chemistry (CH 331, 332) with laboratories (CH 337, 338), 10 credits

Biology: 9 credits. General Biology I, II, III (BI 201, 202, 203) with laboratories (BI 207, 208, 209) *or* Molecular Biology (BI 291), Cellular Biochemistry (BI 292), Cellular Physiology (BI 293) with laboratories (BI 294, 295, 296) are recommended. Only one course may be botany

Introduction to Bacteriology (BI 381) with laboratory (BI 383)

General Physics (PH 201, 202) with laboratories (PH 204, 205)

Calculus (MTH 201) or Calculus for the Nonphysical Sciences (MTH 207)

Introduction to Sociology (SOC 201)

Psychology as a Social Science (PSY 204, 205)

Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202)

English Composition (WR 121 and either WR 122 or 123)

Fundamentals of Speech Communication (RHCM 121) *or* Fundamentals of Public Speaking (RHCM 122)

All required courses must be taken for grades if that option is available.

The following are not required for admission but are required for graduation from the OSU School of Pharmacy. They may be completed at the University of Oregon as well.

Arts and letters: 12 credits of group-satisfying courses, excluding the composition and speech courses noted above

Physical education: any three activity courses

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 School of Pharmacy, Corvallis OR 97331; telephone (503) 754-3725. Generally, the application deadline for the following fall term is late winter term.

Registered Nurses, Bachelor's Degree for

The University of Oregon offers prerequisite nonnursing courses for Registered Nurses who seek admission to the bachelor's degree program at the Oregon Health Sciences University (OHSU) in Portland or the Bachelor of Nursing program at the Oregon Institute of Technology in Klamath Falls. These prerequisites and group requirements are the same as those outlined for the prenursing student.

For information regarding admission requirements and nursing courses at the OHSU, consult Sandy Houglan, Assistant Dean for Undergraduate Student Affairs, Oregon Health Sciences University School of Nursing, 3181 S.W. Sam Jackson Park Road, Portland OR 97201.

Veterinary Medicine, Preparatory

M. Charlene Larison, Head Adviser

The University of Oregon has no program of studies specifically designed for preveterinary

students. However, students on the University of Oregon campus may plan a schedule of preprofessional courses that satisfy the academic requirements 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.

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 13 participating WICHE states.

Assistance under these programs enables a limited number of students to pay only the resident tuition and fees at state-supported institutions and reduced tuition and fees at independent institutions. Students must make application and obtain certification as Oregon residents prior to October 15 of the year preceding the academic year of anticipated enrollment. WICHE certification does not guarantee admission. Additional information and forms for application and certification may be obtained from the Certifying Officer, WICHE, PO Box 3175, Eugene OR 97403, or in 111 Susan Campbell Hall on the UO campus; telephone (503) 686-5793.

Additional information concerning the WICHE programs described below is available from the Office of Academic Advising and Student Services, 164 Oregon Hall, University of Oregon, Eugene OR 97403.

Occupational Therapy, Preparatory

Heidi Imhof, Head Adviser

The University offers courses that satisfy the requirements for admission to United States schools of occupational therapy. Students may apply to transfer into bachelor's degree programs after two or three years of undergraduate study or enter master's degree programs after completing their bachelor's degrees. Because of variations in program requirements, students should consult advisers early and often.

Communication with the school proposed for transfer is also recommended. Bachelor's degree programs usually require undergraduate work in the biological or physical sciences or both, in English, psychology, and sociology. Some also require such subjects as art, education, drawing and design, and speech. In addition, transfer students may have to meet specific general education requirements for that school.

Practicum experience is strongly recommended to help students clarify career goals and give them opportunities to consult with practitioners who have current information about the profession. Many schools consider the practicum an integral part of undergraduate preparation.

Practicum credit is arranged through the Office of Academic Advising and Student Services, 164 Oregon Hall.

Graduate programs leading to a certificate of proficiency or a master's degree require the same preparation as the transfer programs and, in addition, a working knowledge of at least three manual and recreational skills and course work in drawing and design, music appreciation, speech, and woodworking. Applicants to most graduate programs must submit scores from the Graduate Record Examinations (GRE) General Test.

Both transfer and graduate programs require three letters of recommendation from undergraduate teachers, counselors, or employers.

The only occupational therapy program in Oregon is at Pacific University in Forest Grove. The program requires 24 months of study leading to a Bachelor of Science 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.

Optometry, Preparatory

Marliss G. Strange, Head Adviser

The University offers courses that satisfy admission requirements for 16 United States schools and colleges of optometry. Although specific requirements vary, all schools emphasize mathematics, general physics, general chemistry, and biology. Some require additional courses in organic chemistry, psychology, social science, literature, philosophy, statistics, English, and foreign languages.

All applicants must take the Optometry Admission Test (OAT), usually given in fall and spring. Applicants must also submit letters of recommendation from science instructors.

Practicum opportunities are available to students who want experience observing optometrists at work.

Address inquiries to the American Optometric Association, 243 N. Lindbergh Blvd., St. Louis MO 63141.

Pacific University in Forest Grove, a private school; Southern California College of Optometry; and University of California, Berkeley, participate in the WICHE program.

Physical Therapy, Preparatory

Heidi Imhof, Head Adviser

The University offers a prephysical therapy program that satisfies requirements for admission to most United States schools of physical therapy. Students may choose either to (1) obtain a bachelor's degree, simultaneously fulfilling requirements for entrance into a physical therapy certificate or master's degree program, or (2) transfer to a school of physical therapy after completion of physical therapy prerequisites at the University of Oregon. The latter entails transferring to a bachelor's degree program in physical therapy.

Requirements. Students planning to obtain a bachelor's degree at the University of Oregon should declare their majors relatively early so that physical therapy option requirements can be fulfilled within a chosen major. No specific major is required for most postbaccalaureate programs as long as certain course work is completed. However, because considerable physical science background is required for admission, students usually choose a compatible major.

Students planning to transfer after their sophomore year must fulfill virtually all of the physical therapy requirements within their lower-division work. They must also meet lower-division graduation requirements of the school to which they apply for admission.

Most schools require 12 credits each of general biology, general chemistry, and general physics and 6 credits each of human anatomy and human physiology (including laboratories in all science courses). In addition, many schools require course work in abnormal psychology, developmental psychology, and statistics. Letters of recommendation from faculty members may also be requested.

Practicum experience is strongly recommended in order to clarify career goals and consult with a practitioner who has current information about the profession. Many schools consider the practicum an integral part of undergraduate preparation.

Practicum credit is arranged through the Office of Academic Advising and Student Services, 164 Oregon Hall.

Applying for Admission. Applications to physical therapy programs are made during fall term a year in advance of expected enrollment. Most application deadlines are in early winter; selections are made in March and April for the following fall. Application for WICHE certification must be completed by October 15 of the year preceding admission.

Most schools of physical therapy do not accept students with grade point averages below 3.00. Furthermore, recent competition for admission has caused the mean grade point average for accepted students to rise above this level.

Currently, the only physical therapy program in Oregon is a master's degree program at Pacific University in Forest Grove. In addition to the subjects named earlier, the program requires one computer science course, 8 credits in organic chemistry, and Community Health Problems (HEP 353).

For more information on physical therapy, students may write to the American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria VA 22314.

Podiatry, Preparatory

Marliss G. Strange, Head Adviser

The University offers courses that satisfy admission requirements for the seven accredited colleges of podiatric medicine in the United States.

Information on specific requirements, on the Medical College Admission Test, and on careers in podiatry is available in the Office of Academic Advising and Student Services, 164 Oregon Hall. For further information, students may write to the American Podiatry Association, 20 Chevy Chase Circle N.W., Washington DC 20015.

California College of Podiatric Medicine, in San Francisco, participates in the WICHE program.

Law, Preparatory

164 Oregon Hall
Telephone (503) 686-3211
Jack W. Bennett, Advising Coordinator

Prelaw Advising Committee

Jack W. Bennett, Academic Advising and Student Services
Marilyn M. Bradetich, School of Law
Frances B. Cogan, Honors College
Robert Grudin, English
Barry N. Siegel, Economics
Wayne T. Westling, School of Law

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 areas.

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.

English Composition (WR 121, 122, 123), Expository Writing (WR 216)

Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 202), and 300-level economics courses

History of the United States (HST 201, 202, 203)

Introduction to Financial Accounting I (ACTG 221) and Introduction to Management Accounting (ACTG 260)

Elementary Logic (PHL 221) and Social and Political Philosophy (PHL 307, 308, 309)

English History (HST 304, 305, 306)

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 Office of Admissions in the Law Center and in the University Counseling Center's Testing Office, 238 Student Health Center (1590 East 13th Avenue), and must be mailed a month before the testing date. For those planning to attend law school immediately upon graduation, it is recommended that the examination be taken in the spring of the junior year or at the earliest possible date in the senior year. The test may be repeated, but most law schools average combined scores. The Center for Academic Learning Services (108 Library) offers moderately priced review courses each term.

Each law school has its own admission criteria. The primary predictors of admission are the 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.

Further information about prelegal study and law school admission is contained in the *Prelaw Handbook,* available at the Office of Academic Advising and Student Services, the School of Law admissions office, and campus bookstores. Students who want additional information or assistance should inquire at the prelaw information area, 164 Oregon Hall, and consult the admissions director of the School of Law, University of Oregon.

Staff members in the Office of Academic Advising and Student Services maintain a 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: the universities of Arizona, Hawaii, Washington, California at Berkeley, and California at Los Angeles, and San Jose State University. See the WICHE Programs in the **Health Sciences, Preparatory** section of this bulletin for the procedure on WICHE certification.

The Office of Academic Advising and Student Services, 164 Oregon Hall, maintains catalog information on the WICHE schools.

Master of Business Administration, Preparatory

164 Oregon Hall
Telephone (503) 686-3211
Jack W. Bennett, Head Adviser

The master of business administration program trains graduates for high-level management positions. Two models of preparation currently exist. The first model is to complete an undergraduate major in the College of Business Administration and then enter a master's degree program. Some schools permit transfer credit earned in undergraduate course work to count toward the graduate degree; many of the more competitive programs, however, require two years of residency and allow no transfer credit.

The second model is to complete an undergraduate major and degree outside the College of Business Administration before entering an M.B.A. program. Many schools look for diversity of background in their applicants, and a broad liberal arts education is considered an excellent foundation. Students should develop analytic skills through course work in calculus, computer programming, and economics, and communication skills through course work in business English, scientific and technical writing, advanced expository writing, and speech. The behavioral sciences are particularly appropriate fields of study for future managers.

For most graduate schools of business, significant work experience and achievement are important considerations in evaluating an application for admission. Certain types of experience may reflect motivation, exposure to practical problems, and the ability to apply these to a business school education. In evaluating work experience, one of the qualities business schools look for is leadership potential. An individual's response and reaction to a job experience and the personal growth that may result are considered more closely than the actual status of a job. Business schools are also interested in a student's extracurricular activities, internships, and part-time, summer, or volunteer work.

Staff members in the Office of Academic Advising and Student Services maintain 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 the M.B.A. are scheduled each fall and spring term in 164 Oregon Hall.

See the **Graduate School of Management** section of this bulletin for information on the University of Oregon M.B.A. degree programs.

Social Work, Preparatory

Graduate programs in social work usually require a bachelor's degree but do not specify a major or particular course work for admission. The best preparation begins with broad exposure to the social and behavioral sciences and an understanding of the behavior of individuals, groups, and social institutions. University students recently admitted to training in social work have found majors in anthropology, human services, political science, psychology, and sociology especially appropriate in providing the foundation for graduate study in social work.

Courses in foreign languages, oral and written communication, management, ethnic studies, and computer science are also valuable. Professional social workers not only provide direct services to clients but also become administrators, supervisors, and consultants.

Practical experience in service-related activities or employment can be important in helping the prospective social worker understand the opportunities, dimensions, and responsibilities of the profession.

The Office of Academic Advising and Student Services, 164 Oregon Hall, houses a catalog library of programs in the western United States. Staff members can assist students during the application process, which generally begins very early in the senior year or even before.

Special Studies

Most of the University curriculum is described under departments and programs within sponsoring colleges or schools. Additional courses are available in the areas listed below.

Academic Learning Services

Academic Learning Services Courses (ALS)

101 Introduction to University Study (3) Emphasizes the critical reading, writing, and research skills necessary for effective study methods. New study techniques are applied to this and other courses.

102 College Reading Skills (3) Practice in analysis, synthesis, and evaluation of a variety of sources relating to a contemporary issue. Emphasis on writing abstracts, reviews, and critiques that demonstrate critical reading ability. Prereq: instructor's consent.

199 Special Studies: [Term Subject] (1-3R) R twice for maximum of 4 credits.

409 Supervised Tutoring: [Term Subject] (1-4R) R for maximum of 6 credits.

509 Supervised Tutoring: [Term Subject] (1-4R) R for maximum of 6 credits.

A maximum of 12 credits in ALS courses may be counted toward the 186, 220, or 231 credits required for a bachelor's degree.

For more information, write or call:

David Hubin, Director
Center for Academic Learning Services
108 Library
Telephone (503) 686-3226

Air Force ROTC

Students interested in obtaining an officer's commission in the U.S. Air Force upon graduation may join the Air Force Reserve Officers Training Corps (ROTC) unit at Oregon State University (OSU). Undergraduate credits may be earned at OSU without payment of additional tuition and transferred to the University of Oregon as electives. See the statement on Concurrent Enrollment in the **Registration and Academic Policies** section of this bulletin. For more information, write or call:

Air Force ROTC
308 McAlexander Fieldhouse
Oregon State University
Corvallis OR 97331
Telephone (503) 754-3291

Army ROTC

See Military Science

Continuing Education Off Campus

333 Oregon Hall
Telephone (503) 686-4231
In Oregon 1 (800) 524-2404
Curt Lind, Director

Off-Campus Programs, a component of Continuing Education, offers a wide range of educational activities to students throughout Oregon. Off-Campus Programs include the Paul D. Lintner Center for Advanced Education, the Off-Campus Teacher Education Program, and the interdisciplinary degree program in applied information management.

Paul D. Lintner Center and the UO Portland Center

The Paul D. Lintner Center for Advanced Education is a cooperative educational partnership of public and private education and Oregon's technical industries. Through classes held at the Rock Creek Campus of Portland Community College, the Center provides advanced educational offerings to Portland-area residents. The University of Oregon offers upper-division, graduate, and professional instruction at the Lintner Center in business computing, computer graphics, and education. Nondegree certificates of completion are available in computers in business, computer graphics, management, computing applications, and human-computer interface studies. The Lintner Center also facilitates the interdisciplinary master's degree program in applied information management (AIM) described later in this section.

UO resources at the Lintner Center include classrooms, computer laboratories, and telecommunication resources. University of Oregon Continuing Education serves Portland-area residents through the University of Oregon Portland Center in downtown Portland. UO resources at the Portland Center include an on-site coordinator, a support staff, classrooms, and computer laboratories.

For information on specific University of Oregon offerings at the Lintner Center and the Portland Center write or call:

University of Oregon Program Coordinator
UO Portland Center
720 S.W. Second Avenue
Portland OR 97204
Telephone (503) 464-3055

Off-Campus Teacher and Administrator Education

A special segment of Continuing Education is its off-campus service to teachers and administrators throughout the state. Courses are offered in local areas for both professional self-improvement and credential requirements. Students are not required to complete formal admission procedures or to travel to the University of Oregon campus in Eugene to attend classes. Courses in teaching skills, supervision skills, and public school administration are offered in a variety of areas including art education, curriculum and instruction, educational policy and management, counseling and educational psychology, physical education, and special education. All courses and instructors are approved by the UO College of Education, and the courses apply to a number of graduate and certification programs.

Registration for these offerings takes place at the first class meeting. Courses can be arranged in most communities with a strong student need; a minimum enrollment of 12 is necessary to offer a course. Communities such as Ashland, Bend, Coos Bay, Klamath Falls, LaGrande, Lebanon, Medford, Myrtle Creek, Portland, Redmond, Roseburg, and Salem have actively participated in the Off-Campus Teacher Education Program. University of Oregon credit may also be arranged for community-based educational events. For details on courses and additional information, or to be placed on a mailing list, contact:

Off-Campus Teacher Education Program Coordinator
University of Oregon Continuation Center
333 Oregon Hall
Eugene OR 97403
Telephone (503) 686-4231
In Oregon 1 (800) 524-2404

Applied Information Management Program

University of Oregon Continuation Center
1553 Moss Street
Eugene OR 97403
Telephone (503) 686-3537
In Oregon 1 (800) 824-2714
Curt Lind, Program Director

Academic Committee

Linda F. Ettinger, Art Education
Paul S. Holbo, Academic Affairs
Curt Lind, Continuation Center
Kenneth D. Ramsing, Graduate School
Edward Weeks, Planning, Public Policy and Management

The interdisciplinary master's degree program in applied information management (AIM) serves Portland-area residents seeking to continue their education in management, computing applications, and a variety of specialized areas in computing or management. Developed in association with other institutions and area industries and managed through the Continuation Center, the course of study leads to a master of science (M.S.) degree with a focus on applied information management. The interdisciplinary program has four content areas and is built on the strengths of three University departments: (1) management studies, offered by the College of Business Administration, (2) computing applications, supported by the Department of Planning, Public Policy and Management and the Microcomputer Laboratories Program, (3) computer graphics, offered by the Department of Art Education, and (4) human-computer interface studies, also offered by the Department of Art Education. Nondegree certificates of completion are offered in each of the content areas. Candidates for the M.S. degree complete the management component, the computing applications component, and one of the three professional specialty options.

University faculty members selected to teach in the program provide the same high-quality graduate education as is offered at the Eugene campus. The instructors are primarily research professors interested in establishing new contacts with industry and with those who have practical field experience. In some cases, adjunct professors provide information about their experiences with practical applications to balance the theoretical content of the courses.

Curriculum

Most courses are subject to change and therefore offered under Experimental Course (410G, 510) and other open-ended numbers (503, 505, 507, 509). To obtain a Master of Science in Interdisciplinary Studies: Individualized Program: Applied Information Management, students must complete a 60-credit program, distributed as follows.

Management Core **16 credits**
Marketing Management (BA 510) 3
Management of Technological Organizations (BA 510) 3
International Financial Analysis (BA 510) 3
International Business Marketing (BA 510) 3
Electives or Reading and Conference (BA 505) 4

Computing Applications Core **16 credits**
Personal Computing in Management (PPPM 510) 3
Data Management and Analysis (PPPM 510) 3
Expert Systems and Their Applications (PPPM 510) 3
Project Management (PPPM 510) 3
Electives or Reading and Conference (PPPM 505) 4

Research **12 credits**
Research Methods (ARE 510) 3
Thesis (IST 503) or Terminal Project (IST 509) Theory-Practice Integration 9

Professional Specialty **16 credits**
Option 1: Computer Graphics
Survey of Computer Graphics (ARE 510) 3
Pacific Northwest Computer Graphics Conference (AAA 410G) 1
Design and Computing (ARE 510) 3
Presentation Graphics (ARE 510) 3
Electives or Reading and Conference (ARE 505) 6
Option 2: Human-Computer Interface
The Thinking Machine (ARE 510) 3
Information Design and Presentation (ARE 510) 3
Electronic Technology: Instruction and Support (ARE 510) 3
Human-Computer Interface Seminar (ARE 507) 1
Electives or Reading and Conference (ARE 505) 6

The admission process is aimed at selecting students with demonstrated potential to become responsible, effective managers. No specific undergraduate major is required for admission, but previous course work in economics is recommended. Factors considered for admission include undergraduate grade point average (GPA), Graduate Management Admission Test (GMAT), or Graduate Record Examinations (GRE) scores, professional experience, letters of recommendation, and a letter of purpose. Admission to certificate programs does not require a bachelor's degree.

For additional details and to request application materials write or call:

AIM Program Coordinator
University of Oregon Continuation Center
1553 Moss Street
Eugene OR 97403
Telephone (503) 686-3537
In Oregon 1 (800) 824-2714

Labor Education and Research Center

154 Prince Lucien Campbell Hall
Telephone (503) 686-5054
Margaret J. Hallock, Director

Faculty

James J. Gallagher, Associate Professor. B.A., 1961, California, Berkeley. (1978)

Margaret J. Hallock, Professor. B.A., 1969, Southern California; M.A., 1971, Ph.D., 1974, Claremont (1988)

Steve Hecker, Assistant Professor; Coordinator, Occupational Safety and Health Project. B.A., 1972, Yale; M.S.P.H., 1981, Washington (Seattle). (1980)

Marcus Widenor, Assistant Professor. B.A., 1974, Antioch; M.A., 1976, Massachusetts. (1983)

Emeritus

Emory F. Via, Professor Emeritus. B.A., 1946, Emory; M.A., 1956, Ph.D., 1964, Chicago. (1978)

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

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 Oregon State Board of Higher Education. It is the only such center west of Colorado and north of California.

The Center was founded to serve the educational and research needs of Oregon workers and their organizations. Educational services are provided throughout the state on an extension basis as well as on campus.

The educational programs offered by the Center range from short courses to workshops, seminars, and conferences. These are held anywhere in the state where there is sufficient labor organization interest. The subject areas offered by the Center include basic unionism, arbitration, labor history, grievance handling, the American political system, collective bargaining, economic understanding, local union administration, affirmative action, impact of technological change, job safety and health, labor law, work place worker participation, communication skills, and protective labor legislation.

The Center also cooperates with national, regional, and state labor organizations to provide intensive training and educational opportunities for union members, officers, and staffs through one-week residential programs held on campus.

Research to learn about the problems of working people is an essential part of the role of LERC. Research programs are shaped in discussions with unions and workers. Areas of research include the problems of the economy as they affect working people, such as employment, job security, and job creation; aspects of working life, such as occupational safety and health, affirmative action and equal opportunity, and technological change; and special sectors of the labor force, such as women and minorities, public employees, and members of particular occupations.

LERC maintains close contact with worker and labor organization needs through its program activities and through an advisory committee of representatives from state and national labor organizations. The committee meets regularly to advise the faculty regarding program activities.

In 1987 a LERC office was opened in the University of Oregon's Portland Center. It provides increased service to the metropolitan area with both general and specialized programs. A Portland area committee of labor leaders consults about program offerings. The University of Oregon Portland Center is located at 720 S.W. Second Avenue in Portland; telephone (503) 464-3055.

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 appropriate conditions are met.

Full-time students at the University may be eligible for one or more of the six 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 will 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, 154 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403.

Labor Education and Research Center Courses (LERC)

401 (M) Research (Arr,R)

405 (M) Reading and Conference: [Term Subject] (Arr,R)

406 (M) Supervised Field Study (Arr,R) Supervised activity related to areas such as labor education, local union administration, and job safety and health.

407 (M) Seminar: [Term Subject] (Arr,R) Only a few seminars can be offered each year; recent topics are Arbitration, Contemporary Labor Problems, Occupational Safety and Health Issues, Protective Labor Legislation, The Role of Unions in the U.S., Selected Issues in Public Employment Relations, Unions and Politics, and Workers' Compensation.

408 (M) Workshop (Arr,R)

410 (M) Experimental Course: [Term Subject] (Arr,R) Topics include Bargaining Simulations, Techniques of Labor Education, and Unions and Technology.

Library

113 Library
Telephone (503) 686-3056
George W. Shipman, University Librarian

For information on Library faculty members and services, see the University Library section of this bulletin.

Library Courses (LIB)

Lower Division

127 Use of the Library (3) Initial training in effective use of library materials such as catalogs and subject headings, indexes, abstracts, encyclopedias, dictionaries, and bibliographies.

199 Special Studies: [Term Subject] (1-3R) Introduction to general library resources and to subject-related library resources. Topics may include Business and Economics Library Resources and Use of the Science Library. **R** when topic changes.

Upper Division

405 (M) Reading and Conference: [Term Subject] (Arr,R)

407 (M) Seminar: [Term Subject] (Arr,R) Library resources and bibliography. Topics may include Library Research for Honors College Students and Library Resources in Education.

410 (M) Experimental Course: [Term Subject] (Arr,R)

441 (M) 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.

481, 482, 483 (M) Introductory Practice in Archives (3,3,3) Archival practices and problems: current trends in federal, state, local, business, church, and university archives; archival processing and research. Prereq: senior or graduate standing; open to juniors with instructor's consent. K. Richard. Offered 1988-89 and alternate years.

Graduate Studies

The state of Oregon does not have a program leading to a master's degree in library science but does cooperate with the Western Interstate Commission for Higher Education (WICHE) to provide educational opportunities in nearby states for Oregon residents. Programs are offered at the universities of Arizona and Washington through WICHE. For additional information, see the Library Science, Preparatory section of this bulletin and inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall.

Microcomputer Laboratories

333 Oregon Hall
Telephone (503) 686-4231
In Oregon 1 (800) 524-2404
Curt Lind, Director

The Microcomputer Laboratories Program, a division of the Continuation Center, serves the entire Eugene computing community. The intensive, interdisciplinary program offers practical experience on Apple IIe, Macintosh, IBM, and Compaq personal computers as well as printers, plotters, digitizers, VCRs, and projectors. Offered at several campus sites, courses show specific applications of computers to various areas of study.

In addition to credit courses, the Microcomputer Laboratories Program offers numerous noncredit educational activities. These include the University of Oregon Computer Camp for students 10 to 16 years old, workshops in basic computer skills for senior citizens, courses for University faculty and staff members on the use of the Macintosh and various applications software, and, for the Eugene business community, such courses as General Introduction to the Macintosh Computer, Desktop Publishing with the Macintosh Computer, and Using Hypercard. Courses are also offered in Microsoft DOS, Lotus 1-2-3, dBase III Plus, Desktop Publishing with the IBM PC and Compatibles, and AutoCAD: Level I and Level II.

The following credit courses are offered through the Continuation Center Microcomputer Laboratories Program.

Courses Offered

Lower Division

ACTG 199 Special Studies: [Term Subject] (1-3R) Data Management and Analysis is a recent topic. **R** when topic changes.

ARE 199 Special Studies: [Term Subject] (1-3R) Basic Design Computing and Introduction to Computer Graphics Applications are recent topics. **R** when topic changes.

ARTV 199 Special Studies: [Term Subject] (1-3R) Design with Computers is a recent topic. **R** when topic changes.

CI 199 Special Studies: [Term Subject] (1-3R) Recent topics are Orientation to Microcomputers in Education and Personal Computers for Students. **R** when topic changes.

PPPM 199 Special Studies: [Term Subject] (1-3R) Recent topics are Integrated Programs and Word-Processing Applications. **R** when topic changes.

Upper Division

EDPM 407 (G) Seminar: [Term Subject] (Arr,R) Management Information Systems and Statistical Methods are recent topics. **R** when topic changes.

PPPM 407 (G) Seminar: [Term Subject] (Arr,R) Recent topics are Journalism Applications on Microcomputers and Advanced Journalism Applications on Microcomputers. **R** when topic changes.

SPED 407 (G) Seminar: [Term Subject] (Arr,R) Computers for Handicapped Learners is a recent topic. **R** when topic changes.

ARTV 408 Workshop (Arr,R) 3-D Color Computer Graphics is a recent topic. **R** when topic changes.

ARCH 410 (G) Experimental Course: [Term Subject] (Arr,R) Advanced Computer Graphics is a current topic. **R** when topic changes.

ARE 410 (G) Experimental Course: [Term Subject] (Arr,R) Recent topics are Computers in Art Education, History of Computer Graphics, and AutoCAD: Level I and Level II. **R** when topic changes.

ARTV 410 (G) Experimental Course: [Term Subject] (Arr,R) Recent topics are Advanced Macintosh Graphics Programming for Artists, Communication Graphics, Computers in Art, and Computers in Art and Design. **R** when topic changes.

CI 410 (G) Experimental Course: [Term Subject] (Arr,R) Recent topics include Applications of Computers in the Classroom, Computer Applications in Reading and Writing, Computer-Assisted Instruction, Computers in Composition, Computers in Elementary and Middle School Mathematics, Fundamentals of Computers in Education, Introduction to Appleworks, Microsoft Works for the Macintosh, and Presentation Graphics for Educators. **R** when topic changes.

HEP 410 (G) Experimental Course: [Term Subject] (Arr, R) Computers in Health Education is a recent topic. **R** when topic changes.

PEP 410 (G) Experimental Course: [Term Subject] (Arr,R) Recent topics are Basic Computer Programming, Microcomputer Applications in Physical Education, and Statistical Methods. **R** when topic changes.

PPPM 410 (G) Experimental Course: [Term Subject] (Arr, R) Independent Study on Microcomputers and Thesis Writing are recent topics. **R** when topic changes.

Graduate

EDPM 507 Seminar (Arr,R) Recent topics are Analytical Problem Solving in Education and Microcomputers and Educational Management. **R** when topic changes.

LA 510 Experimental Course (Arr,R) Recent topics are Advanced Computing, Computer Project, and Land Planning Computer Applications. **R** when topic changes.

PPPM 510 Experimental Course (Arr,R) Recent topics are Computing for Public Administrators; Macintosh Computer Applications for Planning, Public Policy and Management; Research Statistics Using the Macintosh Computer; Using the Macintosh Computer to Produce Professional Research Reports; and Using the Macintosh Computer for Statistical Analysis. **R** when topic changes.

For more information on the Continuation Center, see that section of this bulletin.

Military Science

1679 Agate Street
Telephone (503) 686-3103 or -3104
Robert L. Gragg, Department Head

Faculty

Richard C. Edwards, Assistant Professor; Captain, U.S. Army. B.A., 1978, California State, Long Beach. (1985)

Wayne D. Finnell, Assistant Professor; Captain, U.S. Army. B.S., 1977, Washington (Seattle); M.B.A., 1981, Puget Sound. (1985)

Robert L. Gragg, Professor; Lieutenant Colonel, U.S. Army. B.S., 1964, Oregon; M.A., 1975, Kansas. (1986)

Howard D. Lynn, Assistant Professor; Captain, U.S. Army. B.A., 1981, Columbia College, Missouri. (1985)

Russel W. Peacock, Assistant Professor; Major, U.S. Army. B.S., 1973, Nevada, Reno. (1984)

Alison E. Tanaka, Assistant Professor; Captain, U.S. Army. B.A., 1978, Hawaii. (1987)

Pamela R. Venning, Assistant Professor; Captain, U.S. Army. B.A., 1972, Midland Lutheran. (1988)

Special Staff

William A. Evans, Commandant of Cadets; Sergeant Major, U.S. Army. (1987)

Blaine E. Inman, Principal Drill Instructor; Master Sergeant, U.S. Army. (1988)

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

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. To provide a general knowledge of the historical development of the United States Army and its role in support of national objectives
2. To provide a working knowledge of the general structure of the Army and how the various components operate as a team
3. To develop an understanding of professional ethics
4. To improve communication skills
5. To develop practical leadership skills

Lower Division. The lower-division courses are usually 1 credit each. They provide a basic framework for future courses and emphasize basic military terms, leadership, organization, and equipment.

Upper Division. The upper-division courses are usually 3 credits each. They provide advanced leadership, tactics, and ethics education. A minimum of one written project is completed each term.

Extracurricular Activities

The Department supports the activities of a number of cadet organizations such as drill team, rifle team, and—for those interested in outdoor activities and individual skills—marauder (ranger) training. Participation in such activities does not carry University credit.

Military Science Courses (MIL)

Lower Division

121, 122, 123 Military Science I (1,1,1) Introduction to the military; land navigation; fundamentals of leadership; first aid.

199 Special Studies: [Term Subject] (1-3R)

221, 222, 223 Military Science II (1,1,1) Role of the Army; introduction to military structure and organization; small-unit leadership and tactics.

Upper Division

321, 322, 323 Military Science III (3,3,3) Applied leadership experience; applied small-unit tactics and military communications; advanced land navigation.

405 Reading and Conference: [Term Subject] (Arr,R) Supervised individualized study covering portions of MIL 121, 122, 123; 221, 222, 223; 321, 322, 323; or 411, 412, 413. Total credit earned in these sequences and in MIL 405 may not exceed 24 credits. Prereq: instructor's consent.

410 Experimental Course: [Term Subject] (Arr,R)

411, 412, 413 Military Science IV (3,3,3) Staff and command functions in the military; leadership, professional ethics; military justice.

The U.S. Army supports Reserve Officers Training Corps (ROTC) programs at colleges and universities throughout the country. Students who take Military Science courses may also participate, by contractual arrangement with the Department of the Army, in the process that leads to a commission as a second lieutenant in the U.S. Army. During the period of enrollment in the advanced phase of training leading to a commission, each cadet must take War and the Modern World (HST 216). Courses in human behavior management and written communication are also required. These courses satisfy 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. Those interested in pursuing a commission or scholarship or both should write or call:

Lt. Col. Robert L. Gragg
1679 Agate Street
Eugene OR 97403
Telephone (503) 686-3103 or -3104

Overseas Study

Each OCTR-prefix course represents a separate overseas study program approved and sponsored by the University of Oregon. The Office of International Services uses these course numbers to register for credit students who participate in the programs. OCTR prefixes and numbers are removed from each student's record on completion of the program, and they are replaced by equivalent UO course prefixes and numbers.

See also the International Services section of this bulletin.

Overseas Centers Courses (OCTR)

411 Oregon Studies Center in Germany (Baden-Württemberg) (12-21R)

412 Oregon Studies Center in France (Poitiers) (12-21R)

413 Oregon Studies Center in Japan (Waseda) (12-21R)

414 Oregon Studies Center in Italy (Perugia) (12-21R)

415 Oregon Studies Center in Japan (Aoyama Gakuin) (12-21R)

416 (G) International Music Education Program (England) (12-21R)

450 Oregon Studies Center in Norway (Bergen) (12-21R)

451 Oregon Studies Center in The Netherlands (Nijenrode) (12-21R)

452 Oregon Studies Center in Sweden (Linköping) (12-21R)

453 Oregon Studies Center in Denmark (Copenhagen) (12-21R)

454 Oregon Studies Center in Spain (Seville) (12-21R)

455 (G) Oregon Studies Center in England (Liverpool) (12-21R)

456 Oregon Studies Center in China (Beijing) (12-21R)

457 (G) Oregon Studies Center in China (Fujian) (12-21R)

458 (G) Oregon Studies Center in Australia (Victoria) (12-21R)

459 Oregon Studies Center in Korea (Seoul) (12-21R)

460 Oregon Studies Center in Hungary (Szeged) (12-21R)

461 (G) Oregon Studies in Israel (Jerusalem) (12-21R)

462 (G) Oregon Studies in Scotland (Aberdeen) (12-21R)

463 (G) Oregon Studies in Mexico (Queretaro) (12-21R)

464 (G) Oregon Studies in France (Lyon) (12-21R)

465 (G) Oregon Studies in Italy (Pavia) (12-21R)

466 (G) Oregon Studies in Japan (Meiji) (12-21R)

For more information, write or call:

Paul Primak, Assistant Director,
Overseas Study
Office of International Services
330 Oregon Hall
University of Oregon
Eugene OR 97403
Telephone (503) 686-3206

School of Architecture and Allied Arts

109 Lawrence Hall
Telephone (503) 686-3631
Wilmot G. Gilland, Dean
George M. Hodge, Jr., Associate Dean

The School of Architecture and Allied Arts offers opportunities for study in the history, theory, teaching, and practice of the arts as well as professional education in architecture, interior architecture, landscape architecture, and urban planning and public policy. Approximately 9 percent of the students on the Eugene campus are enrolled in the School's Architecture, Art Education, Art History, Fine and Applied Arts, Landscape Architecture, and Planning, Public Policy and Management departments, and in the graduate Historic Preservation Program. A special aspect of the School is the extensive involvement of students in studio settings in the arts and in environmental design. This opportunity promotes the direct exploration of ideas and development of speculative thinking through visual means. The School also has a long tradition of expecting high-level student initiative and responsibility in seeking a significant university education.

Admission, major requirements, and course offerings are described in detail in the departmental sections that follow. Freshmen and transfer students must meet University 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 *Time Schedule of Classes* issued each term and inquire at the offices of departments offering the courses in which they want to enroll.

All departments offer studies leading to graduate degrees. Specific information about these programs is found under departmental headings and in the **Graduate School** section of this bulletin.

Facilities

The School of Architecture and Allied Arts is housed principally in Lawrence Hall. Facilities include a branch of the University Library, administrative and departmental offices, and most of the faculty offices and studio spaces. Some offices and studios are located in other buildings as well as in the area immediately north of the Millrace.

For studio courses, the School provides desks, easels, and other major equipment not normally available to the individual. Students supply their own instruments and course materials. Student work may become the property of the School unless other arrangements are approved by the instructor.

Research and Creative Work

The diversity of programs in the School leads to a similarly wide range of scholarly activity and creative endeavor on the part of its faculty. Those teaching in the environmental design and planning fields are encouraged to be active in professional practices, to engage in design competitions, and to develop theoretical studies. Faculty members in the arts participate in invited gallery shows and exhibitions at the regional and national levels, and two have received the Governor's Arts Award. Scholarly work in art history, art education, planning, and public affairs has produced significant publications and enhanced human understanding in those fields. Research and creative work bring together people in different disciplines of the School. They also provide linkages with scholars elsewhere at the University and in the local community.

The following topics illustrate the breadth of research currently engaged in by faculty members:

Climate-responsive and energy-conscious design principles, passive heating and cooling, daylighting, solar and wind energy research

Community economic development and diversification studies

Microcomputer programs for teaching design in public schools

The application of ethnographic methods in art education research

The development and significance of community-based arts programs

The development of company towns in America in the late 19th and early 20th centuries

Development of geographic information system software with land use planning, computer modeling capabilities

Ecological implications of urban and regional development

The evolution of Mayan architecture and urbanization

Housing design and construction methods for high-quality, affordable housing

Investigations of cultural policies in art at federal, state, and local levels

Italian velvet weaving traditions and applications for computer-driven contemporary looms

Japanese folk architecture and its lessons for contemporary design

Nomadic art traditions of the Scytho-Siberians

Planning and policy formation for rural communities faced with declining resources and community change

Role of patronage in the Spanish *Renaixenca* (Renaissance)

Rural and cultural landscape preservation

Settlement patterns of Oregon's Willamette Valley

Studies in Chinese art history

Studies in garden theory

Studies in visual continuity, motiongraphics, 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

Timber design technology and its application to United States and international building methods

User-assisted design methodologies and processes including pattern languages

Visual inquiry as a basic mode of human understanding

Office of Research and Development

Karen J. Johnson, Director

The Office of Research and Development provides coordination for research and creative work in the School of Architecture and Allied Arts. It also serves as a center for external relations, publicity, and fund raising for School programs and activities, and it provides centralized word processing for faculty publications and research. The Office of Research and Development assists in identifying funding sources and writing grant proposals, and it provides administrative support for grants received. A bulletin of grant opportunities is published three times a year. In addition, the Office maintains correspondence with alumni, publishes the School of Architecture and Allied Arts *Review* newsletter twice a year, and conducts such events as the annual Architecture and Allied Arts Telefund.

Center for Environmental Design, Planning, and Visual Arts Research

Karen J. Johnson, Director

The Center represents the concerns of all six departments housed in the School and helps coordinate the exploration of important issues in environmental design, the arts, and planning and public policy. In collaboration with the Office of Research and Development, the Center supports the formation of faculty and student groups wanting to work in particular topic areas including interdisciplinary and

interinstitutional projects, and it sometimes helps find grants for such work.

The Center is a member of the Architectural Research Centers Consortium (ARCC), which was organized by United States architectural and planning schools to arrange contracts for research by member schools and to furnish research and advisory services to governmental agencies and others. ARCC is, in turn, a member of the National Institute of Building Sciences (NIBS) and the International Council for Building Research Studies and Documentation. The Center is thus able to participate regionally in research and related activities while obtaining up-to-date research and technological information from a broader community.

Regional Daylighting Center. The Daylighting Network of North America has designated the University of Oregon one of 15 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 lightwells and atria as daylighting devices in building design. The laboratory is available for professionals to use.

Computer Graphics Studies

Various departments in the School offer course work in the emerging area of computer graphics, focusing on the capability of the computer to enhance our understanding of communication through the formation and manipulation of graphic symbols as well as on studies of the simultaneous display and representation of complex information. The Architecture, Art Education, Fine and Applied Arts, and Landscape Architecture departments have been especially active in developing a Schoolwide computer graphics program. Computer graphics laboratories are located in Condon School and Lawrence Hall.

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 listed only in this section of the bulletin.

Lower Division

180 Introduction to Visual Inquiry (3) A studio seminar course offering an opportunity to become more aware of the meaning and value of visual experience. Basic visualization processes; giving form to ideas and perceptions; reflecting on their meaning.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

405 (G) Reading and Conference: [Term Subject] (Arr,R)

406 (G) Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R)

408 (G) Workshop (Arr,R)

410 (G) Experimental Course: [Term Subject] (Arr,R)

Architecture

202 Lawrence Hall
Telephone (503) 686-3656
Donald B. Corner, Department Head
Arthur W. Hawn, Assistant Department Head

Faculty

G. Z. Brown, Professor (design, environmental control systems, effect of energy and material conservation on architectural form). B.A., 1964, M.A., 1966, Michigan State; M.B.A., 1971, Akron; M.Arch., 1974, Yale; Reg. Architect, Oregon. (1977)

Virginia Cartwright, Assistant Professor (design, environmental control systems, architectural daylighting). B.Arch., 1975, California, Berkeley; M.Arch., 1981, Oregon. (1986)

Ulker A. Copur, Assistant Professor (design, design theory and methodology, historic preservation). B.Arch., 1966, Middle East Technical University; M.Arch., 1968, Oregon; Ph.D., 1976, Cornell; Reg. Architect, Turkey and Europe. On leave 1988-89. (1984)

Donald B. Corner, Associate Professor (design, construction systems, housing production). B.A., 1970, Dartmouth; M.Arch., 1974, California, Berkeley; Reg. Architect, Massachusetts. (1979)

Howard Davis, Assistant Professor (design, housing, vernacular architecture and urban districts). B.S., 1968, Cooper Union; M.S., 1970, Northwestern; M.Arch., 1974, California, Berkeley. (1986)

Gunilla K. Finrow, Associate Professor (design, materials and detailing for the proximate environment, Scandinavian architecture). Dipl. Arch., 1963, Swiss Federal Institute of Technology; M.Arch., 1967, California, Berkeley; Reg. Architect, Oregon; I.D.E.C. membership. (1970)

Jerry V. Finrow, Professor (design, pattern language, design process). B.Arch., 1964, Washington (Seattle); M.Arch., 1968, California, Berkeley; Reg. Architect, Oregon; Member, American Institute of Architects. (1968)

Donald Genasci, Associate Professor (history and theory, urban design). B.Arch., 1963, Oregon; Dipl. in Urban Design, 1965, Architecture Association; M.A., 1974, Essex; Reg. Architect, NCARB and England (ARCUK). On leave 1988-89. (1977)

Wilmot G. Gilland, Professor (design procedure, creative process, form-context systems); Dean, Architecture and Allied Arts. A.B., 1955, M.F.A., 1960, Princeton; Reg. Architect, California, Oregon; Member, American Institute of Architects. (1969)

Terrance A. Goode, Assistant Professor (design, spatial ordering and architectural media, design theory). B.S., 1978, Southern California; M.Arch., 1980, Princeton; Reg. Architect, New York. (1985)

Arthur W. Hawn, Professor (design, preservation, history of furniture). B.A., 1961, M.A., 1964, Washington State; I.D.E.C. membership; FIDER Trustee. (1967)

Rosaria Flores Hodgdon, Associate Professor (urban design, urban architecture, cultural context in architecture). Dott. Arch., 1946, University of Naples; Reg. Architect, Massachusetts. (1972)

George M. Hodge, Jr., Professor (reinforced concrete construction, prestressed concrete and earthquake design); Associate Dean. B.S., 1949, M.S., 1950, Arch. Eng., Illinois; Reg. Structural Engineer, Texas. (1964)

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); Director, Interior Architecture Program. B.A., 1957, M.A., 1959, California, Los Angeles; F.I.D.E.C. membership. (1966)

Ronald W. Kellett, Assistant Professor (design, media, design process and methods). B.E.S., 1975, Manitoba; M.Arch., 1979, Oregon; Reg. Architect, British Columbia. (1985)

William Kleinsasser, Professor (design methods, media, theory). A.B., 1951, M.F.A., 1956, Princeton; Reg. Architect, Pennsylvania, New York, Oregon. (1965)

Earl E. Moursund, Professor (design, spatial composition and theory, typology). B.S., 1949, Texas; M.Arch., 1951, Cranbrook Academy of Art; Reg. Architect, Texas. (1955)

Gary W. Moye, Associate Professor (design, theory, historical analysis). B.Arch., 1967, Oregon; M.Arch., 1968, Pennsylvania; Reg. Architect, Pennsylvania, New York, Oregon. (1976)

Michael R. Pease, Associate Professor (design, graphics, theory). B.Arch., 1969, California, Berkeley; Reg. Architect, Colorado. (1973)

Donald L. Peting, Associate Professor (design, structures, historic preservation and technology). B.Arch., 1962, Illinois; M.Arch., 1963, California, Berkeley; Reg. Architect, Oregon, Washington. (1963)

James A. Pettinari, Associate Professor (design, historical analysis, renovation and preservation). B.Arch., 1966, Minnesota; M.Arch., 1970, Pennsylvania; Reg. Architect, Minnesota; NCARB Certificate. (1975)

Pasquale M. Piccioni, Associate Professor (design, light-space-structure, cultural ecology). B.Arch., 1960, Pennsylvania; Reg. Architect, Pennsylvania. (1968)

Guntis Plēsums, Professor (design, structure systems, Japanese architecture). B.Arch., 1961, Minnesota; M.Arch., 1964, Massachusetts Institute of Technology; Reg. Architect, Oregon, New York. (1969)

John S. Reynolds, Professor (design, relating architecture, energy consumption); Director, Solar Energy Center. B.Arch., 1962, Illinois; M.Arch., 1967, Massachusetts Institute of Technology; Reg. Architect, Oregon, Massachusetts. On leave fall 1988. (1967)

Charles W. Rusch, Professor (microcomputer applications, visual thinking, behavioral factors). A.B., 1956, Harvard; B.Arch., 1964, M.Arch., 1966, California, Berkeley. (1978)

Hans-Joachim Schock, Associate Professor (structures, systems engineering, structural design). Dipl. Ing., 1967; Ph.D., 1974, Stuttgart University. (1988)

Michael E. Shellenbarger, Associate Professor (design, building technology, historic preservation). B.Arch., 1960, Iowa State; M.S., 1966, Columbia; Reg. Architect, New York; NCARB Certificate. (1971)

Glenda Fravel Utsey, Assistant Professor (design, site specific process and skill development, settlement patterns). B.Arch., 1971, M.L.A., 1977, Oregon. On leave fall 1989. (1981)

Michael D. Utsey, Associate Professor (design, visual language, graphic projection). B.Arch., 1969, Texas; M.Ev.D., 1971, Yale; Reg. Architect, Oregon. On leave fall 1989. (1967)

R. Peter Wilcox, Assistant Professor (design, computer graphics, vernacular architecture). B.A., 1970, Dartmouth; B.Arch., 1979, Cooper Union; M.Arch., 1984, California, Berkeley. On leave 1988-89. (1985)

Adjunct

Daniel M. Herbert, Adjunct Associate Professor. B.F.A., 1951, Colorado; B.S., 1954, Arch. Eng., Illinois; Reg. Architect, Oregon. (1981)

Barbara-Jo Novitski, Research Associate, Adjunct Assistant Professor (climate and energy considerations in design, computer graphics). B.A., 1970, California, Santa Cruz; M.Arch., 1978, Oregon. (1980)

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)

Tomoko Sekiguchi, Adjunct Instructor (computer science, research). B.S., 1982, Arkansas. (1986)

Robert L. Thallon, Adjunct Assistant Professor (design, media). B.A., 1966, California, Berkeley; M.Arch., 1973, Oregon; Reg. Architect, Oregon. (1974)

Jenny Young, Adjunct Assistant Professor (design, programming). B.A., 1970, Vassar; M.Arch., 1974, California, Berkeley; Reg. Architect, Oregon. (1982)

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; NCARB Certificate; Reg. Architect, Oregon; 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); Director, Historic Preservation Program. 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)

Brownell Frasier, Associate Professor Emerita. B.A., 1921, Oregon. (1931)

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)

Stephen J. Y. Tang, Professor Emeritus (structural planning, methodology, decision making). B.S., 1942, M.S., 1944, Illinois; Ph.D., 1974, China Academy, Taiwan; Reg. Structural Engineer, Illinois. (1969)

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

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.

Summer Architecture Academy. The University'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.

Professional training in architecture, interior architecture, and landscape architecture requires a large commitment of time, energy, and money, so the decision to enter a degree program should be made carefully. The Academy is an excellent means of acquiring both information and experience to make a sound decision.

Information about the Summer Architecture Academy may be obtained by calling (503) 686-3656 or by writing to the Summer Architecture Academy, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

The Study of Architecture

Preparation. Architecture is an inclusive art and students should prepare themselves in the following fields:

1. Social sciences
2. Natural sciences
3. Humanities
4. Fine arts

Because architecture students must be able to read, write, and formulate abstract concepts, preparation should also include literature and writing courses, courses and readings in philosophy, history, poetry, and the Classics.

Students are encouraged to travel in order to enlarge their collection of architectural images.

Architectural Education. The purpose of studying architecture is to make alterations in our surroundings that will enhance our experience of life. Within this broad purpose, architectural study and practice begins with the task of providing shelter and environmental protection for activities. Because the objects we make are always symbols of our culture, architecture, as an art, attempts to go beyond the basic provision of shelter to the creation of forms that are inspiring, uplifting, and life enhancing.

The Department of Architecture includes the Interior Architecture Program (see that section of this bulletin). We believe this interdisciplinary context of environmentally concerned fields is important to the study of architecture, and we are constantly looking for ways our students and faculty members can learn from one another.

Students are expected to be committed to learning and to work independently and responsibly toward program and course objectives. High standards have been set for student performance in the Department. In the design studio, continuous evaluation and response are the basic learning modes. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent study courses.

Careers. Although most students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as community and neighborhood planning work; governmental agencies concerned with environmental policy information, urban planning, programming, design and implementation; and construction and sales in the building industry.

Internship and Licensure. In the United States, the title Architect is legally restricted to the use of individuals licensed by each state; individual state governments license architects using guidelines established by the National Council of Architectural Registration Boards (NCARB). 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 under a registered architect. Some states, such as Oregon, require participation in an Intern Development Program in preparing for licensure. Employment in the field is subject to fluctuations caused by economic conditions in the building and financial sectors.

Curriculum for the Study of Architecture

Students must meet the curriculum requirements published in the *General Bulletin* and the Department's *Advising Handbook* the year of their admission to the program. Students needing more specific information should see an adviser.

The professional curriculum in Architecture has two principal objectives: (a) the promotion of broad inquiry into the integrative nature of environmental issues and the development of design skills, and (b) a detailed professional education in architectural design. Graduates of the program in Architecture must have comprehensive skills for the understanding and design of environments on various scales—from urban infrastructure to intimate personal space.

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).

Undergraduate Admission

Interest in the program exceeds the capacity of the Department. Approximately equal numbers of freshman and transfer (including change-of-major) applicants are admitted to the first year of the B.Arch. program each year. A smaller number of applicants from other NAAB-accredited or -recognized feeder programs are admitted as advanced transfers. Prospective students should request application packets during the fall prior to the fall term in which they want to enter the program. Later requests may jeopardize the applicants' ability to fulfill application requirements by the deadline. The B.Arch. degree requires a five-year program of study; transfer students should be aware that an accelerated program normally is not possible.

The admission review focuses on (a) creative capability, (b) academic capability, and (c) potential program contribution through diversity of background, experience, maturity, or breadth of general knowledge. Students are expected to submit specific materials supporting each of these attributes (academic records, an essay, recommendations, and a portfolio of creative work). Potential applicants should write to Architecture Admissions, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

All accepted applicants must be academically secure. To be considered, freshman applicants must have grades and scores that meet at least four of the following indices:

1. High school grade point average (GPA)—3.00
2. Test of Standard Written English (TSWE)—38
3. Verbal Scholastic Aptitude Test (SAT)—400
4. Mathematical SAT—450
5. Total SAT—950

In addition, students whose first language is not English must score at least 550 on the Test of English as a Foreign Language (TOEFL).

The University deadline for undergraduate application to the Architecture program is January 15 (see Application Deadlines in the Admissions and Records section of this bulletin). The deadline for completion of the departmental application is February 1. All applicants must meet both deadlines. Students receive notices concerning their applications by April 15.

Residence Requirements. For transfers to receive the B.Arch. or 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 481, 482
2. Architecture Subject Area: 30 credits
3. General Electives: 18 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.Arch. only)

Leave of Absence. 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 and to avoid the stress of overenrollment, students should notify the Department of any leave of absence and the expected date of return. A leave-of-absence form is available in the Department office. Returning students must

notify the Department of their expected date of return at least two terms before returning 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.

Overseas Study

Exchange Programs. Each year, a small number of Oregon students exchange places with students in the architecture programs at the universities of Liverpool, England, and Stuttgart, Germany. Eligible students are undergraduate majors in their third year and professional-degree graduate students who will have a full year of study remaining after the exchange year. Selections are made each winter term for the following academic year.

Danish International Studies Program. Approximately 10 Architecture and several Interior Architecture students participate in this program each year. The program has summer, fall, and academic-year options in Copenhagen. Credits are automatically transferred to the University, and financial aid is available.

Studio Abroad Program. According to interest and opportunity, University Architecture faculty members lead programs in various international locations. Studios have been offered in Greece, Japan, London, and Vancouver, British Columbia, in addition to a regular offering in Rome.

Urban Spring. Each spring, an architectural studio on urban design and complementary courses are offered in Portland.

Urban Summer. Most years a studio is located in a West Coast urban area; previous studios have been in Seattle, Portland, Oakland, and San Francisco.

Undergraduate Studies

Potential applicants who have a prior four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission). The bachelor of architecture (B.Arch.) program and a minor in Architecture comprise the undergraduate programs in Architecture.

Bachelor of Architecture: 231 credits

A five-year program leads to the B.Arch. degree. It is highly structured in the first two years, then it allows flexibility for establishing study sequences according to individual student interests and needs and for recognizing diverse opportunities in the profession.

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 general University requirements for professional majors, students must complete upper-division nonmajor course work as part of the general elective requirement.

General University Requirements: 45 credits. Group requirements (36 credits), English composition (6 credits), health (3 credits). **Note:** Architecture majors are required to take, as part of the group requirements, General Physics (PH 201, 202) and Survey of the Visual Arts (ARH 201) or equivalents.

Major Program Requirements: 186 credits. See Professional Curriculum section.

Minor Requirements

The Department of Architecture offers a minor in Architecture, subject to the following restrictions:

1. Students must complete the Department's minor program application and submit it with the required academic records to the Department of Architecture office, 202 Lawrence Hall. Applicants are notified when their applications have been approved. The application form includes a curriculum worksheet 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 on a first-come, first-served basis only after the needs of majors have been met.
3. Enrollment in each minor program is limited. If the Department is unable to accommodate additional students, it may suspend admittance to a minor program until space becomes available.
4. Courses required for minors are open to other University students by instructor's consent.
5. A mid-C or better must be earned in graded courses, a P in pass/no pass courses.

Course Requirements	**31 credits**
Survey of the Visual Arts: Spatial Arts (ARH 201)	3
Fundamentals of Architecture I, II, III, IV (ARCH 301, 302, 303, 304)	8
A minimum of three courses from any one of the eight subject areas	11
Three additional upper-division architectural history courses from the Department of Art History	9

Graduate Studies

There are three programs of graduate study in Architecture: Options I, II, and III. In all three programs, students must take 45 graduate credits, of which 30 must be in the major and 9 must be at the 500 level. Additional requirements for each option are listed below.

The Option I program leads to the master of architecture (M.Arch.) as a postprofessional degree. This program normally takes from four to six terms and includes up to 10 new students each year. Applicants must have a professional degree in architecture.

Options II and III lead to the M.Arch. as a professional degree. Students in these programs have access to the basic professional curriculum and all graduate-level courses in the Department. The Option II program, which normally takes six or seven terms, is for students who have a four-year nonprofessional degree in architecture or environmental design. The Option III program is completed in 10 terms, and applicants must have a B.A. or B.S. degree upon entering. Each year the Option II program admits approximately 15 new students, and the Option III program admits 30.

Graduate Admission

Prospective students may receive a description of the graduate program and a graduate application packet by writing directly to the Graduate Secretary, Department of Architecture. The packet describes all submission requirements (academic records, statement of intent, recommendations, and a portfolio of creative work). Students holding a B.Arch. degree should request an Option I packet. Applications should be postmarked by February 1, prior to the fall term of admission. Notices of decisions on applications are mailed by April 15. Those students with some architectural education (Option I or II) may want to request graduate teaching fellowship (GTF) application forms.

For departmental residence requirements and policy regarding leave of absence, see the earlier Undergraduate Admission section.

Professional Degree Programs: M.Arch.

Options II and III. These programs enable people with nonprofessional architectural degrees and people with degrees in fields other than architecture to obtain the M.Arch. as a first professional degree.

Option II and III students must meet the professional curriculum requirements of 64 credits in design and 80 credits in subject area courses. For Option II students, up to 24 credits in architectural design and up to 50 credits in subject area courses may be transferred. The Architecture graduate programs do not have a graded credit requirement.

Graduate students must also take 45 graduate credits for the master's degree, 30 of which must be in the major and 9 of which must be at the 500 level.

Option II can usually be completed in six terms (two academic years) and Option III in 10 terms (three and one-third academic years).

Specific requirements for the Option III program may be obtained in the Architecture Department office, 202 Lawrence Hall.

Option II students must complete the following requirements in addition to design studios:

1. 30 credits of architectural subject area courses
2. 9 credits in seminars ARCH 507 or IARC 507
3. 6 credits in ARCH 501 research, which may include independent technical study or instructor-directed research
4. A departmental terminal project (design or research)
5. A minimum total of 81 credits
6. Residence requirements in the Design and Subject Areas (see the earlier Residence Requirements section)

For Option II, the minimum residency requirement is six terms. Transfer credit may be given to students for prior academic experience in an accredited architecture program. Additional courses may be required when previous work has been evaluated by the Department as not comparable.

All graduate students are required to begin their work in the fall term; the Department does not have a late admission program. A number of graduate teaching fellowships (GTFs) are

available to particularly well-qualified graduate students. These are usually awarded to second-year Option I and II students.

Postprofessional Program: M.Arch.

Option I. The Option I program should be understood as an opportunity beyond that normally offered by five-year professional-degree architectural programs. It offers the study of significant architectural subjects related to faculty expertise in the following:

1. Architectural education
2. Design process and theory
3. Urban design
4. Energy-conscious design including solar research
5. Light and lighting design
6. Furniture design
7. Historic preservation
8. Housing
9. Vernacular architecture
10. Interior architecture

An Option I student is expected to develop a personal program within an area of interest and within the areas of faculty expertise listed above. This individual study program culminates in an M.Arch. thesis, which synthesizes and clearly communicates the work. For more information, see the description of the master's degree with thesis in the Graduate School section of this bulletin.

A typical M.Arch. study program focuses on one or several significant architectural topics and usually relies heavily on the design probe as a study method. It draws upon professional and general University courses, seminars, and personal consultation with a faculty adviser. Students should review this bulletin for courses taught in other departments.

Professional Curriculum

The professional curriculum is composed of three elements: architectural design, architectural subjects, and general electives.

Architectural Design: 64 credits

(Course numbers ending in 80-87)

The architectural design studio and its activities are the heart of architectural education. It is the end toward which all other course work is aimed. The student is expected to make studied responses to a range of real and important considerations. These responses are to be hierarchically integrated into a well-resolved architectural entity that expresses intent and meaning.

In the first studios, emphasis is on developing the architecture content and skills necessary to use appropriately the design tools of the field. In later studios, emphasis shifts to mastery of project content. In the last two studios, the complete integration of both skill and content is emphasized.

The design studio is a social, interactive work place. Students are expected to work cooperatively on the common elements of a project. All are expected to take advantage of the intellectual and critical context provided by their colleagues.

Design credit is earned only through participation in design studio. Up to 6 credits of landscape architecture or interior architecture design studio (LA 389, 489, 589; IARC 388, 486, 487) may be used to satisfy the 64-credit design requirement.

Introductory Architectural Design Studios

Architectural Design (ARCH 181, 182), two-term studio for undergraduate majors only

Graduate Architectural Design: Option III (ARCH 581, 582), two-term studio for Option III graduate students only

Graduate Architectural Design: Option II (ARCH 585), for Option II graduate students only

Intermediate Architectural Design Studios

Intermediate Architectural Design (ARCH 281, 282), two-term studio for B.Arch. students only

Architectural Design Studios

Architectural Design (ARCH 380), repeatable for credit, for professional degree students

Advanced Architectural Design Studios

Advanced Architectural Design (ARCH 481G, 482G), two-term studio for professional degree students

Architectural Subjects: 80 credits

The architectural subject areas are closely coordinated with the design area, both theoretically and operationally. The subject areas increase knowledge and skill development in architectural design, while the design studio focuses on design activities. The four architectural subjects are (a) general architecture, (b) architectural design skills, (c) architectural design content, and (d) the context of the architectural profession. A core curriculum, required of all majors, includes 14 credits in fundamental courses and 38 credits in intermediate-level breadth-satisfying courses. The breadth requirement is satisfied by one approved course in each subarea except architectural history, in which three upper-division courses are required.

Following is a list of courses organized by subarea, including those offered by other departments in the School of Architecture and Allied Arts. It indicates which courses are fundamental (*f*) and which are for breadth (*b*).

General Architecture (Course numbers ending in 01-09)

Survey courses introducing the range of considerations and issues in architecture

f Skills and Content in Design (ARCH 101)

f Essential Considerations in Architecture (ARCH 102)

Architectural Design Skills

Architectural design requires proficiency in a range of skills for documenting, probing, analyzing, organizing, testing, synthesizing, and presenting. These skills and tools include observation and projected drawing, model making and programming, as well as methodologies for comprehensive design development, research, and postoccupancy evaluation.

DESIGN PROCESS, METHODS, AND RESEARCH (Course numbers ending in 10-15)

Techniques for gathering and organizing information, defining problems and opportunities, and achieving inclusive design development. This area includes the study of established research methodologies.

f Fundamentals of Architecture IV (ARCH 304)

b Design Process and Method (ARCH 311)

b Seminar: Programming (ARCH 407G)

Experimental Course: Design Process and Synthesis (ARCH 410G)

b Research Methods (ARCH 411G)

Structural Planning (ARCH 412G)

Special Problems: Advanced Structural Planning (ARCH 506)

MEDIA FOR DESIGN DEVELOPMENT (Course numbers ending in 16-25)

Study of architectural media used in design development. Courses focus on theory and application, ranging from introductory to advanced.

f Fundamentals of Architecture II (ARCH 302)

Introduction to Design Development Media (ARCH 224)

b Descriptive Geometry (ARCH 316)

Computer Applications in Architecture (ARCH 322)

b Media for Design Development (ARCH 324)

Analysis through Recording of Historic Buildings (ARCH 421)

b Advanced Design Development Media (ARCH 424)

Architectural Design Content

The field of architecture is diverse in content. The integration of many categories of knowledge is crucial to successful architecture. Subject-area courses are organized in the following categories as a means of helping students understand the general structure of the field.

HISTORY AND THEORY OF PLACE-RESPONSE (Course numbers ending in 30-39)

The understanding of and response to a specific place, the achievement of particularity, orientation, appropriateness, and continuity. The recording, study, and analysis of meaningful places and how they are created.

f Fundamentals of Architecture III (ARCH 303)

Understanding Landscapes (LA 260)

b Site Analysis (LA 361)

b Settlement Patterns (ARCH 431G)

Settlement Patterns (ARCH 432G, 433G)

Ecological Implications in Design (ARCH 434G)

b History and Theory of Urban Design I, II (ARCH 436G, 437G)

Climate Analysis for Design (ARCH 438G)

b Architectural Form and Urban Quality (ARCH 439G)

Contemporary American Landscape (LA 491G)

HISTORY AND THEORY OF HUMAN ACTIVITY SUPPORT (Course numbers ending in 40-49)

Accommodating the activities that are made explicit by building programs and the needs

and desires of first users. Creating additional spatial opportunities to ensure continued usefulness over time.

f Fundamentals of Architecture IV (ARCH 304)

Color Theory and Application for the Built Environment (IARC 347)

b Social and Behavioral Factors in Design (ARCH 443G)

Furniture and Accessories (IARC 444G)

b Housing in Society (ARCH 445G)

HISTORY AND THEORY OF SPATIAL ORDERING (Course numbers ending in 50-59)

Exploring space and enclosure by study of historic principle and imagery to achieve new place designs that are precise, clear, and vital.

f Fundamentals of Architecture II (ARCH 302)

b Architecture as Form (ARCH 455G)

b Spatial Composition and Dynamics (ARCH 456G)

b Types and Typology (ARCH 458G)

HISTORY AND THEORY OF STRUCTURE (Course numbers ending in 60-69)

Understandings and methods of the selection of structure that make safe, secure environments. Developmental understandings from those of structural form to the specific numerical calculations of elements and connections.

f Fundamentals of Architecture I (ARCH 301)

b Introduction to Structural Theory (ARCH 365)

b Basic Wood and Steel Systems (ARCH 366)

b Basic Reinforced Concrete Systems (ARCH 367)

Structure Systems (ARCH 368, 369)

Seismic Study (ARCH 462G)

Advanced Reinforced Concrete Systems (ARCH 465G)

Advanced Structures (ARCH 466G)

High-Rise and Long-Span Systems (ARCH 467G)

HISTORY AND THEORY OF CONSTRUCTION (Course numbers ending in 71-79)

Study of the nature of materials in physical and expressive terms. The selection of appropriate materials, systems, and techniques for construction to provide safe, durable, and life-enhancing environments. Verbal and graphic communication within the construction industry.

f Fundamentals of Architecture I (ARCH 301)

b Materials and Processes of Construction (ARCH 371, 372)

Materials of Interior Design (IARC 370, 371)

Design Integration and Communication (ARCH 378)

Design Integration and Communication Lecture (ARCH 379)

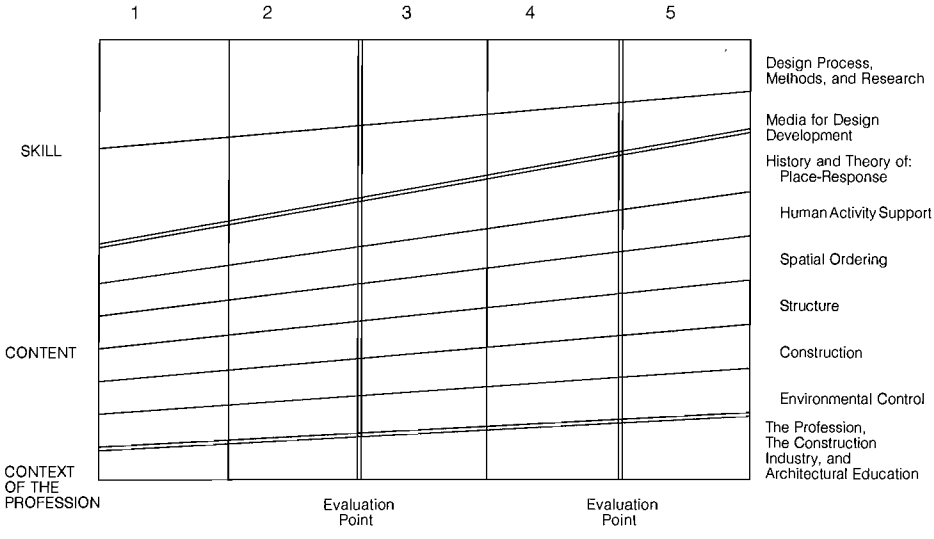
Specification Documents in Interior Design (IARC 471G)

Working Drawings in Interior Architecture (IARC 472G, 473G)

Preservation and Restoration Technology (ARCH 474G)

Preservation Technology: Masonry (ARCH 475G)

The chart below diagrams the major content areas of the Architecture curriculum and their relationships from the first to the fifth year of the program. Program emphasis shifts from content and skill acquisition in the early years to emphasis on content for design in the later years.



Construction Communications (ARCH 477G, 479G)

Construction Communications (ARCH 478)

HISTORY AND THEORY OF ENVIRONMENTAL CONTROL (Course numbers ending in 90-99)

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 are studied as organizational elements of building design.

f Fundamentals of Architecture III (ARCH 303)

b Environmental Control Systems (ARCH 391, 392)

Environmental Control Systems (ARCH 393)

Solar Heating (ARCH 491G)

Electrical Lighting (IARC 492G)

Passive Cooling (ARCH 493G)

Seminar: Environmental Control Systems (ARCH 507)

Daylighting (ARCH 592)

HISTORY OF ARCHITECTURE

The study of architectural developments through time. Majors are expected to acquire an overview of architectural history from prehistory to the present and in-depth knowledge of one or more periods. Architectural history courses are taught by the Department of Art History.

Breadth courses: any three upper-division ARH courses in architectural history.

CONTEXT OF THE ARCHITECTURAL PROFESSION (Course numbers ending in 26-29)

The practice of architecture exists within a broad societal context. Architecture as a profession is considered in relation to its history and meaning; innovative frameworks for practice are studied in relation to legal and business aspects of the profession as well as an understanding of the evolving construction industry.

Survey of Interior Architecture (IARC 204)

Introduction to Landscape Architecture (LA 225)

Introduction to Planning and Public Policy (PPPM 301)

b Context of the Architectural Profession (ARCH 329)

Practicum (ARCH 409G)

b Architectural Practice (ARCH 429G)

Office Practice, Interiors (IARC 429G)

Housing and Urban Renewal (PPPM 555)

Special Courses. In addition to courses in the three major curricular areas, the following open-ended courses may be approved by the Department of Architecture faculty as satisfying subject or elective areas of study: Research (ARCH 401, 501), Thesis (ARCH 403, 503), Reading and Conference (ARCH 405, 505), Special Problems (ARCH 406, 506), Seminar (ARCH 407, 507), Workshop (ARCH 408), Practicum (ARCH 409), Experimental Course (ARCH 410).

Independent study is limited to 9 credits in Research (ARCH 401, 501), Reading and Conference (ARCH 405, 505), and Special Problems (ARCH 406, 506) in fulfillment of the subject area requirement

General Electives: 42 credits

The general elective component of the professional curriculum enables the undergraduate major to maintain interest in general subject areas beyond the University group requirements. To ensure that students continue liberal studies beyond the introductory level, B.Arch. students must complete 18 credits in upper-division general electives in academic subjects (exclusive of service and performance courses) outside the School of Architecture and Allied Arts.

Architecture Courses (ARCH)

Lower Division

101 Skills and Content in Design (3) Fundamentals: basic environmental design, design processes, and design-development media. Coreq: ARCH 181.

102 Essential Considerations in Architecture (3) Fundamentals: establishing longevity, responding to problems and opportunities of place, maintaining historical continuity, integrating construction, integrating services and environmental control, establishing vitality, and achieving clarity. Coreq: ARCH 182.

181, 182 Architectural Design (6,6S) P/N only. Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Students develop techniques of problem formulation and sound bases for design judgments; understanding basic design theory is stressed. Majors only.

199 Special Studies: [Term Subject] (1-3R) Introduction to Architecture

200 Innovative Education: [Term Subject] (1-3R)

224 Introduction to Design Development Media (3) Basic media types—drawings, models, pictures, and words—appropriate in the stages of design development: beginnings; contextual analysis; development of project components; development of organizational structure; testing design proposals.

281, 282 Intermediate Architectural Design (6,6S) P/N only. Studio projects for second-year students, integration of issues of context, activity support, materials' construction, structure, controlled environment. Continued development of skills in media, research, and design process. Schematic concept formation and subsequent development beyond diagrammatic understandings. Prereq: ARCH 181, 182. Majors only.

Upper Division

301 Fundamentals of Architecture I (2) Construction: basic concepts of construction processes and structure and their relationship to materials. Implications for architectural design. Focus on wood and masonry. Prereq: ARCH 181, 182 or one year of environmental studio courses or instructor's consent.

302 Fundamentals of Architecture II (2) Spatial ordering: architectural media. Conception and construction of architectural spaces, from organizational aspects to material and detail features. Media in design process as strategy and expression. Prereq: ARCH 181, 182 or one year of studio courses or instructor's consent.

303 Fundamentals of Architecture III (2) Response to place: environmental control systems. Physical places, processes that made them, conditions of their existence, and factors to consider in responding to them architecturally. Prereq: ARCH 181, 182 or one year of design studio courses or instructor's consent.

304 Fundamentals of Architecture IV (2) Design process and methods: human activity support. Strategies and tools; practice-theory relationships. Design considerations to satisfy physical, psychological, and special requirements in spatial settings. Prereq: ARCH 181, 182 or one year of studio courses or instructor's consent.

311 Design Process and Method (3) P/N only. Introduction to concepts of environmental design strategies and tactics. Relationships between theory and practice in traditional and emerging methods of design decision making. Prereq: ARCH 181, 182.

316 Descriptive Geometry (3) Proof and application of the theorems of descriptive geometry, including fundamental views of orthographic projection, intersections, developments, shades and shadows, flat and cylindrical picture-plane perspective projection. Prereq: ARCH 181, 182.

322 Computer Applications in Architecture (3) Introduction to computer applications in architectural design, education, and practice, especially those related to design process and presentation.

324 Media for Design Development (3R) Specific media types useful in stages of design development: beginnings, contextual analysis, project components, appropriate organizational structure, testing design proposals. Subjects vary from term to term. Prereq: ARCH 302, instructor's consent.

329 Context of the Architectural Profession (3) Examines ways in which architectural professionals interact with cultural values, laws, contractors, consultants, clients,and users of architecture.

365 Introduction to Structural Theory (4) Development of the basic understanding of the behavior of structural elements and framed systems, study of force systems using analytic and graphic methods, strength of materials. Prereq: ARCH 301; PH 201, 202.

366 Basic Wood and Steel Systems (4) Application of mathematics and mechanics to the design of steel and wood building structures. Analysis of simple elements, connections, and systems; the relation of structural design to architectural design. Prereq: ARCH 365.

367 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 366.

368, 369 Structure Systems (3,3) Behavior of structure systems and their influence on architectural space and form; nonmathematical; creative development of structure concepts through model construction and observation of natural and built structures; evolution, the inherent order, transformation of physical structure. Prereq: ARCH 365.

371, 372 Materials and Processes of Construction (3,3) Introduction to the nature of materials and building processes. **371:** framed structures, wood, and metals; **372:** masonry and concrete. Influence of construction on design decisions; historic and contemporary examples; properties of materials. Prereq: ARCH 301, 365.

378 Design Integration and Communication (5) P/N only. Study of an existing building of architectural significance; the building's architect and affiliated school of building; production of a set of working drawings describing the building comprehensively. Prereq: 24 credits in design; coreq: ARCH 379.

379 Design Integration and Communication Lecture (2) P/N only. Study of the works of a recognized architect, relating them to his or her common themes and growth of ideas as well as scope, depth, and variety of issues.

380 Architectural Design (6) P/N only. Design projects requiring comprehensive and integrative study. A wide range of project options. Individual criticism, group discussions, lectures, and seminars by visiting specialists, review of projects. Prereq: ARCH 281, 282. Majors only.

391, 392 Environmental Control Systems (4,4S) Studies of sound, light, heat, moisture, air motions, fluids, electricity; their characteristics in both natural and people-altered states, their effects on human behavior, the mechanical equipment by which they are manipulated, and their influence on the environmental design process and product. Lectures and calculation problems. **S** with ARCH 393. Prereq: working knowledge of algebra, trigonometry, and basic physics. Open to nonmajors.

393 Environmental Control Systems (4S) Further investigation of ARCH 391, 392 subject matter through the design of the control systems. Prereq: ARCH 391, 392.

Note: The sequence ARCH 391, 392, 393 is offered every other year. Advanced ECS courses such as climate analysis and design, daylighting, solar heating, acoustics, electric lighting, electricity distribution, and HVAC systems are offered alternate years.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

403 Thesis (Arr,R) P/N only. Student may propose studies in design or subject areas. Faculty approval required.

405 Reading and Conference: [Term Subject] (Arr,R)

406 (G) Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) A variety of seminars is offered each year. Recent topics include Architectural Programming, Architectural Publication, Design with Climate, Multiple and Family Housing, Preservation Technology, Seismic Studies, Solar Energy, Studies in Architectural Context, and Studies in Organizational Structure.

408 (G) Workshop (Arr,R)

409 (G) Practicum: [Term Subject] (Arr,R) P/N only. In-office experience with participating local architectural and engineering firms for selected advanced students without prior office experience. Includes discussions on professional practice and field trips. Cannot be taken the same term as ARCH 380 or 481. Practicum also available in University teaching.

410 (G) Experimental Course: [Term Subject] (Arr,R) Topics include Advanced and Intermediate Computer Graphics; Architectural Analysis; Building Codes; Design Process and Synthesis; Design Development; Housing in Society; Light, Color, and Environment; Preservation and Restoration Technology; Settlement Patterns; and Vernacular Architecture.

411 (G) Research Methods (3) P/N only. Introduction to research methodology with special emphasis on problems in environmental research.

412 (G) Structural Planning (3) Introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. The study of operations-research techniques. Prereq: ARCH 365, 366, 367.

414 (G) Architectural Education (3) P/N only. Methodologies in architectural education; examination of existing curricula and new opportunities for curricular development.

421 (G) Analysis through Recording of Historic Buildings (4) Field surveys and laboratory techniques including field notes, measurements, photography, photogrammetry, written descriptions, and development of finished drawings. Analysis of historic drawings, photography, and descriptions. Prereq: courses in media, structure, design; advanced graduate status. Open to Historic Preservation majors.

424 (G) Advanced Design Development Media (3) Issues in media within the stages of design development: beginnings, contextual analysis, development of project components, development of project organizational structure, testing design proposals. Prereq: 9 credits in architectural media.

429 (G) Architectural Practice (3) P/N only. Professional practice explored through an investigation of diverse modes of operation together with the relationships between users, clients, designers, contractors, and regulating agencies. Visits with practitioners.

431, 432, 433 (G) Settlement Patterns (3,3,3) The three-dimensional structuring of settlements and cities as human responses to physical context, cultural forces, and changing opportunities. The implication of ideal models and utopian concepts and the realization of place in the vernacular.

434 (G) Ecological Implications in Design (3) Study of interrelationships: nonhuman and human environments; tangible and nontangible systems and consequent social orders. Speculation concerning viable alternatives for the architectural designer.

436, 437 (G) History and Theory of Urban Design I, II (3,3S) Examines the cultural and formal ideas that provide the basis of American and European urban design. Prereq: ARCH 282, 301, 302, 303, 304.

438 (G) Climate Analysis for Design (3) Lectures and problems in climate analysis for design, as related to buildings and to comfort. Prereq: ARCH 391, 392 and instructor's consent.

439 (G) Architectural Form and Urban Quality (3) Critical investigation of architecture as 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 (G) Social and Behavioral Factors in Design (3) Patterns of people's interactions with the physical settings of everyday activities. Application of social science paradigms and research to architectural programs, design, and evaluation processes. Prereq: ARCH 181, 182.

445 (G) Housing in Society (3) Theory and examples of housing design with emphasis on the meaning of housing to society, housing economics, and housing form.

451 (G) Essential Considerations in Architecture and Design Synthesis (3) Actions that underlie the appropriate structuring and development of built places for human use and habitation. Case studies at different scales and implications for design process.

455 (G) Architecture as Form (3) Architectural analysis as a tool for the architect using historical and contemporary works as examples: site and context; use, space, and the room; connection and circulation.

456 (G) 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 organizations. Prereq: 12 credits of ARCH 380.

458 (G) Types and Typology (3) Defined as a classification of experience, typology studies architectonic types and inherent principles to which the designer has direct access in the historical laboratory of towns. Prereq: 30 credits in architectural design.

462 (G) Seismic Study (3) Interaction of earthquakes and buildings, how loads are applied and distributed through a structure, and influence of a building's configuration on its response to earthquake loads. Prereq: ARCH 367.

465 (G) 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 367.

466 (G) Advanced Structures (4) Development of advanced analysis, design, and planning of composite horizontal and vertical structural systems for buidings. Prereq: ARCH 367.

467 (G) High-Rise and Long-Span Systems (4) Development of advanced analysis, design, and planning of high-rise and long-span systems. Prereq: ARCH 367.

474 (G) Preservation and Restoration Technology (3) The materials, structural systems, buildings and their elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair. Prereq: courses in structure, construction, architectural history, and design; graduate or advanced standing. Open to Historic Preservation majors and minors.

475 (G) Preservation Technology: Masonry (3) History and preservation of traditional masonry construction; emphasis on the 19th and early 20th centuries. Covers brick, terra cotta, and dimension stone. Prereq: instructor's consent.

477, 479 (G) Construction Communications (3,3) Construction process communications. Methods and techniques of construction, contract documents including working drawings and specifications, cost estimating, and administration of the project. Prereq: six terms of design; ARCH 371, 372 recommended.

478 Construction Communications (4) Information required for communication of the construction processes in building. Methods and techniques of working drawings. Prereq: six terms of design; ARCH 371, 372 recommended.

481, 482 (G) Advanced Architectural Design (8,8S) P/N only. In-depth work on complex design projects and design development beyond that normally possible in less advanced studios. Prereq: 42 credits of architectural design and recommendation by the ARCH 481 Entrance Review Committee. Majors only.

491 (G) Solar Heating (3) A continuation of solar energy topics from ARCH 391, 392 with advanced calculation procedures. Design implications and performance predictions for passive and active approaches to solar heating. Prereq: ARCH 391, 392 and instructor's consent.

493 (G) Passive Cooling (3) Passive or natural cooling of buildings emphasizing the design implications. Theory, application, and special problems in ventilation and storage mass, radiation, evaporation, earth contact, and shading. Prereq: ARCH 391, 392 and instructor's consent.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent seminar topics include Architectural Theory, Computer Applications, Graduate Structural Planning, Spatial Ordering, Studies in Preservation Technology, and Urban Theory.

510 Experimental Course: [Term Subject] (Arr,R)

581, 582 Graduate Architectural Design: Option III (6,6S) P/N only. Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Emphasis on developing graphic and visual thinking capabilities in architectural design. Majors only.

585 Graduate Architectural Design: Option II (6R) P/N only. Designed to expand the student's perception of comprehensiveness in architectural design. Studio projects require comprehensive and integrative study. Design as exploration of fundamental theoretical idea. Majors only.

592 Daylighting (3) Daylighting for buildings; numerical, graphic, and model predictive techniques; field measurements; case histories to illustrate contemporary and historical uses of daylighting. Prereq: ARCH 391, 392 and instructor's consent.

Art Education

251F Lawrence Hall
Telephone (503) 686-3639
Rogena M. Degge, Department Head

Faculty

Doug Blandy, Assistant Professor (art and community service, art and special populations, aesthetic education). B.S., 1974, Ohio; M.A., 1979, Ph.D., 1983, Ohio State. (1987)

Paul E. Bolin, Visiting Assistant Professor (historical foundations, art history, curriculum development). B.S., 1976, Seattle Pacific; M.S., 1980, Ph.D., 1986, Oregon. (1986)

Rogena M. Degge, Associate Professor (curriculum and research, art in society, cultural policy). B.A., 1964, Fresno State; M.S., 1972, Ph.D., 1975, Oregon. On leave winter, spring 1989. (1979)

Linda F. Ettinger, Assistant Professor (arts administration, computer applications, 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. (1975)

Jane C. Maitland-Gholson, Assistant Professor (elementary and secondary school art, perception, aesthetics). B.S., 1973, Southern Illinois; M.A., 1980, Ed.D., 1984, Illinois. (1984)

Emeriti

Thomas O. Ballinger, Professor Emeritus (cross-cultural, Nepalese, and African art). B.A., 1949, M.A., 1951, New Mexico. (1952)

Jane Gehring, Associate Professor Emerita (methods and curriculum, textiles). B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon. (1958)

Gordon L. Kensler, Professor Emeritus (curriculum, research, community art). B.F.A., 1949, M.F.A., 1951, Art Institute of Chicago; Ed.D., 1964, Stanford. (1966)

Vincent Lanier, Professor Emeritus (newer media, educational theory, art criticism). B.A., M.A., 1948, Ed.D., 1954, New York University. (1966)

June K. McFee, Professor Emerita (psychosocial foundations, environmental design). B.A., 1939, Washington (Seattle); M.Ed., 1954, Central Washington; Ed.D., 1957, Stanford. (1965)

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

Art education is devoted to advancing people's knowledge about the history, practice, and meaning of art. It addresses the relationship between art and culture as well as the informational and emotional impact of the visual arts on the quality of life of both adults and children. It considers the influence of the fine, popular, and folk arts; the mass media; the built environment; industrially designed objects; and the electronic age. It views these arts as part of a fundamental symbol system, like language, essential for individual and societal understanding of reality.

The Department of Art Education program is built on the premise that art education should provide the knowledge, skills, and attitudes necessary for people to become responsible citizens informed about art and aware of the interactions of the visual, aesthetic, and social aspects of cultures. It assumes that it is essential for citizens to be able to interpret and evaluate the effect of visual images on society and to use visual symbolization in daily problem solving. Art education considers the interactions between artist-designer and viewer as well as the form and sociohistorical context of the message. Cognitive and affective development, in addition to historical context, affect the way the message is formulated, transmitted, and received. Thus, information derived from anthropology, psychology, and other social sciences is used in examining and teaching the visual arts.

The Department prepares educators to work effectively in diverse teaching and administrative settings, to conduct research to further the understanding of art, and to advance the aesthetic welfare of society.

Preparation. High school students who want to study art education should include anthropology, sociology, and psychology in their University prerequisites. In addition, they should take art and art history courses. Entering students are encouraged to consult Department advisers as soon as possible.

Careers. The Department prepares art educators to work in school and community programs. Advanced degrees also prepare consultants, administrators, and university faculty members and researchers in art education.

Undergraduate Studies

The curriculum in Art Education leads to the bachelor of arts (B.A.) or the bachelor of science (B.S.) degree in two different options. The first option is part of the secondary education program at the University and fulfills Basic endorsement certification requirements for the teaching of art in the state of Oregon. This option is designed expressly for teaching art in elementary, middle, and high schools. A fifth year of graduate preparation is required for the Standard teaching certificate; see Graduate Studies, later in this section.

The second option, in cultural services, prepares students to teach art in community art centers and to coordinate art programs for museums, city recreation centers, or government agencies.

Elementary School Teaching

For certification to teach in elementary schools in Oregon, two courses are required in Art Education. This requirement is fulfilled by either Art in the Elementary School (ART 322) or Experimental Course: Media and Process: Art in Elementary Schools (ARE 410) *and* either Methods and Curriculum in Elementary School Art (ARE 323) or Methods and Research Materials: Art in Elementary Schools (ARE 411).

Art Teacher Certification Program

The Department of Art Education offers work for preparation to teach art in the public schools, kindergarten through twelfth grade. Certification as a secondary teacher with the Art endorsement requires satisfactory completion of a program of teacher preparation, which includes subject matter preparation in the teaching specialty and in professional education, and recommendation of the institution in which the preparation is completed. The Department offers work toward Basic and Standard Oregon certification. Students should consult the Art Education adviser regarding program entrance requirements.

Freshman and sophomore work is primarily in studio art, art history, and University-required courses. Lower-division majors receive departmental advising, although professional courses in Art Education and education are not

taken until the junior and senior years. Transfer students may enter at any level. The time required to complete the program depends on the extent of previous work completed. Community college students in Oregon should refer to the recommended transfer programs for University of Oregon art education in the transfer program booklet at their colleges.

Requirements. The following courses are required for the endorsement to teach art in Oregon public schools:

Certification Requirements **109-110 credits**

Studio art courses in the Department of Fine and Applied Arts, including basic design, drawing, painting, ceramics, sculpture, printmaking (photography and computer graphics recommended) 28
Art Education courses, including Introduction to Art Education (ARE 324), Methods and Curriculum in Elementary and Secondary School Art (ARE 326), Seminar: Student Teaching (ARE 407G), Practicum: Secondary School Art (ARE 409G), Experimental Course: Survey of Art and Design Software (ARE 410G), Art for the Exceptional Student (ARE 430G), and Educational Approaches in Art History (ARE 492G) 29
Art theory, including Art in Society (ARE 450G) and The Role of Art Criticism in Art Education (ARE 415G) 6
Art History—any combination of courses numbered ARH 201-209 or ARH 300 9
Architecture course 2-3
College of Education courses, including 15 credits in student teaching 36

Undergraduate students must have a 2.75 grade point average (GPA) to be admitted or to continue in the Art endorsement program for teacher certification. Graduate students working toward an Art endorsement must maintain a 3.00 GPA in accordance with Graduate School requirements. **Note:** Most courses are graded rather than pass/no pass (P/N).

Cultural Services Program

The Cultural Services Program prepares students to assume teaching, research, and administrative roles in noncertified positions in which they may work with different age groups, primarily within the context of the visual arts. The curriculum allows the student, with an adviser, to create an individualized program. At the same time it provides a foundation and understanding that will be useful in working in community agencies.

Requirements. The following courses are required in the Program:

Program Requirements **110 credits**

Studio art courses in the Department of Fine and Applied Arts, including basic design, ceramics or sculpture, and graphics (2 credits each); printmaking (3 credits); and drawing and painting (4 credits each) 20
Art Education courses, including Introduction to Art Education (ARE 324), 9 credits in Practicum (ARE 409G), Experimental Course: Art and Community Service (ARE 410G), Women and Their Art (ARE 412G), The Role of Art Criticism in Art Education (ARE 415G), Art for the Exceptional Student (ARE 430G), Art in Society (ARE 450G), Educational Approaches in Art History (ARE 492G) 36
Art History—any combination of survey courses . 12
Courses in the College of Business Administration; the Department of Planning, Public Policy and Management; the Department of Political Science; and the Department of Architecture 24
Performing arts, including at least one course each in music, drama, and dance 9
Additional social science courses beyond University requirements 9

Graduate Studies

Students planning graduate study should write directly to the Department for information and application forms for the master's or doctoral degree programs. Departmental policies are available upon request.

Master's Degree Programs

The Department offers three options for the master of arts (M.A.) and the master of science (M.S.) degrees in Art Education:

1. Art education with specialization in public school teaching, computer applications, environmental design, or exceptional students
2. Art education with Standard certification
3. Cultural services

A selection committee of departmental faculty members determines admission to the appropriate degree program. The committee considers transcripts, experience, and evidence of scholarship, and it may request a portfolio of art work.

Options 1 and 2: Art Education or Art Education with Standard Certification University Requirements. Of the 60 minimum credits of required course work for the M.S. or M.A. degree in Art Education, 30 credits must be completed in residence, 42 in the major area of Art Education, and 18 in University electives. Of the 60 minimum credits of required course work for the M.S. or M.A. degree in Art Education with Standard certification, 30 credits must be completed in residence, 36 in the major area, 15 in University electives, and 9 in prescribed courses from the College of Education.

The M.A. degree requires competence in one foreign language. The student must complete all work toward the M.S. or M.A. degree within seven years.

Option 3: Cultural Services. The cultural services option is designed to prepare students for a variety of career opportunities in arts agencies or foundations, in museums and galleries, and in programs and institutions whose purpose is to advance art in the public domain at local, state, federal, and international levels. Opportunities to develop skills in research, grant writing, administration, analyzing and developing arts policy, and fund raising are included.

Of the 60 minimum credits of required course work for the cultural services option, 33 credits must be completed in residence, 42-45 in the major area of Art Education (including 9 credits of practicum), and 18 in University electives. These 18 credits, selected on the basis of student career interests, may be in Accounting; Art History; Marketing; Planning, Public Policy and Management; Sociology; or other related subjects.

The student must complete all work toward the M.S. or M.A. degree within seven years.

Departmental Requirements

Candidates working for Option 1, 2, or 3 can meet residence requirements by attending the University during the academic year. A summers-only program, taken over four consecutive summers, is also available for Options 1 and 2.

A curricular plan of study is developed with an adviser during the first term of residence.

The student may choose to write a master's thesis or do a master's project that may include a visual component and a scholarly paper. An oral presentation of the master's project or thesis is required as well as a final master's degree essay.

Students electing to write a thesis must take 9 credits in Thesis (ARE 503), 3 of which may be taken in Research (ARE 501). Students electing to do a project must take 3 credits in Master's Degree Project (ARE 509) and may take up to 6 additional credits in Research (ARE 501). All master's degree students must take 3 credits in master's degree Seminar (ARE 407G).

Nondegree Programs

Standard Certification

The Department offers students who already have a bachelor's degree a nondegree program leading to a Standard certificate for teaching art. The 45-credit program includes renewal of the Basic certificate and ends with Standard certification. The program may be completed during the academic year or during three summer sessions. Requirements for meeting Standard certification may be combined with work for a master's degree in a program totaling 60 credits.

Study Leave

Study leave programs are individually tailored at the graduate level for elementary and art teachers as well as community art specialists. Also, undergraduate and graduate courses are offered through Continuing Education. These courses serve teachers and community arts specialists throughout the state.

Computer Graphics and Human-Computer Interface Certificates

The Department also provides academic and administrative leadership for two nondegree certificate programs offered in Portland: a Computer Graphics Certificate and a Human-Computer Interface Certificate. Both programs are open to designers, artists, engineers, educators, and others interested in these topics. Certificates are awarded through Continuing Education.

Course work for these certificates can be taken as part of the Applied Information Management master's degree program fully described under Continuing Education Off Campus in the Special Studies section of this bulletin.

Inquiries should be addressed to Linda F. Ettinger, Certificate Programs, Department of Art Education.

Doctoral Programs

The doctor of philosophy (Ph.D.) and doctor of education (D.Ed.) degrees in Art Education are three-year postbaccalaureate programs. They are administered by the Art Education Department, and the degrees are granted by the Division of Teacher Education in the College of Education.

A cohesive program that relates to the student's professional goals is developed with an adviser and a doctoral committee. Professional goals may include college and university teacher education and research, arts administration, and other relevant areas.

Students may develop supporting areas in fine arts; environmental design; art history; art policies; elementary, secondary, or higher education; anthropology; sociology; psychology; computer applications; electronic and film media; and other disciplines.

All students must meet departmental, Graduate School, and College of Education Ph.D. or D.Ed. degree requirements for admission, advancement to candidacy, and dissertation. Students must complete at least two years of work beyond the master's degree.

Summer Session

The Department of Art Education offers an annual summer session program for regular students completing their degrees and for returning teachers working for Standard certification, master's degrees, and professional growth. Required courses for the master's degree (Options 1 and 2) are offered on a rotating basis so that students may complete a degree in four consecutive summers.

Art Education Courses (ARE)

Lower Division

198 Workshop (1-6R)

199 Special Studies: [Term Subject] (1-3R)

Upper Division

ART 320 Art in the Schools (3) Transition from university art studio practices to public school teaching of art. Organizing, designing, and analyzing art experiences, activities, and classroom environments. Prereq: 20 credits of studio art.

ART 322 Art in the Elementary School (2) Basic skills in seeing, making, responding to, analyzing, evaluating, and understanding art. Theories of child development in art. Provides foundation for teaching art to children. Prereq: sophomore standing.

323 Methods and Curriculum in Elementary School Art (3) Teaching strategies and curriculum design for elementary art instruction. Theory and planning focuses on the built environment, art and culture, art criticism, and production. Prereq: ART 322.

324 Introduction to Art Education (3) Designed to provide the student with a fundamental knowledge for teaching art, including history of and current trends in art education and psychological and sociological foundations.

325 Children's Art Laboratory (3) Work with children in a supervised art laboratory; designed for students preparing to teach art at both the elementary and secondary levels. Open to nonmajors.

326 Methods and Curriculum in Elementary and Secondary School Art (4) Special methods and curriculum design in the teaching of art. Examination of teaching methodology and theory relative to public school philosophy. Prereq: grade of B– or better in ARE 320, 324, 409 or instructor's consent.

399 Special Studies (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Recent topics are Advanced Foundations, Advanced Research Methodology, Master's Degree Proposal, Student Teaching, and Teaching Environmental Design.

408 (G) Workshop (Arr,R)

409 (G) Practicum: [Term Subject] (Arr,R)

410 (G) Experimental Course: [Term Subject] (Arr,R) Current topics are Art and Community Service, Arts Administration, Computer Applications in Art Education, Computer Graphics and Society, Cultural Policy in Art, Literature of Art Education, and Understanding Today's Artists.

411 (G) Methods and Research Materials: Art in Elementary Schools (3) Significant literature and research in the field; laboratory investigation of materials, ideas, and methods currently used in elementary schools. Prereq: ART 322 or elementary classroom teaching experience and instructor's consent.

412 (G) Women and Their Art (3) Contributions by women in art from the Middle Ages through the 20th century. Focus on social, political, and aesthetic conditions existing for women.

415 (G) The Role of Art Criticism in Art Education (3) Study of critical approaches and the aesthetic theories on which they are based. Methods of using this theoretical information in practical teaching settings.

SEED 417 Student Teaching: Secondary (Art) (5-15R) Student teaching of art in the public schools. See description under Teacher Education. Prereq: Art Education departmental permission.

430 (G) Art for the Exceptional Student (3) Prepares Art Education majors to teach art to exceptional students. Mainstreaming, special programs, and curricular strategies; development of curriculum materials.

450 (G) 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.

492 (G) Educational Approaches in Art History (3) Critical examination of problems in teaching art history. Investigation of traditional and alternative teaching strategies using a variety of visual media. Prereq: 9 credits of Art History.

495 (G) Newer Media in Art Education (3) Investigation of the implications of new technologies and communication media for the teaching of art. Not offered 1988-90.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent topics are Advanced Foundations, Advanced Methods and Curriculum, Advanced Research Methodology, and Issues in Art Education.

509 Master's Degree Project: [Term Subject] (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R)

512 Research Methodology in Art Education (3) Scientific bases of research; classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique of research reports.

520 Foundations of Art Education I (3) History of American art education. Philosophical concepts that have influenced the theory and practice of teaching art.

521 Foundations of Art Education II (3) Social and behavioral aspects of individual and group differences in the production of art and learning about art as a basis for education in the visual arts.

532 Supervision of Children's Art Laboratory (3) Opportunity to work with children in a planned laboratory situation; responsibility for program design and supervision of children's art activities. Prereq: teaching experience and instructor's consent.

566 Curriculum Development in Art Education (3) Curriculum development in the visual arts in terms of individual and subcultural differences among students. Prereq: ARE 520, 521 or equivalent and instructor's consent.

Art History

237D Lawrence Hall
Telephone (503) 686-3675
Leland M. Roth, Department Head

Faculty

Jeffrey M. Hurwit, Associate Professor (ancient art, Greek and Roman archaeology). A.B., M.A., 1971, Brown; M.A., 1972, Ph.D., 1975, Yale. (1980)

Esther Jacobson, Professor (Asian art, Scytho-Siberian art). B.A., 1962, M.A., 1964, Ph.D., 1970, Chicago. (1966)

Ellen Johnston Laing, Maude I. Kerns Professor (Chinese and Japanese art). B.A., 1954, Missouri; M.A., 1956, Wisconsin, Madison; Ph.D., 1967, Michigan. (1979)

Richard G. Mann, Assistant Professor (Renaissance and Baroque). B.A., 1972, Kalamazoo; M.A., 1974, Minnesota at Minneapolis-St. Paul; Ph.D., 1982, New York. (1987)

A. Dean McKenzie, Professor (medieval, Byzantine, and Russian art). B.A., 1952, San Jose State; M.A., 1955, California, Berkeley; Ph.D., 1965, New York. (1966)

Kathleen D. Nicholson, Associate Professor (modern, 19th-century art). B.A., 1969, Connecticut; M.A., 1971, Ph.D., 1977, Pennsylvania. On leave 1988-89. (1980)

Leland M. Roth, Associate Professor (history of American and modern architecture). B.Arch., 1966, Illinois; M.Phil., 1970, Ph.D., 1973, Yale. (1978)

W. Sherwin Simmons, Associate Professor (modern, 20th-century art). B.A., 1967, Yale; M.A., 1975, Ph.D., 1979, Johns Hopkins. (1973)

Richard A. Sundt, Assistant 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)

Marion D. Ross, Professor Emeritus (history of architecture, Latin American art). B.S., 1935, Pennsylvania State; M.Arch., 1937, Harvard; Reg. Architect, 1946, Louisiana. (1947)

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

Participating

Arthur W. Hawn, Architecture
Kenneth I. Helphand, Landscape Architecture

The Department of Art History offers students the opportunity to study the principal art and architectural traditions of Europe, the United States, and Asia. The courses are particularly appropriate for students interested in history, art, and the larger cultural context of society. They are also suitable for students intending to concentrate on the practice of art or environmental design. The curriculum provides courses to introduce undergraduates to art traditions, courses focused on specific topics that allow small classes and discussion format, and courses intended for upper-division undergraduates and graduate students. In addition, the Department offers both undergraduate and graduate majors 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 (ARH 204, 205, 206) and two years of French or German. They should also complete as many of the University group requirements as possible.

Careers. The undergraduate program in Art History leads to opportunities in the business world, art museums, and galleries. Students with graduate degrees in Art History are also eligible for opportunities in teaching at all levels. The Department provides its students career advising; information on career, internship, and fellowship opportunities; and regularly updated information on graduate programs.

Financial Assistance

For undergraduate and graduate majors, 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 Office of Student Financial Aid.

Undergraduate Studies

The major in Art History combines historical study with studio practice and leads to the bachelor of arts (B.A.) degree. The program for majors provides a broad perspective for the understanding of the art of the past and present and a basis for critical judgment of individual works of art. Subject to the general University requirements for graded courses, nonmajors may take any departmental course either graded or pass/no pass (P/N).

Major Requirements

The following courses are required for a major in Art History:

Course Requirements	**87 credits**
Studio art (drawing, painting, sculpture, or design)	6
*History of Western Art (ARH 204, 205, 206)	9
*History of Oriental Art (ARH 207 or 208 or 209)	3
Two years of French or German	24
Advanced language, a second language, or literature	12
Critical Approaches to Art Historical Study (ARH 300)	3
Two upper-division Art History sequences, one of which must be in the area of ancient art (ARH 411, 412, 413 or ARH 414, 415, 416) *or* medieval art (ARH 421, 422, 423 or ARH 424, 425, 426) *or* Renaissance art (ARH 431, 432, 433 or ARH 434, 435, 436). The second must cover a different area from the first and may be selected from those listed above or from the areas of modern art, Asian art, or the history of architecture	18
Upper-division Art History electives. These must be planned with the adviser to ensure that among the 36 required upper-division credits in Art History, there are at least 3 credits in each of the following areas of art or architecture: ancient, medieval, Renaissance, modern, and Asian	15

All upper-division Art History courses must be taken on a graded basis.

*Fulfills arts and letters group requirements

It is recommended that majors take at least 3 credits in History courses in order to fulfill University social science requirements. Preferred elective areas for Art History majors include anthropology, design, fine arts, history, literature, music, and philosophy.

Minor Requirements

Students wanting to pursue a minor in Art History must file an application form with the Department, consult with the faculty adviser for their minor option, and maintain a current academic record in the Department of Art History office.

The Art History minor is offered in three options, each requiring 27 credits, as indicated below. Up to 9 credits in courses required for the minor may be taken pass/no pass (P/N).

Western Art Option	**27 credits**
History of Western Art (ARH 204, 205, 206)	9
History of Oriental Art (ARH 207 or 208 or 209)	3
One upper-division Art History sequence (ancient, medieval, Renaissance, or modern)	9
Two upper-division Art History courses, at least one of which must be in a field other than that represented by the sequence	6

Asian Art Option	**27 credits**
History of Oriental Art (ARH 207, 208, 209)	9
History of Western Art (ARH 204 or 205 or 206)	3
One upper-division Asian Art History sequence or cluster	9
Two upper-division Art History courses, at least one of which must be in a field other than Asian Art History	6

Architectural History Option	**27 credits**
Survey of the Visual Arts: Spatial Arts (ARH 201)	3
One course selected from ARH 204, 205, 206, 207, 208, 209	3
History of Western Architecture (ARH 311, 312, 313)	9
Four upper-division courses in architectural history selected in consultation with adviser	12

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 the fields of ancient, medieval, Renaissance, modern, and Asian art and in the history of architecture. Seminars in methodology, criticism, and museology are open to graduate students. The Department's M.A. degree program is the only one of its kind in Oregon and is unusual in the western United States. It is tailored to meet the needs and objectives of two kinds of students: (1) those who seek careers in the academic or art-related business worlds immediately upon completion of the M.A. degree, and (2) those who want to acquire a solid foundation in the field before pursuing studies leading to a Ph.D. degree.

Master of Arts Requirements

Students who have successfully completed undergraduate programs in art history, history, or languages and literature are particularly encouraged to consider graduate studies in Art History.

All entering graduate students are required to complete for graded credit Bibliography and Methods (ARH 514). All graduate students in Western art must take at least 3 graduate credits in each of the main areas: ancient, Renaissance, medieval, and modern.

Two M.A. program options are available: (1) a program culminating in a written thesis, and (2) a program culminating in a comprehensive written examination. The student should elect one of these programs within the first year of graduate study. Students in both programs must satisfy the general requirements of the Graduate School regarding residence and the number of graded credits.

The thesis program is intended for students who prefer some specialization or plan to continue in a doctoral program. Thesis-option students must complete at least 9 credits in graduate research seminars. They must also earn 9 credits in Thesis (ARH 503) through the presentation of a written thesis. Candidates take an oral examination on the thesis.

The nonthesis option is intended for students who want to undertake a more general and broadly based course of study rather than continuing in a doctoral program. These students are expected to emphasize either Western or Asian art. Their programs should be based on one of the following suggested patterns:

Western Art Option	**45 credits**
Western art	24
Asian art	9
Bibliography and Methods (ARH 514)	3
Museology (ARH 511, 512, 513) or electives	9

Asian Art Option	**45 credits**
Asian art	24
Western art	9
Bibliography and Methods (ARH 514)	3
Museology (ARH 511, 512, 513) or electives	9

Nonthesis-option students must take 9 credits in 500-level courses culminating in a comprehensive examination based on the student's individual course of studies.

At the beginning of fall term each new student in Western art history must take a written examination in French or German, designed to test the student's ability to read the language. Students who do not pass the examination are required to undertake language study and to repeat the examination at the end of spring term. In addition, students are encouraged to undertake the study of other languages pertinent to their specific fields of research. Students in Asian art must demonstrate competence in Chinese or Japanese language. The means for determining competence depend on the background and preparation of the individual student. Inquire at the Department office for further information.

Ph.D. Requirements

Students in Western art history must have passed written examinations in both French and German by the end of the first year; demonstration of competence in other languages may be required depending on the field of specialization. Students in Asian art must demonstrate proficiency in either Chinese or Japanese language, depending on their field of study, and are expected to pass a reading examination in an appropriate European language and to commence study of a second Far Eastern language if it is germaine to their course of study.

The comprehensive examination includes three areas in Art History: two adjacent areas, in one of which the dissertation will be written, and a third unrelated area. These areas are selected from an established list. The comprehensive examination should be taken before completion of 45 credits beyond the M.A.

Applications for admission to the graduate program for the academic year 1989-90 must be received by February 28, 1989.

Art History Courses (ARH)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201, 202, 203 Survey of the Visual Arts (3,3,3) The expressive value of the visual arts; consideration of form, media, and motives. Both historical and contemporary works. **201:** spatial arts (architecture, planning, landscape). **202:** two-dimensional arts (painting, prints, drawing). **203:** plastic arts (sculpture, ceramics). Mann, Nicholson, Roth, Simmons, Sundt. One limited-enrollment section of 202 offered 1988-89.

204, 205, 206 History of Western Art (3,3,3) Historical survey of the visual arts in which selected works of painting, sculpture, architecture, and other arts are studied in relation to the cultures producing them. **204:** ancient. **205:** medieval to early Renaissance. **206:** Renaissance to modern. Hurwit, Mann, Nicholson, Simmons.

207, 208, 209 History of Oriental Art (3,3,3) Historical survey of the visual arts of India, China, and Japan, in which selected works of painting, sculpture, architecture, and other arts are studied in relation to the culture in which they were produced. **207:** India. **208:** China. **209:** Japan. Jacobson, Laing.

Upper Division

300 Critical Approaches to Art Historical Study (3) Introduction to methodologies used in the study of art history (historic, iconographic, formal). Materials drawn from Asian and Western artistic traditions; bibliography, oral presentations, and papers. Prereq: one or more 200-level Art History courses. Jacobson. Offered fall term only.

304 Art and Politics in the Ancient World (3) The 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 1988-90.

311, 312, 313 History of Western Architecture (3,3,3) Survey of architectural developments in the West from prehistory to the present. **311:** prehistory through Roman. **312:** early Christian to Renaissance. **313:** Renaissance to present. Roth, Sundt.

315 The Acropolis of Athens (3) The principal architectural and sculptural monuments of the Athenian Acropolis. Emphasis on works of the Age of Pericles. Selected literary texts read in translation. Hurwit. Not offered 1989-90.

324 Medieval Iconography and Literary Sources (3) Significant themes in relation to literary sources, traditional imagery, and the originality of artists in the Middle Ages. Prereq: ARH 205. McKenzie. Not offered 1988-90.

325 Medieval Art and Architecture in Germany (3) The history of medieval art and architecture in Germany from Carolingian times through the Ottonian, Romanesque, and Gothic periods. McKenzie. Not offered 1988-89.

332 The Golden Age of Florence (3) 15th-century artists such as Masaccio, Donatello, and Botticelli; artistic style and content; influence of humanism and antiquity on the art of a society dominated by traditional religious values. ARH 206 recommended. Not offered 1988-90.

341 History of Modern Art (3) Introduction to the major movements in painting, sculpture, and graphics from the time of the Impressionists (1870s) to the present. Nicholson, Simmons. Not offered 1988-90.

354 American Painting and Sculpture (3) Introduction to American painting and sculpture from the time of the arrival of the first Europeans to 1920. Roth. Not offered 1988-90.

361 Nomadic Art and Culture of Eurasian Bronze Age (3) Art of the Scytho-Siberian nomads and its relation to the art of Greece, ancient Near East, and China, 7th to 2nd centuries B.C. Jacobson. Not offered 1988-89.

369 Art and Politics in 20th-Century China (3) Introduction to changing political situations and the effect of politics and ideology on art from 1900 to ca. 1982. Laing. Not offered 1989-90.

379 Architecture of Urban America (3) Changing attitudes toward the city and the suburb. Influence of related developments in intellectual, political, and technological history on urban form. Roth. Not offered 1988-90.

381 History of Photography (3) Photography from the early 19th century to the present; aesthetics of the medium, its relationship to painting and the graphic arts, and its social role. Nicholson. Not offered 1988-89.

Note: Art History upper-division courses carrying graduate credit have different requirements for undergraduate and graduate students.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R)

408 (G) Workshop (Arr,R)

409 Practicum: [Term Subject] (Arr,R)

410 (G) Experimental Course: [Term Subject] (Arr,R) Departmental offerings vary from year to year and reflect the interests of faculty members. 1988-89 topics include Art of the Pacific Islands and History of Prints.

411, 412, 413 (G) Ancient Mediterranean Art (3,3,3) 411: Palaeolithic, Neolithic, and Near Eastern art. **412:** Egyptian art and architecture. **413:** Minoan, Mycenaean, and Theran art and architecture. Prereq: ARH 204 or instructor's consent. Hurwit. Offered 1988-89 and alternate years with ARH 414, 415, 416.

414, 415, 416 (G) Greek and Roman Art (3,3,3) 414: Geometric and Archaic Greek art. **415:** Classical and Hellenistic Greek art. **416:** Etruscan and Roman art to Constantine the Great. Prereq: ARH 204 or instructor's consent. Hurwit. Offered 1989-90 and alternate years with ARH 411, 412, 413.

417 (G) Prehistoric and Ancient Architecture (3) Prehistoric building in Europe. History of architecture in Egypt and the ancient Near East; materials, methods of construction, social conditions, and historical events. Prereq: ARH 201, 204, or 311 or instructor's consent. Sundt. Not offered 1988-90.

418 (G) Greek Architecture (3) Architecture in the Aegean during the second millenium B.C. Temples as the dominant form of monumental architecture in the Greek world, ca. 900-450 B.C. Prereq: ARH 201, 204, or 311 or instructor's consent. Sundt. Offered 1989-90 and alternate years.

419 (G) Roman Architecture (3) Architecture during the Etruscan period. Engineering projects of the Republican era and development of building technologies under the Empire. Town planning and domestic architecture. Prereq: ARH 201, 204, or 311 or instructor's consent. Sundt. Offered 1989-90 and alternate years.

421 (G) Early Byzantine Art (3) Early Christian and Byzantine art from the second century to A.D. 726. Prereq: ARH 205 or instructor's consent. McKenzie. Not offered 1989-90.

422 (G) Later Byzantine Art (3) Byzantine art after Iconoclasm, A.D. 843-1453. Prereq: ARH 205 or instructor's consent. McKenzie. Not offered 1988-90.

423 (G) Russian Medieval Art (3) Russian art from pre-Christian times up to Peter the Great at the beginning of the 18th century. Prereq: ARH 205 or instructor's consent. McKenzie. Not offered 1988-89.

424,425,426 (G) Western Medieval Art (3,3,3) 424: early medieval art in Western Europe through the 9th century. **425:** Romanesque art. **426:** Gothic art. Prereq: ARH 205 or instructor's consent.

427 (G) Early Medieval Architecture (3) Architecture of the Early Christian and Byzantine periods in Europe and the Near East. Prereq: ARH 201, 204, 205, or 312 or instructor's consent. Sundt. Not offered 1988-90.

428 (G) Romanesque Architecture (3) Architecture in Western Europe ca. 1000-1200 A.D. Period of monasteries, pilgrimages, and Crusades. Developed basilical form in religious architecture. Prereq: ARH 201, 205, or 312 or instructor's consent. Sundt. Not offered 1989-90.

429, 430 (G) Gothic Architecture I, II (3,3) Architecture in Western Europe from ca. 1130 to ca. 1500. **429:** emphasis on France. **430:** emphasis on England, Germany, Spain, and Italy. Prereq: ARH 201, 205, or 312 or instructor's consent. Sundt. Not offered 1989-90.

431, 432, 433 (G) Renaissance Art (3,3,3) Origin and development of Renaissance and Baroque art in Italy. Prereq: ARH 205, 206 or instructor's consent. Mann. Offered 1989-90 and alternate years with ARH 434, 435, 436.

434, 435, 436 (G) Northern European Art (3,3,3) Painting, sculpture, and graphic arts in Northern and Western Europe in the Renaissance and Baroque periods. Prereq: ARH 205, 206 or instructor's consent. Mann. Offered 1988-89 and alternate years with ARH 431, 432, 433.

437 (G) Renaissance and Baroque Architecture (3) Architecture in Italy and Western Europe from 1400 to the 18th century. Prereq: ARH 206 or 313 or instructor's consent. Roth. Not offered 1988-90.

441, 442, 443 (G) Early Modern Art (3,3,3) 441: European painting, painters, and patrons from 1700 to the French Revolution. Development of the rococo style, Neoclassicism, and landscape painting. **442:** the Romantic era in European art (1789-1848), centering on Goya, Blake, Turner, and others. **443:** Realism through Impressionism. Major artistic movements of Europe, 1848-1880. Prereq: ARH 206. Nicholson. Not offered 1988-89.

444, 445, 446 (G) 20th-Century Art (3,3,3) 444: post-Impressionism through Cubism. Major artistic movements and artists in Europe between 1880 and 1914. **445:** art from 1914 to the Second World War; the development of abstract art, dada, and surrealism; and the influence of photography and the resurgence of realism. **446:** major artistic movements and critical theory in Europe and the United States from 1940 to the present. Prereq: ARH 206 or 341. Simmons.

448 (G) 19th-Century Architecture (3) Architecture from the Industrial Revolution to ca. 1890. Prereq: ARH 206, 313, or 444 or instructor's consent. Roth. Offered 1988-89 and alternate years.

449 (G) 20th-Century Architecture (3) Architecture from the *art nouveau* to the present. Prereq: ARH 206, 313, or 448 or instructor's consent. Roth. Not offered 1988-90.

451, 452, 453 (G) History of Interior Architecture (3,3,3) Interior architecture as artistic expression, including the study of furnishings, textiles, and other interior traditions. Hawn.

457, 458, 459 (G) Scandinavian Art (3,3,3) Art and architecture in the Scandinavian countries from prehistoric times to the present. Donnelly. Not offered 1988-90.

464, 465, 466 (G) Chinese Art (3,3,3) The major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch'ing dynasties. Prereq: ARH 208 or instructor's consent. Jacobson, Laing. 465, 466 not offered 1988-89.

470 (G) Historic Preservation (3) Theory and history of historic preservation in the United States and Europe; legislation and procedures.

471 (G) 17th-Century American Architecture (3) Architecture in America, 1650-1750. Donnelly. Not offered 1988-90.

472 (G) 18th-Century American Architecture (3) Architecture in America, 1750-1810. Donnelly. Not offered 1988-90.

473 (G) 19th-Century American Architecture (3) Architecture in the United States, 1800-1890, with discussion of planning and building technology. Prereq: ARH 201, 206, 313, or 472. Roth. Not offered 1988-89.

474 (G) 20th-Century American Architecture (3) Architecture in the United States, 1885 to the present, with discussion of planning, technology, and historicism. Prereq: ARH 201, 206, 313, or 473. Roth. Not offered 1988-90.

478, 479 History of Landscape Architecture (3,3) History of gardens and public open spaces. **478:** development of the garden from its origins until the 17th century, emphasizing the Western landscape tradition. **479:** focus on public open-space design and the Anglo-American tradition—18th to 20th centuries. Helphand, Ross. Offered 1988-89 and alternate years.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems: Internship (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Departmental offerings vary from year to year and reflect the specialized interests of faculty members. 1987-88 topics included Art and Power in the 16th century, Expressionist Architecture, and Montage.

509 Practicum: [Term Subject] (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R)

511, 512, 513 Museology (3,3,3) Theories and techniques in the operation of art museums.

514 Bibliography and Methods (3) Bibliography and methodology of art history. Simmons.

Fine and Applied Arts

230 Lawrence Hall
Telephone (503) 686-3610
Kenneth R. O'Connell, Department Head

Faculty

Laura J. Alpert, Associate Professor (sculpture). B.A., 1968, Stanford; M.F.A., 1971, Oregon. On leave fall 1988. (1979)

Paul E. Buckner, Professor (the human and organic form, sculpture). B.A., 1959, Washington (Seattle); M.F.A., 1961, Claremont. (1962)

Carol S. Gates, Assistant Professor (visual design). B.S., 1977, M.A., 1980, Central Michigan. (1983)

Ronald J. Graff, Associate Professor (painting). B.F.A., 1973, Kansas City Art Institute; M.F.A., 1975, Yale. (1981)

Craig Hickman, Assistant Professor (visual design). B.S., 1971, Portland State; M.F.A., 1981, Washington (Seattle). (1984)

Robert C. James, Professor (ceramics). B.A., 1952, California, Los Angeles; M.F.A., 1955, Cranbrook Academy of Art. (1955)

George Kokis, Professor (ceramics). B.F.A., 1955, M.F.A., 1961, Alfred. (1973)

Kenneth R. O'Connell, Associate Professor (visual design). M.F.A., 1972, Oregon. (1977)

Frank S. Okada, Professor (painting, drawing). B.F.A., 1957, Cranbrook Academy of Art. (1969)

Kenneth H. Paul, Associate Professor (printmaking, painting). B.A., 1961, M.A., 1965, Wyoming. (1970)

Richard C. Pickering, Senior Instructor. B.A., 1964, Arizona State; M.F.A., 1970, Oregon. (1970)

Barbara Pickett, Associate Professor (weaving). B.S., 1971, Portland State. (1975)

Dan Powell, Assistant Professor (photography). B.A., 1973, M.A., 1977, Central Washington; M.F.A., 1980, Illinois. (1987)

Margaret Prentice, Assistant Professor (printmaking). B.F.A., 1967, Arizona, Tucson; M.F.A., 1980, Colorado, Boulder. (1986)

Richard Rose, Assistant Professor (visual design). B.F.A., 1979, M.A., 1980, California, Berkeley. (1985)

Terry Warpinski, Assistant Professor (photography). B.A., 1979, Wisconsin, Green Bay; M.F.A., 1983, Iowa. (1984)

Emeriti

David G. Foster, Professor Emeritus (visual design). B.A., 1951, Institute of Design, Illinois Institute of Technology; M.F.A., 1957, Oregon. (1957)

C. Max Nixon, Professor Emeritus (metalcraft, jewelry, weaving). B.F.A., 1939, Kansas. (1956)

C. B. Ryan, Professor Emeritus (painting, drawing). B.S., 1939, M.F.A., 1940, Oregon. (1946)

Andrew M. Vincent, Professor Emeritus. 1929, Art Institute of Chicago. (1929)

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

The Department of Fine and Applied Arts has courses in ceramics, drawing, fibers, metalsmithing and jewelry, painting, photography, printmaking, sculpture, and visual design. 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

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 72 credits, including 9 in Art History. Twenty-four of the 72 must be in upper-division studio work. Of the remaining 63 credits in the major, there must be at least two courses in drawing, two courses in basic design, and two courses in the foundation offering (anatomy for artists, basic design, drawing, drawing and modeling, mark and image, and visual inquiry).

Requirements for the B.F.A degree are as follows:

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, 23 credits of studio work, 9 credits in Art History, and 4 credits of Terminal Creative Project (ARTC, ARTJ, ARTP, ARTR, ARTS, ARTV, or ARTW 498)

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 to be done 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, which is usually made during the student's fourth year. The B.F.A. candidate selects a faculty sponsor who agrees to initiate the portfolio review and supervise the terminal creative project.

Program Planning. The Department stresses interdisciplinary programs as well as concentrated study. Each student is encouraged to select a faculty adviser during the first year. That the selected adviser be familiar with and sympathetic to the student's direction and capabilities is critical to the development of a worthwhile program of study. The importance of program planning cannot be overemphasized.

The general lower-division courses, Drawing (ART 291), Basic Design (ART 295), and Drawing and Modeling (ART 297), are introductory courses preparatory to further work in the Department. For descriptions, see course listings.

Minor Requirements

The minor in Fine and Applied Arts requires 42 credits. Course work must be taken in at least two departmental curricular areas, excluding courses taken to fulfill the Drawing (ART 291) and Basic Design (ART 295) requirements.

Students are encouraged to declare the minor at least three terms before graduating. At the time the minor is declared, a departmental adviser may be assigned to help the student develop an individualized program.

Core	**18 credits**
Art History (ARH) courses	9
Drawing (ART 291)	3
Basic Design (ART 295)	3
3 credits selected from among the following: Drawing (ART 291), Basic Design (ART 295), departmental courses, Architecture and Allied Arts (AAA) courses	3
Studio	**24 credits**

Studio courses of one's choice; 15 credits must be upper division, and 12 credits must be taken in residence.

Graduate Studies

The Department offers the master of fine arts (M.F.A.) degree in each area of instruction: ceramics, metalsmithing and jewelry, painting, printmaking, sculpture, and visual design. Graduate studies in weaving, 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 a colleaguelike relationship among members of the studio community. The faculty, with this in mind, prefers to rely more heavily on advising than on formal prescription.

The M.F.A. is the terminal degree in the studio arts. As such, it is designed to transcend the credit and course requirements normally associated with bachelor's and master's degrees. The M.F.A. is a two-year program that ordinarily requires six consecutive regular terms as a full-time student. It is not the intent of the departmental faculty to be preoccupied with credit requirements, but certain minimum conditions may be reflected as credit requirements or considerations.

The six terms of full-time residence result in a 54-graduate-credit minimum. 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 407), can be used to satisfy this requirement. Untitled generic seminars, e.g., Seminar (ARTC 407) and other undefined, open-ended study, e.g., Research (401), Reading and Conference (405), and Special Problems (408) do not satisfy this requirement. Also required is a minimum of 9 credits of Terminal Creative Project (ARTC, ARTJ, ARTP, ARTR, ARTS, or ARTV 509). Graduate students in this department may elect to take all their work on a pass/no pass (P/N) basis. Because the principal requirements here are those of residence, which may not be waived, there is no policy for the acceptance of transferred graduate credit. All work done elsewhere, both privately and in other schools and foundations, is honored though not reviewed for credit.

Most of the first year is spent establishing work patterns and becoming familiar with departmental courses of instruction, faculty and staff members, and facilities.

Prospective students are expected to have the equivalent of this department's B.F.A. degree; those admitted without this experience are expected to make up background deficiencies before being admitted to the two-year program.

It is assumed that prospective graduate students have some knowledge of the Department's offerings and seek entrance for particular reasons. The transition from the first year into the more independent phase of the second-year terminal project is generally most rewarding to those who visit the school 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. (graduate classification G3).

Until or unless an entering student has a specific request for a graduate adviser, the faculty member so designated customarily serves as G3 adviser. 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 G3 adviser. 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. In those instances in which 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 change of graduate classification to G8 (unconditional admission).

Terminal Project and Adviser. As soon as the student has been classified G8, the student is eligible to select a terminal project adviser from the graduate faculty in his or her discipline. This adviser, in counsel with the candidate, selects the committee. The committee 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, the chair arranges a meeting of the committee for a preliminary review of the proposed project. 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. If serious and irreconcilable differences of opinion arise, the committee should be reconstituted to begin again. Although the preliminary review is not a public meeting, the departmental faculty should receive the courtesy of notification. However, it should be 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 should arrange, through the adviser, at least two committee meetings for progress reports.

At least two weeks prior to the terminal review, each committee member should receive a rough draft of the report summarizing the terminal project. At least one week before the terminal review, the time, date, and place are publicly announced by the chair. Department staff members assist the candidate in arranging the space and dates for the public exhibition of the terminal project. The final review is open to all University faculty members and graduate students. The exhibition is open to the public.

The degree is officially granted after the candidate has fulfilled all requirements, including submission to the Department of a project report, in a form appropriate to the nature of the project and suitable for binding for use in the Architecture and Allied Arts Library. This bound copy of the terminal report must be signed by the terminal project adviser. An additional copy of the report may be made available to the major discipline for its use. The student may also request an additional bound copy.

Fine and Applied Arts Courses

Note: Unless specified otherwise, for listings 199, 401, 405, 406, 407, 408, 409, 410, 501, 505, 506, and 507, topics and credits are arranged with the instructor. Subjects vary according to the interests of both faculty members and students. Courses include, but are not limited to, studio-related exploration. Instructor's consent is required for all studies to be arranged, both for content and scheduling. Students are encouraged to discuss these possibilities with their advisers.

General Departmental Art Courses (ART)

Lower Division

111 The Artist Experience (2) P/N only. The artist experience is a series of presentations by the resident faculty members of the Department of Fine and Applied Arts. Offered fall term only.

AAA 180 Introduction to Visual Inquiry (3) See description under Architecture and Allied Arts.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

208 Foundation: [Term Subject] (2-4R) A studio foundation course focusing on basic skills and concepts.

291 Drawing (2-4R) Beginning course in observation, selection, and recording of significant elements in various drawing media.

295 Basic Design (2-4R) P/N only. Programming of information and processes invested in the act of designing; exercises in understanding the syntax of problem posing. Alpert, Gates, Pickering, Rose.

297 Drawing and Modeling (2-4R) Study of forms in space using the two dimensions of drawing and the three dimensions of modeling. Buckner.

Upper Division

320 Art in the Schools (3) See description under Art Education.

322 Art in the Elementary School (2) See description under Art Education.

400 Innovative Education: [Term Subject] (1-3R)

407 (G) Seminar: [Term Subject] (Arr,R)

408 (G) Workshop (Arr,R) Frequent topics are Bookbinding, Calligraphy, Papermaking, Small Metal Casting, and Typography; others include Computers in the Arts, Drawing and Writing on Computers, and Workshop on Hands and Feet.

410 (G) Experimental Course: [Term Subject] (Arr,R) Topics include Art and Creativity, Color Theory, Drawing and Writing on the Computer, and Theories in Art.

414 (G) Art and Creativity (2-4R) P/N only. Personal projects and ensemble work involving imagination-releasing exercises using clay, drawing, writing, and storytelling. A studio class with an emphasis on creativity. **R** twice for maximum of 4 credits.

415 (G) The Origins of Mark and Image Making (2-4) P/N only. Shares some characteristics of a studio course, but research is undertaken in a nontraditional, outdoor setting. Unprocessed natural and found material used for individual and group projects that are reviewed and discussed on site.

482 Anatomy for Artists (2-4) Principles and formation of the skeletal and muscular structure of the human figure. Prereq: ARTP 290 or ART 291 or 297. Buckner.

Graduate

502 Supervised College Teaching (1-4R)

507 Seminar: [Term Subject] (Arr,R) Topics include Archetypal Ancestors of the Artist, Pattern, Making Ideas Firm, and Visual Poetics.

Ceramics Courses (ARTC)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

255 Ceramics (2-4R) Both directed and self-directed opportunities. Instruction available in many aspects of the study of ceramic processes. Open to nonmajors. James, Kokis, Pickering.

Upper Division

401 Research (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

406 (G) Special Problems (Arr,R) Prereq: instructor's consent.

407 (G) Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

408 (G) Workshop (Arr,R) Prereq: instructor's consent.

410 (G) Experimental Course: [Term Subject] (Arr,R)

455 (G) Advanced Ceramics (2-4R) Intensive study opportunities for those who seek the integration of skills, theory, and practice with the development of personal meanings. James, Kokis, Pickering.

498 Terminal Creative Project (Arr,R) B.F.A. degree candidates only.

Graduate

501 Research (Arr,R) P/N only. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

506 Special Problems (Arr,R) Prereq: instructor's consent.

507 Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

508 Workshop (Arr,R) Prereq: instructor's consent.

509 Terminal Creative Project: [Term Subject] (Arr,R) Prereq: instructor's consent.

Metalsmithing and Jewelry Courses (ARTJ)

Lower Division

199 Special Studies: [Term Subject] (1-3R) Prereq: instructor's consent.

257 Jewelry and Metalsmithing (2-4R) Introduction to the handworking of ferrous and nonferrous metals; practical information about making small tools and jewelry and metal objects. Nixon.

Upper Division

401 Research (Arr,R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

406 (G) Special Problems (Arr,R) Prereq: instructor's consent.

407 (G) Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

408 (G) Workshop (Arr,R)

410 (G) Experimental Course: [Term Subject] (Arr,R)

457 (G) Advanced Jewelry and Metalsmithing (2-4R) Emphasis on creative work. Advanced problems in forging, raising, centrifuge casting, enameling, etching, stonesetting. Not offered 1988-89.

498 Terminal Creative Project (Arr,R) B.F.A. degree candidates only.

Graduate

501 Research (Arr,R) P/N only. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

506 Special Problems (Arr,R) Prereq: instructor's consent.

508 Workshop (Arr,R) Prereq: instructor's consent.

509 Terminal Creative Project: [Term Subject] (Arr,R) Prereq: instructor's consent.

Painting Courses (ARTP)

Lower Division

199 Special Studies: [Term Subject] (1-3R) Prereq: instructor's consent.

290 Painting (2-4R) Basic visual elements and their application to painting as a means of expression. Traditional subject matter is incorporated: still life, landscape, figure. Prior drawing experience recommended. Graff, Okada.

292 Water Color (2-4R) Basic instruction in the use of water media, with particular attention to their limitations and capabilities. Okada.

Upper Division

381 Water Color (2-4R) Visual and manual understanding of the media with emphasis on transparency and fluidity. Transitory conditions of light and atmosphere. Prereq: ART 291 or ARTP 292. Okada.

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.

391 Drawing (2-4R) Continued study in observation related to visual and spatial phenomena. Prereq: 4 credits of ART 291. Graff, Okada.

392 Composition and Visual Theory (2-4R) Visual theory and its relation to visual, tactile, kinetic, and mnemonic characterization. Prereq: 4 credits of ART 291 or 295 or instructor's consent. Not offered 1987-88.

401 Research (Arr,R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

406 (G) Special Problems (Arr,R) Prereq: instructor's consent.

407 (G) Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

408 (G) Workshop (Arr,R) Prereq: instructor's consent.

410 (G) Experimental Course: [Term Subject] (Arr,R) Topics include Drawing, Large-Scale Painting, and Theories in Painting.

481 Water Color (2-4R) Advanced study in selected water media. Prereq: ARTP 381 or instructor's consent. Okada.

490 (G) Advanced Painting (2-4R) The use of various media to characterize observation of a variety of subjects, including still lifes, landscapes, and figures. Prereq: 6 credits of ARTP 390 or equivalent. Graff, Okada.

491 (G) Advanced Drawing (2-4R) The use of drawing as a conceptual and technical tool for revealing information from various sources including still life, landscape, and figure. Prereq: 6 credits of ARTP 391. Graff, Okada.

492 (G) Composition and Visual Theory (2-4R) A study of light, color, surface, and visual processes as related to painting and visual communication.

498 Terminal Creative Project (Arr,R) B.F.A. degree candidates only.

Graduate

501 Research (Arr,R) P/N only. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

506 Special Problems (Arr,R) Prereq: instructor's consent.

507 Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

508 Workshop (Arr,R) Prereq: instructor's consent.

509 Terminal Creative Project: [Term Subject] (Arr,R) Prereq: instructor's consent.

590 Graduate Studies in Painting (Arr,R) Advanced work with problems of color and form, technique, processes, and visual theories. Prereq: instructor's consent.

591 Graduate Studies in Drawing (Arr,R) Advanced work with problems of form, technique, processes, and visual theories. Prereq: instructor's consent.

Printmaking Courses (ARTR)

Lower Division

199 Special Studies: [Term Subject] (1-3R) Prereq: instructor's consent.

Upper Division

348 Silkscreen (3R) Techniques of screenprinting, including film stencil, liquid blockout stencil, paper stencil, and photosensitive approaches. The medium as a unique conceptual and expressive tool. Prereq: instructor's consent. Paul.

349 Fundamentals of Printmaking (3R) Techniques of woodcut, collograph, lithography, and etching as primary means of expression. Practice in hand printing of editions. Rotating term-long offerings in each medium. Paul, Prentice.

401 Research (Arr,R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

406 (G) Special Problems (Arr,R) Prereq: instructor's consent.

407 (G) Seminar: [Term Subject] (Arr,R) Printmaking. Prereq: instructor's consent.

408 (G) Workshop (Arr,R)

410 (G) Experimental Course: [Term Subject] (Arr,R) Topics are Monoprint and Woodcut.

480 (G) Lithography (2-4R) Methods of lithography including color printing and advanced techniques. Stone preparation and hand printing of editions with special emphasis on the medium's potential as a conceptualizing resource. Prereq: instructor's consent. Paul.

483 (G) Intaglio Printing Methods (2-4R) Topics include etching, dry point, engraving, aquatint, soft ground, sugar lift, inkless embossment, color and relief printing. Imagery development, philosophy of printing, self-expression, and social responsibility. Prereq: ARTR 349 and instructor's consent. Prentice.

498 Terminal Creative Project (Arr,R) B.F.A. degree candidates only.

Graduate

501 Research (Arr,R) P/N only. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

506 Special Problems (Arr,R) Prereq: instructor's consent.

507 Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

508 Workshop (Arr,R) Prereq: instructor's consent.

509 Terminal Creative Project: [Term Subject] (Arr,R) Prereq: instructor's consent.

580 Graduate Studies in Printmaking (Arr,R) Problems in various printmaking techniques: woodcut, etching, silk screen, wood engraving, lithography, collograph. Intensive independent work combined with regular review and critique. Prereq: instructor's consent.

Sculpture Courses (ARTS)

Lower Division

199 Special Studies: [Term Subject] (1-3R) Prereq: instructor's consent.

293 Elementary Sculpture (2-4R) Introduction to materials. Consideration of form; technical and compositional exercises in clay, plaster, wood, and stone. Alpert, Buckner.

Upper Division

393 Intermediate Sculpture (2-4R) Practice in the basics of additive, reductive, and constructive sculpture. Prereq: ARTS 293 or instructor's consent. Alpert, Buckner.

401 Research (Arr,R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

406 (G) Special Problems (Arr,R) Prereq: instructor's consent.

407 (G) Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

408 (G) Workshop (Arr,R)

410 (G) Experimental Course: [Term Subject] (Arr,R)

487 (G) 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.

489 (G) Metal Casting (2-6) Basic principles of nonferrous metal casting in lost wax. Design and operation of furnaces and ovens. Alpert, Buckner.

494 (G) 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 (G) 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.

498 Terminal Creative Project (Arr,R) B.F.A. degree candidates only.

Graduate

501 Research (Arr,R) P/N only. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

506 Special Problems (Arr,R) Prereq: instructor's consent.

507 Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

508 Workshop (Arr,R) Prereq: instructor's consent.

509 Terminal Creative Project: [Term Subject] (Arr,R) Prereq: instructor's consent.

594 Graduate Studies in Sculpture (Arr,R) Problems of forms and their relationship to space. Studio research into traditional and contemporary concepts to find personal expression. Prereq: instructor's consent.

Visual Design Courses (ARTV)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

251 Introduction to Photography (3) The camera and how it functions. Lectures, field trips, and reviews. Work with color slide film; no darkroom work.

258 Basic Photography (2-4R) Basic black-and-white photographic processes and techniques; development of camera and darkroom skills; seeing photographically. Numerous reviews of student work. Prereq: instructor's consent. Powell, Warpinski.

Upper Division

382 Letter Form (2-4R) Fundamentals of calligraphy; typography; codification techniques as related to photo- and electronically generated graphics.

383 The Graphic Symbol (2-4R) Studies in symbolic communication. Exploration in the graphic evolution of symbols. Prereq: ARTV 382 or instructor's consent. Gates, Rose.

384 Intermediate Photography (2-4R) Previsualization of images. Manipulation of light and resulting tonal scale in photography (zone system). Prereq: ARTV 258 or instructor's consent. Powell, Warpinski.

401 Research (Arr,R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

406 (G) Special Problems (Arr,R) Prereq: instructor's consent.

407 (G) Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

408 (G) Workshop (Arr,R) Prereq: instructor's consent.

410 (G) Experimental Course: [Term Subject] (Arr,R) Topics include Advanced Mac Graphics, Advanced Visual Design, Communication Graphics, Computers in Art, and Design for Computers.

484 (G) Advanced Photography (2-4R) Previsualization of images; manipulation of light and the resulting tonal scale in photography (zone system). Processes and materials of color printing. Introduction to the large-format camera. Prereq: ARTV 384 or instructor's consent. Hickman, Powell, Warpinski.

493 (G) Visual Continuity (2-4R) The problems of image sequence and continuity in all graphic media including photography, video, and computer-generated graphics. Prereq: ART 295 or instructor's consent. Open to nonmajors.

495 (G) Motion Graphics (2-4R) Moving imagery, both diagrammatic and photographic: use of video and computer graphics in visual design. Includes various animation techniques. Prereq: ART 295, ARTV 493 or instructor's consent. Open to nonmajors.

498 Terminal Creative Project (Arr,R) B.F.A. degree candidates only.

Graduate

501 Research (Arr,R) P/N only. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

506 Special Problems (Arr,R) Prereq: instructor's consent.

507 Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

508 Workshop (Arr,R) Prereq: instructor's consent.

509 Terminal Creative Project: [Term Subject] (Arr,R) Prereq: instructor's consent.

Weaving Courses (ARTW)

Lower Division

199 Special Studies: [Term Subject] (1-3R) Prereq: instructor's consent.

253 Off-Loom Textiles (2-4R) Introduction to fiber study through methods other than traditional loom work; exploration of forms possible in three dimensions and at various scales; dyeing and construction techniques. Pickett.

256 Weaving (2-4R) Dressing, care, and manipulation of several types of looms. Experimentation with a wide variety of fibers. Production of textiles of original design on four- and eight-harness looms. Pickett.

Upper Division

401 Research (Arr,R) Prereq: instructor's consent.

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

406 (G) Special Problems (Arr,R) Prereq: instructor's consent.

407 (G) Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

408 (G) Workshop (Arr,R) Prereq: instructor's consent.

410 (G) Experimental Course: [Term Subject] (Arr,R)

456 (G) Advanced Weaving (2-4R) Emphasis on creative work. Production of a wide variety of hand-woven fabrics. Historical studies, fabric analysis, spinning, dyeing. Pickett.

458 (G) Textile Printing (2-4R) Advanced problems in design and color applied to standard textiles. Technique in pattern design and yardage printing. Silk screen, block print. Prereq: instructor's consent.

498 Terminal Creative Project (Arr,R) B.F.A. degree candidates only.

Graduate

Note: Graduate work in Weaving is offered in conjunction with the Visual Design area. Graduates receive an M.F.A. in Visual Design.

501 Research (Arr,R) P/N only. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's consent.

506 Special Problems (Arr,R) Prereq: instructor's consent.

507 Seminar: [Term Subject] (Arr,R) Prereq: instructor's consent.

508 Workshop (Arr,R) Prereq: instructor's consent.

509 Terminal Creative Project: [Term Subject] (Arr,R) Prereq: instructor's consent.

Historic Preservation

109 Lawrence Hall
Telephone (503) 686-3631
Michael E. Shellenbarger, Program Director

Participating Faculty

Philip H. Dole, Architecture
Arthur W. Hawn, Architecture
Kenneth I. Helphand, Landscape Architecture
Robert Z. Melnick, Landscape Architecture
Donald L. Peting, Architecture
Marsha Ritzdorf, Planning, Public Policy and Management
Leland M. Roth, Art History
Michael E. Shellenbarger, Architecture
Richard A. Sundt, Art History

Adjunct

Robertson E. Collins, Adjunct Professor. B.A., 1946, Stanford. (1984)

Eric L. Eisemann, Adjunct Assistant Professor. B.A., 1974, Knox; M.A., 1980, Western Kentucky. (1984)

George A. McMath, Adjunct Professor. B.Arch., 1959, Oregon. (1984)

Gregg A. Olson, Adjunct Assistant Professor. B.Arch., 1975, Oregon; Diploma in Conservation Studies, 1977, University of York. (1984)

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

Undergraduate Studies

Minor Program

The interdisciplinary minor in Historic Preservation requires a minimum of 27 credits, 15 of which must be upper division, distributed as follows:

1. 9 credits in *architectural history*, selected from the following 3-credit courses in the Art History Department:

   19th-Century Architecture (ARH 448G), 20th-Century Architecture (ARH 449G), History of Interior Architecture (ARH 451G, 452G, 453G), 17th-Century American Architecture (ARH 471G), 18th-Century American Architecture (ARH 472G), 19th-Century American Architecture (ARH 473G), 20th-Century American Architecture (ARH 474G), History of Landscape Architecture (ARH 478, 479)

2. 18 credits in *Historic Preservation*, selected from the following 3-credit courses in various departments, both within and outside the School of Architecture and Allied Arts:

   Cultural Resource Policies and Research Methods (ANTH 480G, offered by Oregon State University), Settlement Patterns (ARCH 432G), Preservation and Restoration Technology (ARCH 474G), Preservation Technology: Masonry (ARCH 475G), Historic Preservation (ARH 470G), Landscape Preservation (LA 480G)

   Other Historic Preservation courses approved by the Historic Preservation Committee.

   Up to 6 credits in courses related to historic preservation and taught in the following departments: Anthropology, Architecture, Art History, Geography, History, and Landscape Architecture. These courses are

subject to the approval of the Historic Preservation Committee.

The Historic Preservation minor is available to all University undergraduate students. The minor program is administered by the director of the Historic Preservation Program in the School of Architecture and Allied Arts. Early consultation with a faculty member on the Historic Preservation Committee is recommended. Students must give the Committee written notice of the intent to seek the minor. A form for this purpose is available in the office of the dean of Architecture and Allied Arts and must be submitted prior to formal application for graduation. Course availability is subject to the instructor's consent and the space available after obligations to departmental majors have been met. A mid-C or better must be earned in graded courses, a P (pass) in pass/no pass courses. The minor is granted on 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 an interdepartmental committee in the School of Architecture and Allied Arts.

Program Requirements

First Year	**42 credits**
Courses in preservation theory, law, technology, and recording	12
Courses in architectural history	9
Research	6
Electives	9
Summer internship	6
Second Year	**27 credits**
Courses in architecture and architectural history	9
Electives	6
Terminal project or thesis	12

Admission

In addition to the basic requirements for admission to graduate study at the University, students must have a background in architecture or architectural history, normally including a bachelor's degree in architecture, architectural history, or art history with an emphasis on architectural history. Students who want to participate in the program through the Western Interstate Commission for Higher Education (WICHE) should inquire at the Graduate School.

Requests for further information and application materials should be addressed to the Committee on Historic Preservation, School of Architecture and Allied Arts, University of Oregon, Eugene OR 97403.

Historic Preservation Graduate Courses (AAAP)

501 Research (Arr,R) National Register Nomination Application.

503 Thesis (Arr,R)

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R) Recent topics include Historic Interior Painted Finishes, Historic Inventory, and Paint Analysis.

507 Seminar: [Term Subject] (Arr,R) Recent topics include Critical Issues in Historic Preservation, Legal Issues in Historic Preservation, and 19th-Century Historic Preservation in Europe.

508 Workshop (Arr,R) Wood Repair and Replacement is a current topic.

509 Practicum: [Term Subject] (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R)

511 Terminal Project (Arr,R)

Courses in Other Departments

Note: See descriptions under appropriate departments.

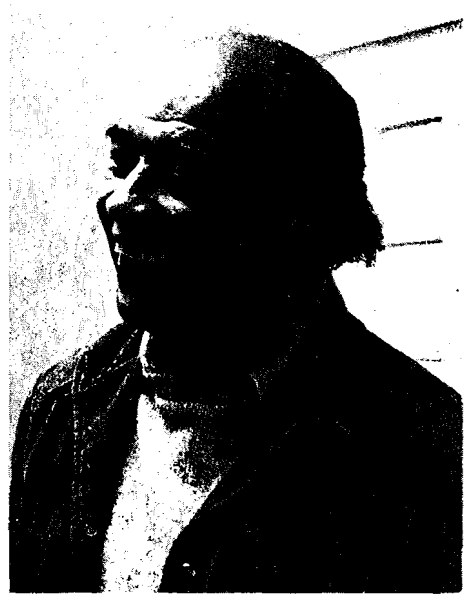
Architecture. Settlement Patterns (ARCH 432G), Preservation Technology: Masonry (ARCH 475G)

Art History. History of Interior Architecture (ARH 451G, 452G, 453G), Historic Preservation (ARH 470G), 17th-Century American Architecture (ARH 471G), 18th-Century American Architecture (ARH 472G), 19th-Century American Architecture (ARH 473G), 20th-Century American Architecture (ARH 474G), Museology (ARH 511, 512)

Landscape Architecture. Landscape Architecture Research (LA 520)

In addition to the above, several seminar and experimental courses are offered by the participating departments. Recent subjects have included community and neighborhood revitalization, the National Park Service, landscape preservation, recording historic buildings, grant writing, and preservation technology.

Participation in related course work throughout the University is encouraged. Topics available include urban geography, history of American cities, history of the American West, and cultural resource management.



Interior Architecture

477E Lawrence Hall
Telephone (503) 686-3638 or -3656
Lyman T. Johnson, Program Director

Participating Faculty

Gunilla K. Finrow, Architecture
Arthur W. Hawn, Architecture
Wayne J. Jewett, Architecture
Lyman T. Johnson, Architecture
James A. Pettinari, Architecture
R. Peter Wilcox, Architecture

The Study of Interior Architecture

Preparation. High school and college students interested in interior architecture should prepare themselves by taking courses in the following subjects:

1. Fine arts such as drawing, sketching, painting, sculpture, fiber arts, two- and three-dimensional design, draftsmanship, and the history of the arts, architecture, furniture, and interior architecture-design
2. Social sciences such as sociology, psychology, individual and group behavior, cultural anthropology, community studies, and human environment
3. Sciences: environmental studies, algebra, and geometry. Trigonometry and college-level physics are required if an individual is interested in taking structures

Because interior architecture students must be able to read, write, and think clearly about abstract concepts, preparation should also include literature and writing courses as well as readings in philosophy, poetry, and the Classics.

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.

Education in Interior Architecture. The Interior Architecture Program engages the student in all phases of interior planning. Emphasis is on problem solving and creative development as related to the proximate environment. Individual criticism is supplemented by lectures and reviews by members of the design staff. Students work closely with each other and with instructors in architecture and landscape design. The Program includes field trips to acquaint students with outstanding examples of current professional work in interior architecture. Opportunities are provided for collaboration on design problems with students in other fields in the arts. An internship may be arranged with a participating professional office. Six credits are earned in Practicum (IARC 409G), usually during the summer. It should be taken during the fourth or fifth year of study.

Students must meet the requirements as published in the *General Bulletin* of the year of their admission. Those needing more specific information should see a program adviser.

Accreditation. The curriculum in Interior Architecture is accredited by the Foundation for Interior Design Education and Research (FIDER). The five-year program leads to the bachelor of interior architecture (B.I.Arch.) degree.

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 membership in the American Society of Interior Designers (ASID) and the Institute of Business Designers (IBD).

Summer Architecture Academy. See description in the Architecture section of this bulletin.

Undergraduate Admission

The admission review focuses on creative capability, academic capability, and potential program contribution through diversity of background, experience, or maturity. Students are expected to submit specific materials supporting each of these attributes. Freshman applicants must have grades and scores that meet at least four of the following indices:

1. High school grade point average (GPA)—3.00
2. Test of Standard Written English (TSWE)—38
3. Verbal Scholastic Aptitude Test (SAT)—400
4. Mathematical SAT—400
5. Total SAT—900

The University deadline for undergraduate applications to the Interior Architecture Program is January 15 (see Application Deadlines in the Admissions and Records section of this bulletin). The deadline for completion of the departmental application is February 1. All applicants must meet both deadlines. Students receive notices concerning their applications by April 15. Early application is appreciated.

New students are admitted into the Program only in the fall term, and an accelerated program is not normally possible. Further information about enrollment policies and application deadlines is available in the Architecture Department office.

Undergraduate Studies

Potential applicants who have a prior 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: 220 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 considerable flexibility in establishing study sequences that satisfy individual interests and needs. The flexibility of the program allows students to extend their study to the allied disciplines of architecture, landscape architecture, public policy and management, art history, and fine and applied arts.

The B.I.Arch. may be earned as a second bachelor's degree by those who already have a bachelor's degree. Additional program and application information is available from the Interior Architecture Program director.

Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 220 credits:

General University Requirements. 45 credits, distributed as follows:

1. Group requirements—36 credits in arts and letters, social science, and science
2. English composition—6 credits
3. Health—3 credits

Major Program Requirements. 175 credits (see Professional Curriculum later in this section).

Residence Requirements. For transfer students to receive the B.I.Arch. degree from the University, the following minimum credits must be taken in residence:

1. Design Area: 24 credits, including Interior Design Terminal Project (IARC 488, 489)
2. Subject Area: Group I—24 credits; Group III—9 credits

Leave of Absence. See policy statement in the Architecture section of this bulletin.

Minor Requirements

Interior Architecture Minor 29 credits

Fundamentals of Architecture I, II, III, IV (ARCH 301, 302, 303, 304)	8
Survey of Interior Architecture (IARC 204)	3
Materials of Interior Design (IARC 370, 371), 3 credits each	6
Survey of the Visual Arts: Spatial Arts (ARH 201)	3
Three of the following four courses:	
Color Theory and Application for the Built Environment (IARC 347)	3
History of Interior Architecture (ARH 451, 452, 453)	9

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 head of intent to seek a minor. The minor will be 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 on a first-come, first-served basis only 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 graded courses, or P in pass/no pass courses.

Graduate Studies

The three programs of graduate study in Interior Architecture are Options I, II, and III. In all three programs, students must take 45 graduate credits, of which 30 must be in the major and 9 must be at the 500 level. Requirements for each of the three programs are listed below.

The Option I program leads to the master of interior architecture (M.I.Arch.) as a post-professional degree. This program normally takes from four to six terms. Applicants must have a professional degree in interior architecture.

Options II and III lead to the M.I.Arch. as a professional degree. Students in these programs have access to the basic professional curriculum and all graduate-level course work in the Department. The Option II program, which normally takes six or seven terms, is for students who have a four-year degree in interior design, architecture, or environmental design. The Option III program may be completed in 10 terms, and applicants must have a B.A. or B.S. degree upon entering.

Graduate Admission

Prospective students may obtain a detailed description of the graduate program and a graduate application packet by writing directly to the Graduate Secretary, Department of Architecture, University of Oregon, Eugene OR 97403. The packet describes all admission materials (academic records, statement of intent, recommendations, and a portfolio of creative work). Applications must be postmarked by February 1 prior to the fall term of admission. Notices of decisions on applications are mailed after April 1. Students with some interior architectural education (Option I or II) may want to request graduate teaching fellowship (GTF) application forms.

Option I applications may be submitted at any time, but Option I graduate students ordinarily begin their work in the fall term.

Professional Degree Programs: M.I.Arch.

Option II and III students must complete the professional curriculum with 60 credits in design and 82 credits in subject-area courses. The Interior Architecture graduate programs do not have a graded-credit requirement.

All graduate students are required to begin their work in the fall term; the Department does not have a late admission program. Graduate teaching fellowships (GTFs) are available to particularly well-qualified graduate students, especially second-year Option I and II students.

For Option II, the minimum residency requirement is six terms. Transfer credit may be given to students who have had academic experience in a Foundation for Interior Design Education and Research (FIDER)-accredited interior architecture program.

Option II and III students may substitute, at their adviser's discretion, other appropriate courses

(such as Basic Design or Environmental Design) for up to 6 of the required 60 credits in design.

In addition, Option II students must complete the following requirements:

1. 6 credits in Research (IARC 501), which may include independent technical study or instructor-directed research
2. Two terms (12 credits) of the terminal project in Interior Architecture
3. Residence requirements in the design and subject areas as listed above

Postprofessional Degree Program: M.I.Arch.

The Option I program should be understood as an opportunity to extend the knowledge gained in a five-year professional degree in interior architecture and design program. It offers the study of significant interior architectural subjects related to faculty expertise in the following areas:

1. Interior design and the proximate environment
2. Historical precedents, interior environments, and furniture (including course work in Historic Preservation)
3. History and theory of interior architecture
4. Furniture design and technology
5. Daylighting, electric lighting, and color

An Option I student is expected to develop a personal program within an area of interest and within the listed areas of faculty expertise. This individual study program culminates in an M.I.Arch. thesis, which synthesizes and clearly communicates the work. For more information, see the description of the master's degree with thesis in the Graduate School section of this bulletin.

A typical M.I.Arch. degree program focuses on one of several significant topics and usually relies heavily on the design probe as a study method. It draws on professional and general University courses, seminars, and personal consultation with a faculty adviser. Students should review this bulletin for courses taught in other departments.

Students in the Option I program are required to complete 9 credits in Thesis (IARC 503).

Overseas Study

See the Danish International Studies and Studio Abroad Programs listed in the Architecture section of this bulletin.

Professional Curriculum

Interior Design: 66 credits

Architectural Design (ARCH 181, 182), 12 credits

Interior Design (IARC 388), six terms, 36 credits

Custom Cabinet and Furniture Design (IARC 486), 6 credits

Interior Design Terminal Project (IARC 488, 489), 12 credits

Subject Area: 82 credits

Group I—42 credits, including the following:

Skills and Content in Design (ARCH 101)

Essential Considerations in Architecture (ARCH 102)

Introduction to the Profession (IARC 201)

Survey of Interior Architecture (IARC 204)

Materials of Interior Design (IARC 370, 371)

Furniture and Accessories (IARC 444)

History of Interior Architecture (ARH 451, 452, 453)

Working Drawings in Interior Architecture (IARC 472)

8 credits from the group of architecture fundamental courses designated to be taken in the second year of the major

Group II—9 credits, selected from the art history program by the individual student

Group III—31 credits, selected from the following list of courses; * indicates courses recommended by FIDER

Design Process and Method (ARCH 311)

Computer Methods for Interior Architecture (IARC 312)

Descriptive Geometry (ARCH 316)

Media for Design Development (ARCH 324)

*Color Theory and Application for the Built Environment (IARC 347)

*Introduction to Structural Theory (ARCH 365)

Structure Systems (ARCH 368, 369)

*Environmental Control Systems (ARCH 391, 392, 393)

Research Methods (ARCH 411)

Advanced Design Development Media (ARCH 424)

Office Practice, Interiors (IARC 429)

Settlement Patterns (ARCH 431, 432, 433)

Ecological Implications in Design (ARCH 434)

Social and Behavioral Factors in Design (ARCH 443)

Essential Considerations in Architecture and Design Synthesis (ARCH 451)

Architecture as Form (ARCH 455)

Spatial Composition and Dynamics (ARCH 456)

Types and Typology (ARCH 458)

Specification Documents in Interior Design (IARC 471)

Working Drawings in Interior Architecture (IARC 473)

ART HISTORY. 9 credits in courses different from those used to satisfy Group II

FINE AND APPLIED ARTS. 15 credits from the various areas

LANDSCAPE ARCHITECTURE. 6 credits from the landscape subject area

PLANNING, PUBLIC POLICY AND MANAGEMENT. Introduction to Planning and Public Policy (PPPM 301)

GENERAL ELECTIVES. 27 credits. Students are encouraged to select general subject courses beyond the University group requirements. To ensure the continuation of liberal studies beyond the introductory level, B.I.Arch. candidates must complete 12 credits in upper-division general electives in academic subjects outside the School of Architecture and Allied Arts.

Note: The Program director may approve additional courses for Group III.

Special Courses. Open-ended courses numbered 401-410 and 501-510 may be developed and approved for credit in subject or elective areas. Majors may take any graded course in the Architecture Department on either a graded or a pass/no pass (P/N) basis. The maximum allowable number of P/N courses is set by University regulations.

Interior Architecture Courses (IARC)

Lower Division

ARCH 101 Skills and Content in Design (3) See description under Architecture.

ARCH 102 Essential Considerations in Architecture (3) See description under Architecture.

ARCH 181, 182 Architectural Design (6,6) See description under Architecture.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201 Introduction to the Profession (3) P/N only. Course work, field trips, and lectures provide an introduction and background to the profession of interior architecture and design and to the academic program.

204 Survey of Interior Architecture (3) Introduction to the theory of interior architecture. Design criteria explored through illustrated lectures and a project involving analysis and redesign of a public space. Open to nonmajors.

ARCH 224 Introduction to Design Development Media (3) See description under 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 181, 182; IARC 204.

Upper Division

ARCH 301, 302, 303, 304 Fundamentals of Architecture I, II, III, IV (2,2,2,2) See descriptions under Architecture.

ARCH 311 Design Process and Method (3) See description under Architecture.

312 Computer Methods for Interior Architecture (3) Applications in computer-aided methodology for the design of interior space. Professional context and management of computer-aided design (CAD) systems. Specific methodological focus varies. Not offered 1988-89.

ARCH 316 Descriptive Geometry (3) See description under Architecture.

ARCH 324 Media for Design Development (3R) See description under Architecture.

347 Color Theory and Application for the Built Environment (3) Use of color in the built environment including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Prereq: ARCH 181, 182 or instructor's consent.

ARCH 365 Introduction to Structural Theory (4) See description under Architecture.

ARCH 366 Basic Wood and Steel Systems (4) See description under Architecture.

ARCH 367 Basic Reinforced Concrete Systems (4) See description under Architecture.

370, 371 Materials of Interior Design (3,3) The properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. Open to nonmajors with instructor's consent. Prereq: ARCH 301.

388 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. Prereq: ARCH 101, 181, 182. Majors only.

ARCH 391, 392 Environmental Control Systems (4,4S) See description under Architecture.

ARCH 393 Environmental Control Systems (4S) See description under Architecture.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 (G) Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) See description under Architecture.

408 (G) Workshop (Arr,R)

409 (G) Practicum: [Term Subject] (Arr,R)

410 (G) Experimental Course: [Term Subject] (Arr,R) Current topics are Computers for Interior Architecture and Terminal Project Preparation.

ARCH 411 (G) Research Methods (3) See description under Architecture.

ARCH 424 (G) Advanced Design Development Media (3) See description under Architecture.

429 (G) Office Practice, Interiors (2) Office procedure for the interior designer in private practice; trade contracts, discounts, interprofessional relations; sources of materials. Offered alternate years; not offered 1988-89.

ARCH 431, 432, 433 (G) Settlement Patterns (3,3,3) See description under Architecture.

ARCH 434 (G) Ecological Implications in Design (3) See description under Architecture.

ARCH 439 (G) Architectural Form and Urban Quality (3) See description under Architecture.

ARCH 443 (G) Social and Behavioral Factors in Design (3) See description under Architecture.

444 (G) 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 procedures. Open to nonmajors with instructor's consent.

ARCH 451 (G) Essential Considerations in Architecture and Design Synthesis (3) See description under Architecture.

ARCH 455 (G) Architecture as Form (3) See description under Architecture.

ARCH 456 (G) Spatial Composition and Dynamics (3) See description under Architecture.

ARCH 458 (G) Types and Typology (3) See description under Architecture.

471 (G) Specification Documents in Interior Design (1) In-depth study of detailed information required in preparing specification documents as related to the process of construction and furnishing of interior space. Offered alternate years; not offered 1988-89.

472, 473 (G) Working Drawings in Interior Architecture (4,4) Preparation of working drawings for projects in interior architecture. Majors only.

486, 487 (G) 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, and 18 credits in IARC 388 or ARCH 380. Open to nonmajors with instructor's consent.

488, 489 (G) Interior Design Terminal Project (6,6) P/N only. Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Prereq: 30 credits in IARC 388. Majors only.

492 (G) Electric Lighting (3) Principles of lighting with focus on integration of electric illumination and space. Design for lighting, calculations, and available systems and sources tested through models and drawings. Interior Architecture and Architecture majors only. Prereq: ARCH 303.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R)

507 Seminar: [Term Subject] (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R)

ARCH 581, 582 Graduate Architectural Design: Option III (6,6) See description under Architecture.

588 Advanced Interior Design (1-12R) P/N only. Studio-based investigation of special aspects of interior design. Prereq: fifth-year or graduate standing and instructor's consent. Majors only.

ARCH 592 Daylighting (3) See description under Architecture.

Landscape Architecture

216 Lawrence Hall
Telephone (503) 686-3634
Ronald J. Lovinger, Department Head

Faculty

Ann Bettman, Assistant Professor (plants). B.A., 1967, Boston; B.L.A., 1978, M.L.A., 1979, Oregon. (1977)

Ron Cameron, Assistant Professor (site development). B.A., 1963, Stanford; B.L.A., 1967, Oregon; Reg. Landscape Architect, Oregon. (1973)

Jerome Diethelm, Professor (land planning research, site planning and design). B.Arch., 1962, Washington (Seattle); M.L.A., 1964, Harvard; Reg. Architect, Oregon; Reg. Landscape Architect, Oregon. (1970)

Sue Ann Donaldson, Assistant Professor (Canadian cultural landscape and urban design). B.A., 1969, University of British Columbia; M.L.A., 1980, University of Guelph. (1987)

Kenneth I. Helphand, Professor (landscape history, literature, and theory). B.A., 1968, Brandeis; M.L.A., 1972, Harvard. (1974)

David Hulse, Assistant Professor (land-use planning, computer applications). B.S.L.A., 1981, Colorado State; M.L.A., 1984, Harvard. (1985)

Ronald J. Lovinger, Professor (planting design theory, landscape transformation). B.F.A., 1961, Illinois; M.L.A., 1963, Pennsylvania. (1965)

Robert Z. Melnick, Associate Professor (landscape preservation, research). B.A., 1970, Bard; M.L.A., 1975, State University of New York College of Environmental Science and Forestry. (1982)

Joseph D. Meyers, Associate Professor (geoenvironmental analysis). B.S., 1949, M.S., 1952, Oregon; Reg. Professional Geologist, Arizona, Idaho, Oregon; Reg. Engineering Geologist, Oregon. (1974)

David Vala, Associate Professor (urban design, graphic communication). B.Arch., 1971, M.L.A., 1972, Oregon. (1982)

Adjunct

Cynthia Girling, Adjunct Assistant Professor (design studios). B.E.S., 1975, Manitoba; B.L.A., 1978, M.L.A., 1980, Oregon. (1987)

Jeff Kern, Adjunct Assistant Professor (surveying). B.S., 1967, Farleigh Dickenson; Professional Land Surveyor, Oregon. (1983)

Emeriti

George S. Jette, Professor Emeritus (recreational planning and design). B.L.A., 1940, Oregon. (1941)

Wallace M. Ruff, Professor Emeritus (research, experimentation, introduction of plants). B.S., 1934, Florida; M.S., 1950, California, Berkeley. (1952)

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

Landscape architecture is an environmental design 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 humans are part of the web of life. The design and planning of a healthy society rests on a commitment to the creation of a landscape that respects the land, its processes, and its integrity; aids in the fulfillment of human potential; and aspires to art.

Landscape architecture is both a science and an art. It is based on a scientific knowledge of natural processes coupled with an awareness of historical, cultural, and social dynamics. Landscape architects are concerned with the transformation of these understandings into the physical form, into landscape design on all scales.

The Department of Landscape Architecture is built upon the 19th-century legacy that landscape architecture is both a design and a social profession, with responsibilities to ourselves, society, the past, and the future. The program, in both spirit and content, combines professional understanding and skills with a liberal education.

As a profession, landscape architecture includes ecologically based planning activities and the analysis of environmental impact as well as the detailed development of land and sites of all sizes and uses. As an academic discipline, it provides a unique opportunity for personal development through environmental problem- and project-oriented study.

The programs in Landscape Architecture emphasize the making of richly supportive physical places, beautiful in their response to human need and its ecological context.

Undergraduate Studies

Curriculum

The curriculum in Landscape Architecture leads to the degree of bachelor of landscape architecture (B.L.A.). The five-year program combines a general preparation in the arts and sciences with a focus on environmental studies. The goal is to produce a visually literate and environmentally responsible citizen capable of playing a central, professional role in the evolving landscape.

Opportunities are provided for collaboration on planning and design problems with students in architecture, urban planning, and other disciplines, in recognition of the integrated, comprehensive nature of environmental planning and design.

Curriculum Options. The curriculum represents a recommended path toward the degree. It is expected to vary according to the interests, goals, and previous experience of individual students and is planned with the help of faculty advisers.

The options and departmental electives offered reflect the need both to provide a wide range of environmental subject material and to introduce the rapidly expanding spectrum of career areas within the profession. Program objectives are to provide a solid base of essential skills, tools, and knowledge as well as the flexibility to let each student proceed through the program following his or her own pattern of interests and readiness. Emphases include ecological and resource analysis, land conservation and development, urban neighborhood 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. This is a series of studio courses on the development and communication of solutions to site and other environmental problems, especially through specific physical design proposals. It 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. Seven 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; media and communication; planning; and fine arts. Course work in these areas, offered through various departments, is provided in a required and elective format that encourages the student to participate with an adviser in structuring an individualized educational program.

ELECTIVES. This area, which includes general University requirements, provides for wide personal choice in structuring course work in arts and letters, social science, and science.

Preparation

Students planning to major in Landscape Architecture should prepare by taking beginning studies in the following areas:

Environmental Awareness. Courses in ecology, biology, botany, geology, and geography help begin the long process of understanding the complex interrelationships and interdependencies of humankind and the environment.

Human Behavior. Courses in psychology, sociology, history, government, and related subjects help explain human needs, values, attitudes, and activities and are useful in preparing for the design of physical places.

Problem Solving. Courses in philosophy, mathematics, and the sciences aid in the development of analytical skills.

Visual Language Skills. Courses in drawing, painting, photography, film, design, art history, and related subjects help develop perceptual skills and the ability to explore and communicate ideas graphically.

Students planning to transfer into the Department should follow the above guides during their first year of study. They may expect to transfer without loss of time or credit into the second year of the B.L.A. program.

Students interested in the undergraduate program should make application to the University by February 1 and to the Department by March 1. Freshman candidates who fulfill University entrance requirements are automatically admitted to the Department. All other students must apply directly to the Department. Applications should contain:

1. A letter of intent describing pertinent background information, interests, goals, and aspirations
2. A portfolio of creative work
3. Three letters of recommendation from people able to provide an assessment of the applicant's strengths and potential contributions

Please inquire at either the Department of Landscape Architecture or the Office of Admissions and Records for further information.

Requirements

Requirements for the B.L.A. degree total 220 credits, distributed as follows:

Planning and Design. 85 credits, 13 studios
FIRST YEAR, two studios
Architectural Design (ARCH 181, 182)

SECOND YEAR, two studios
Landscape Architectural Design (LA 289)

THIRD YEAR, three studios
Landscape Architectural Design (LA 389)

FOURTH YEAR, three studios
Site Planning and Design (LA 489)
One elective studio

FIFTH YEAR, three studios
Comprehensive Project Preparation (LA 580)
Land Planning and Design (LA 589)
Comprehensive Project (LA 590)
One elective studio

Transfer students typically enter the program in the second year.

Intermediate Architectural Design (ARCH 282) or Architectural Design (ARCH 380), Workshop: Design (Summer) (LA 408), and Practicum (LA 409) are possible electives, as are the LA studios

Subjects. 67 credits are required, distributed as follows:

LANDSCAPE ARCHITECTURAL TECHNOLOGY

Site Development I (LA 362)

Site Construction I (LA 366)

Workshop: Surveying (LA 408)

Optional courses: Introduction to Structural Theory (ARCH 365 and architecture structures sequence), Workshop: Irrigation (LA 408), Site Development II (LA 459), Site Construction II (LA 460)

PLANT MATERIALS

Plants: Fall, Winter, Spring (LA 326, 327, 328)

Planting Design Theory (LA 431)

Optional courses: Explaining Life's Diversity: Ecology (BI 121), Urban Farm (LA 390), The Garden (LA 432), Systematic Botany (BI 438)

LANDSCAPE ANALYSIS AND PLANNING

Introduction to Landscape Field Studies (LA 230)

Site Analysis (LA 361)

Introduction to Landscape Planning Analysis (LA 440)

Optional courses: Landscape Planning Analysis (LA 511, 512, 513), Landscape Planning and Computer Applications (LA 515)

HISTORY, THEORY, AND LITERATURE OF LANDSCAPE ARCHITECTURE

Introduction to Landscape Architecture (LA 225)

Understanding Landscapes (LA 260)

Two of the following courses: History of Landscape Architecture (ARH 478, 479), Landscape Perception (LA 490), Contemporary American Landscape (LA 491)

Optional courses: Experimental Course: Landscape Films (LA 410), Landscape Preservation (LA 480), Landscape Architecture Research: Issues and Methods (LA 520), Land and Landscape (LA 543)

MEDIA COURSES, 6 credits

Introduction to Design Development Media (ARCH 224) or Landscape Media (LA 350)

Optional courses: Media for Design Development (ARCH 324), Workshop: Drawing (LA 408), Advanced Design Development Media (ARCH 424), Advanced Landscape Media (LA 450)

PLANNING COURSES, 9 credits

Introduction to Planning and Public Policy (PPPM 301) recommended

Upper-division courses in Economics; Geography; Political Science; Sociology; urban and regional planning (PPPM)

FINE ARTS, 6 credits

Electives. Must include a minimum of 45 credits of general University requirements

Graduate Studies

The two-year graduate program in Landscape Architecture leading to the master of landscape architecture (M.L.A.) degree is intended for those students who are especially prepared to do original work in the field. This may include research in any of the numerous subareas of the profession, community service projects that contribute to the development of harmonious human-land relationships in the region, or preparation for teaching at the university level. Student programs are individually designed and structured within the framework of departmental, University, and community resources. Programs combining work in two or more departments of the school are encouraged. The Department recognizes the importance of building a community for graduate education characterized by serious and rigorous inquiry, self-direction, and opportunity to work closely with colleagues and peers in an active planning and design community.

The graduate program has a number of emphases that allow students to focus on one or more areas of Landscape Architecture, as follows:

LANDSCAPE ARCHITECTURAL DESIGN. Design, viewed in the broadest sense, is the core of the program. Essentially, design means being a participant in processes of environmental transformation on all scales.

LANDSCAPE PLANNING ANALYSIS. Advanced methods of landscape analysis and planning, including work in computer applications and geoenvironmental analysis.

HISTORY, LITERATURE, AND THEORY OF LANDSCAPE ARCHITECTURE. Understanding a theoretical base in landscape architecture: concepts of land, landscape, and landscape architecture; the role of perception in environmental understanding; and examining cultural dimensions of landscape design.

COMMUNICATIONS. Basic and advanced courses in media are offered with emphasis on the development of effective graphic, narrative, and verbal communication skills and on the role of media in processes of inquiry.

TEACHING IN LANDSCAPE ARCHITECTURE. Education is viewed as a continuing activity in both professional and University settings. Many graduate students have the opportunity to learn and practice teaching skills as teaching assistants or graduate teaching fellows (GTFs).

M.L.A. Requirements

The M.L.A. degree requires a minimum of 45 credits. Thirty credits are normally taken within the Department and 15 in related departments. Ten of the 30 credits are assigned to an original graduate project in a landscape architecture topic or area. This is a primary component of the M.L.A. degree program.

Required Courses

Planting Design Theory (LA 431G)

Landscape Perception (LA 490G)

Contemporary American Landscape (LA 491G)

Seminar (LA 507)

Workshop (LA 508)

Graduate Terminal Project (LA 509)

One term of Landscape Planning Analysis (LA 511, 512, 513)

Landscape Planning and Computer Applications (LA 515)

Landscape Architecture Research: Issues and Methods (LA 520)

Land and Landscape (LA 543)

Land Planning and Design (LA 589)

Two additional design studios, one of which is a graduate studio

Most of these requirements can be fulfilled simultaneously with B.L.A. requirements by students receiving a first professional degree.

Additional graduate courses include:

The Garden (LA 432G)

Advanced Landscape Media (LA 450G)

Site Development II (LA 459G)

Site Construction II (LA 460G)

Landscape Preservation (LA 480G)

Reading and Conference (LA 505)

Special Problems (LA 506)

Students entering the program from related professions or other academic areas are required to hold a B.L.A. or the equivalent. Specific program requirements are based on each individual's previous academic experience. M.L.A. candidates are typically in residence for two years.

Graduate Program B.L.A. A B.L.A. degree usually requires three years of additional study beyond a first bachelor's degree. Students may pursue both a second bachelor's degree and an M.L.A. simultaneously. Students can typically complete both the B.L.A. and M.L.A. degrees in 12 terms. Candidates for a second bachelor's degree are considered graduate students. Requirements for graduate students working on the B.L.A. as a second bachelor's degree differ from the undergraduate B.L.A. requirements as follows: Graduate students begin the program with 300-level courses and they are exempt from the fine arts and planning requirements. Eligibility for graduate study beyond the B.L.A. depends on a demonstrated capacity for original endeavor.

Applications to the graduate program should contain:

1. A completed application form and fee
2. Three letters of recommendation from persons able to provide an assessment of the applicant's strengths and potential contributions
3. A personal statement describing pertinent background information, interests, goals, and aspirations
4. A portfolio of creative work

The deadline is February 1. Applicants from all disciplines are welcome.

General University regulations governing graduate admission are in the Graduate School section of this bulletin.

Landscape Architecture Courses (LA)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

225 Introduction to Landscape Architecture (2) Lectures and multimedia presentations by the faculty offer introduction and background for the profession. Members of related professions demonstrate the wide scope of the field and its interdisciplinary relationships. Open to nonmajors. Donaldson.

226 Plant Communities and Environments (3) Understanding of ecological processes of natural plant communities as a basis for learning the role of plants in the landscape and the implications of human intervention. Bettman.

230 Introduction to Landscape Field Studies (3) Analyze, classify, and appraise landforms, land traditions, and land use of an area in a particular cultural context. Processes currently shaping the various landscapes of the southern Willamette Valley.

260 Understanding Landscapes (3) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values. Open to nonmajors. Lovinger.

289 Landscape Architectural Design (3-6R) 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. Normally offered for 6 credits.

Upper Division

326 Plants: Fall (4S) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers. Emphasis on identification and appropriate use in landscape design. **S** with LA 327, 328.

327 Plants: Winter (4S) Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers. **S** with LA 326, 328.

328 Plants: Spring (4S) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring. **S** with LA 326, 327.

350 Landscape Media (3) Development of freehand drawing and visualization skills; exercises on line, tone, texture, and color for plan, section, and perspective drawings. Vala.

360 Site Planning (3) Ideas, crafts, methods, and technologies of site planning: site analysis, design methods, site development and construction, and impact assessment.

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. Hulse.

362 Site Development I (3) Techniques for measuring, recording sites; methods for modification of sites; grading for earth movement, drainage; site systems. Cameron.

366 Site Construction I (3) Consideration of materials and processes of landscape construction; communication of design intent through documents, including sources and costs. Vala.

389 Landscape Architectural Design (3-8R) Elementary problems in landscape architecture; design as process, analysis of site and behavioral patterns, and the development and communication of design proposals. Normally offered for 6 credits.

390 Urban Farm (2-4) Experimentation with food production in the city; rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production and distribution; use of appropriate technologies. Bettman.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 (G) Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R)

408 (G) Workshop (Arr,R) Concentrated programs of study combining instruction on special topics. Regular offerings include Drawing, Irrigation, and Surveying.

409 (G) Practicum: [Term Subject] (Arr,R) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Diethelm.

410 (G) Experimental Course: [Term Subject] (Arr,R) Recent topics include Landscape Films and Landscape Media.

431 (G) Planting Design Theory (3-6) 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. Lovinger.

432 (G) The Garden (3-6) Case studies of existing private and public gardens of the West. Field trips, measured drawings, landscape restoration of historic gardens and townscapes. Lovinger.

440 Introduction to Landscape Planning Analysis (3) Principles of designing land- and waterscapes for human use and settlement. Ecological, social, and economic analyses of landscapes, resources, and patterns of occupancy in the Eugene-Springfield area.

450 (G) Advanced Landscape Media (3R) The role of media in design inquiry; development of hard-line drawing skills, diagramming, and principles of graphic design. Vala.

459 (G) Site Development II (3-6) Complex problems in site modification and development; road siting and layout; irrigation and lighting systems. Integrated with LA 489. Cameron.

460 (G) Site Construction II (3-6) Special problems and strategies in the construction of structural additions to sites; construction documents; neighborhood construction. Integrated with LA 489. Cameron.

ARH 478, 479 History of Landscape Architecture (3,3) History of gardens and public open spaces. **478:** development of the garden from origin through the 17th century, emphasizing the Western landscape tradition. **479:** focus on public open-space design and the Anglo-American tradition from the 18th through the 20th centuries. Helphand. Offered 1988-89 and alternate years.

480 (G) Landscape Preservation (3) Tools and techniques currently employed in the preservation of historic, cultural, and vernacular landscapes. Includes history of landscape preservation, significant legislation, and case studies. Melnick.

489 Site Planning and Design (3-10R) 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. Normally offered for 6 credits.

490 (G) Landscape Perception (3) Development of the human-environment relationship as it relates to landscape perception, landscape archetypes, and the development of a theoretical base for contemporary landscape design. Helphand. Offered 1989-90 and alternate years.

491 (G) Contemporary American Landscape (3) Evolution of the contemporary American landscape as an expression of American culture. Helphand. Offered 1989-90 and alternate years.

Graduate

501 Research (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent topics include Criticism, Design Process, Landscape and the Contemporary Visual Arts, and Readings in Modern Landscape History.

508 Workshop (Arr,R) Recent topics include Columbia River Gorge Survey, Cultural Landscape Surveys,

Emerald Waterways System, Landscape Arts, and Portland Downtown East and Portland METRO.

509 Graduate Terminal Project: [Term Subject] (Arr,R) An independent original project. Coreq: graduate project course for minimum of two terms.

510 Experimental Course: [Term Subject] (Arr,R) A recent topic is Advanced Landscape Media.

511 Landscape Planning Analysis (3-8) Rural landscape analysis. Natural landscapes, resources, and patterns of occupancy; preparation of environmental and development sieve maps to determine various uses and modifications of natural landscapes.

512 Landscape Planning Analysis (3-8) Urban landscape analysis. Preparation of environmental and development sieve maps to determine the compatibility, feasibility, and suitability of various uses and modifications of cultural landscapes in selected Oregon cities.

513 Landscape Planning Analysis (3-8) Regional landscape analysis. Environmental analysis of the natural and cultural elements determining human occupancy of a region; current trends in resource use and linkage systems.

515 Landscape Planning and Computer Applications (3) The development, application, and evaluation of computer processing systems for land use and site-planning issues; use of the GRID data, cell storage, and analysis systems. Hulse.

520 (G) Landscape Architecture Research: Issues and Methods (3) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Melnick.

543 Land and Landscape (3) Fundamental concepts in landscape planning and design: land, landscape, place, environment, experience, carrying capacity, property, form, scenery, and time. Diethelm.

580 Comprehensive Project Preparation (3) Finding, describing, programming, and probing environmental opportunities and problems. Diethelm.

589 Land Planning and Design (3-12R) Problems in landscape architecture of increased cultural complexity. Land use planning, computer-aided ecological analysis of land, environmental impact, urban and new community design. Normally offered for 8 credits.

590 Comprehensive Project (3-16R) Advanced planning and design projects in landscape architecture. Studio development of individually selected projects prepared in LA 580. Normally offered for 8 credits. Prereq: LA 580. Diethelm.

Planning, Public Policy and Management

119 Hendricks Hall
Telephone (503) 686-3635
John H. Baldwin, Department Head

Faculty

John H. Baldwin, Associate Professor of Urban Planning (environmental sciences, resource management). B.A., 1972, State University of New York College, Buffalo; Ph.D., 1977, Wisconsin, Madison. (1980)

Bryan T. Downes, Professor of Public Affairs (community politics, management, policy analysis); Director, Public Affairs Graduate Program. B.S., 1962, M.S., 1963, Oregon; Ph.D., 1966, Washington (St. Louis). (1976)

Maradel K. Gale, Associate Professor of Urban Planning (legal issues in planning, environmental and resource planning). B.A., 1961, Washington State; M.A., 1967, Michigan State; J.D., 1974, Oregon. (1974)

Roy Green, Assistant Professor of Public Affairs (capital finance, housing finance, public financial management and budgeting). B.A., 1972, M.S., 1973, Pittsburgh State; Ph.D., 1976, Missouri. (1987)

Michael Hibbard, Associate Professor of Urban Planning (public service, planning theory, policy). B.S., 1968, California Polytechnic; M.S.W., 1971, San Diego State; Ph.D., 1980, California, Los Angeles. (1980)

Carl J. Hosticka, Associate Professor of Public Affairs (policy analysis, natural resource policy development). B.A., 1965, Brown; Ph.D., 1976, Massachusetts Institute of Technology. (1977)

Carol Johansen, Senior Instructor of Public Affairs (career planning, public personnel, human behavior); Coordinator, Field Internship Program. B.S., 1975, M.S., 1979, Ph.D., 1985, Oregon. (1976)

Helen Liggett, Visiting Assistant Professor (community economic development, political participation). B.A., 1968, Catholic University of America; M.A., 1972, Ph.D., 1979, Hawaii. (1984)

Jeffrey S. Luke, Associate Professor of Public Affairs (public management, economic development); Director, Bureau of Governmental Research and Service. B.A., 1972, M.P.A., 1974, Ph.D., 1982, Southern California. (1986)

David C. Povey, Associate Professor of Urban Planning (regional planning, politics and planning, community research). B.S., 1963, Lewis and Clark; M.U.P., 1969, Ph.D., 1972, Cornell. (1973)

Marsha Ritzdorf, Assistant Professor of Urban Planning (housing, neighborhood planning, and planning for American families). B.A., 1968, Denver; M.U.P., 1971, Oregon; Ph.D., 1983, Washington (Seattle). (1987)

Edward Weeks, Associate Professor of Public Affairs (evaluation research, research methods). B.A., 1973, Ph.D., 1978, California, Irvine. (1978)

Emeritus

Orval Etter, Associate Professor Emeritus (public law, metropolitan government). B.S., 1937, J.D., 1939, Oregon. (1967)

Adjunct

Note: The Department regularly employs practitioners to teach specialized courses. The following people have adjunct teaching responsibilities in the Department.

Terrance R. Moore, Adjunct Assistant Professor (cost-benefit analysis, political economy). B.S., 1971, Stanford; M.U.P., M.S., 1977, Oregon. (1979)

Ernest Niemi, Adjunct Instructor (economic diversification). B.S., 1970, Oregon; M.U.P., 1978, Harvard. (1981)

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

Participating

Sandra L. Arp, Bureau of Governmental Research and Service
Alan Contreras, Bureau of Governmental Research and Service
Robert E. Keith, Bureau of Governmental Research and Service
Liuana McCann, Bureau of Governmental Research and Service
Karen Seidel, Bureau of Governmental Research and Service
Kenneth C. Tollenaar, Bureau of Governmental Research and Service
Peter K. Watt, Bureau of Governmental Research and Service
A. Mark Westling, Bureau of Governmental Research and Service

Undergraduate Studies

Planning, public policy and management is the study of the processes and organizations—both formal and informal—through which the public's interest is managed. The economic, social, political, financial, legal, and environmental characteristics of communities and systems of governance are examined in order to understand how the latter can be influenced to attain effectively the public's collective goals. The curriculum in the Department of Planning, Public Policy and Management (PPPM) focuses on how government and other public institutions adapt to and manage change to meet societal needs.

Preparation. High school students planning for a program in PPPM should work to develop communication skills, conceptual skills, and community experience. Communication skills can best be developed through courses in speech, English, and foreign languages. Debate and related public speaking experience are fine ways to develop and improve communication skills.

Conceptual skills can best be developed through courses that require the student to think independently and analytically. For example, high school students should complete at least three years of mathematics.

Community and school leadership experiences are excellent preparation for students considering enrolling in PPPM. Volunteer work, paid after-school jobs, and travel are all ways of acquiring community-based experience.

Careers. The Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) in Planning, Public Policy and Management provides students with a broad liberal arts background as well as a sound basis for graduate study in fields such as urban planning, public policy and management, business, law, journalism, and social welfare. In addition, graduates are prepared for entry-level positions in public, nonprofit, and private firms that address community planning, policy, and management.

Admission Requirements

The major in PPPM is limited to upper-division students who have applied to and been accepted by the Department. Students may apply in the term they achieve upper-division standing. Preference in admission is given to applicants who (a) have a grade point average (GPA) of 3.00 or better, (b) have some experience—paid or volunteer—in public service, and (c) have completed the University's basic course and group requirements.

In completing the University group requirements, the following courses (or their equivalents, in the case of transfer students) are recommended:

Social Science

American Government (PS 201)

Introduction to Economic Analysis: Microeconomics (EC 201)

Introduction to Economic Analysis: Macroeconomics (EC 202)

State and Local Government (PS 203)

The Community (SOC 304)

Science

The Natural Environment (GEOG 101)

Concepts of Computing: Computers and Computation (CIS 121)

Sample Program

The two-year sample program shown below is typical for PPPM premajors as preparation for admission to the PPPM program in the junior year.

Freshman Year, fall term	**15-16 credits**
English Composition (WR 121)	3
Fundamentals of Speech Communication (RHCM 121)	3
American Government (PS 201)	3
Introduction to Sociology (SOC 201)	3
Science group requirement	3-4
Winter term	**15-16 credits**
Fundamentals of Small-Group Communication (RHCM 123)	3
State and Local Government (PS 203)	3
Communities, Population, and Resources (SOC 210)	3
Science group requirement	3-4
Personal Health (HES 250)	3
Spring term	**16-19 credits**
English Composition (WR 122 or 123)	3
Fundamentals of Interpersonal Communication (RHCM 124)	3
Concepts of Computing: Computers and Computation (CIS 121)	3
College Algebra (MTH 101)	4
Electives, especially introductory anthropology, American history, or other social sciences	3-6
Sophomore Year, fall term	**16 credits**
Psychology as a Science (PSY 202)	4
Introduction to Economic Analysis: Microeconomics (EC 201)	3
Electives, especially computer science; scientific and technical writing, journalistic writing; additional sociology, political science, community studies; and field experience	9
Winter term	**16 credits**
Psychology as a Social Science (PSY 204)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	3
Electives, as above	9
Spring term	**18 credits**
The Natural Environment (GEOG 101)	3
Electives, as above	15

Admission Procedures

The Department admits students fall, winter, and spring terms. Deadlines are available from the Department office. To be considered for admission, students must submit the following materials:

1. A completed application form, available from the Department office
2. Transcripts from all colleges and universities attended (these need not be official transcripts)
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

Major Requirements

A total of 186 credits are required for the bachelor's degree. These include 57 to 60 credits taken to satisfy PPPM major requirements. The major in PPPM is organized into four parts: a common core, a concentration area, a field placement, and a senior research paper.

Core. The core curriculum requirement is 21 credits, distributed as follows:

Introduction to Planning and Public Policy (PPPM 301)

Community Development (PPPM 320)

Public Service Management (PPPM 322)

Public Service Policies and Programs (PPPM 323)

Introduction to Social Research (SOC 325)

Quantitative Methods in Sociology (SOC 326)

Introduction to Public Law (PPPM 357)

Other courses may be substituted for SOC 325, 326 with faculty adviser's permission

Core courses must be taken on a graded basis and passed with a C- or better by PPPM majors.

Concentration Areas. The program requires a minimum of 18 credits in one of three concentration areas, each consisting of three required courses and at least three electives. A student admitted to the program is assigned an adviser to assist in designing a program within a particular concentration area that meets the student's specific needs and interests. The three concentration areas are as follows:

PLANNING AND COMMUNITY DEVELOPMENT

This concentration area focuses on the *processes* of community development: facilitation of problem solving for social, economic, and political change; building the capacity of individuals and institutions to resolve problems and plan for their collective future. Specific concerns include (a) understanding the community as an integrated whole with physical, economic, political, and social dimensions; (b) understanding the processes of change at the community level; and (c) understanding the policies and procedures by which community development and planning are undertaken.

Required courses. Managing Public Money (PPPM 324), Community and Regional Development (PPPM 440), Community Organization (PPPM 447)

Elective courses. A minimum of 9 additional credits chosen from PPPM and other University offerings, in consultation with an adviser

PUBLIC POLICY AND MANAGEMENT

This concentration area prepares students to assume important roles in the development and implementation of public policy. These roles require skills in the analysis of policies, the design of organizational arrangements, sensitivity to the role and limits of governmental action, and appreciation of the moral and ethical dimensions of public service.

Required courses. Managing Public Money (PPPM 324), Policy Development and Evaluation (PPPM 458), Cost-Benefit Analysis (PPPM 462)

Elective courses. A minimum of 9 additional credits chosen from PPPM and other University offerings, in consultation with an adviser

RESOURCE DEVELOPMENT AND ENVIRONMENTAL MANAGEMENT

This concentration area focuses on the analysis and management of human activities as they relate to the natural world. It includes the study of resource management and conservation, residuals control, and the study of the overall impact of our technical and socioeconomic systems on the natural world. Particular concerns include (a) proper resource development—taking advantage of economic opportunities while staying within or avoiding natural constraints; (b) developing human systems as compatible as possible with the natural environment; and (c) resource conservation so that economic opportunity and our rich natural heritage can be enjoyed by future generations.

Required courses. Introduction to Environmental Studies (PPPM 331), Explaining Life's Diversity: Ecology (BI 121), Natural Resource Policy (PPPM 470)

Elective courses. A minimum of 9 additional credits chosen from PPPM and other University offerings, in consultation with an adviser

Field Placement. Each student is required to complete the equivalent of one full-time field placement, which can be either full time for one term (36 hours a week for 10 weeks) or half time for two consecutive terms (18 hours a week for 20 weeks). Placements are in local governments, nonprofit agencies, or private firms and are supervised by the PPPM field coordinator. The student earns 12 credits in Supervised Field Study (PPPM 409). Students are also required to take the 3-credit Theory-Practice Integration (PPPM 412) concurrently with the field placement. In the case of a half-time placement over two terms, the student takes PPPM 412 only *one* of the two terms.

Senior Research Paper. Each student conducts an individual research project that addresses a question of significance in the student's concentration area. The paper is supervised by a faculty member with expertise in the concentration area. It receives 3 to 6 credits, depending on its scope and the amount of effort required to address the question meaningfully.

Minor Requirements

The Department offers a minor of special value to students majoring in social sciences or humanities. Through the minor, students can enhance their undergraduate education by including preparation for a variety of professional occupations and graduate study. The minor can provide a professional context in which to apply the knowledge, theories, and methods of the student's major discipline.

Students may declare the minor in Planning, Public Policy and Management at any time during or after the term in which they achieve upper-division standing. Materials for declaring the minor are available in the Department office. The minor requires 24 credits, distributed as follows:

Course Requirements	**24 credits**
Introduction to Planning and Public Policy (PPPM 301)	3
Community Development (PPPM 320)	3
Public Service Management (PPPM 322)	3
Public Service Policies and Programs (PPPM 323)	3
Introduction to Public Law (PPPM 357)	3
Electives: three additional PPPM courses	9

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 recognized and approved by the American Planning Association and the American Institute of Certified Planners. 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.

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.

The Department of Planning, Public Policy and Management also maintains strong professional ties with the Bureau of Governmental Research and Service (BGRS) and the Public Affairs Library, both located in Hendricks Hall. PPPM students and faculty members have participated in a number of BGRS projects, and several BGRS staff members teach courses in the Department regularly. This mutually beneficial association improves Department research, teaching, and public service.

Financial Aid

Graduate teaching fellowships (GTFs) are offered to approximately 30 students each year. Each fellowship includes a stipend and a waiver of tuition and fees for one or more terms. GTFs are required to register for a maximum of 12 credits. Normally these assistantships are awarded to first-year students in public affairs and to second-year students in urban and regional planning, although exceptions are made for first-year students with extraordinary experience or training.

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 regarding such grants and loans may be obtained from the Office of Student Financial Aid.

All program applicants are strongly urged to apply for University financial assistance before February of the year of application in order to be eligible for work-study and other assistance offered by the Student Financial Aid Office.

Minority students are eligible for additional financial assistance and for tutoring and counseling services through the Council for Minority Education.

Urban and Regional Planning

The field of planning is concerned with rational and sensitive guidance of urban and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, for formulating potential solutions to these problems, and for assisting in the implementation of alternative policies that avoid additional complications.

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 the 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.

Preparation. Students interested in entering the planning program are strongly encouraged to complete a thorough social science undergraduate program including courses in economics, sociology, geography, history, and other related fields. A required introductory course in statistics can be taken on a remedial basis after admission. Work experience, particularly if related to planning, is valuable, as are writing and public speaking skills. In addition, courses in the natural sciences, policy sciences, environmental design, or analytic methods are helpful as background for advanced graduate work in a concentration area of interest to
the student.

Students must complete an advanced undergraduate or graduate-level introductory course in statistics, to be taken prior to or concurrently with Planning Analysis I (PPPM 530). No credit toward the M.U.P. degree is allowed for this course; however, the requirement is waived for students with equivalent prior courses or work experience. Entering students are encouraged to satisfy this requirement before enrolling in the program.

Program participants may take no more than 15 credits a term. Students may file petitions to transfer up to 15 graduate credits taken prior to admission to the planning program. Such petitions must be submitted during the first term in the program.

Juniors and seniors who anticipate applying for admission are encouraged to seek advice at the Department office.

Careers. People with training in the field of planning find employment in a number of areas in both the public and private sectors. Two kinds of public agencies provide career opportunities: those dealing with public housing and urban renewal, parks and highways, and other community facilities; and those dealing with economic development, natural resources management, and social services. In the private sector, graduates are employed by consultant planners, 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 50 recognized graduate programs in planning in the United States, the admissions committee also emphasizes the selection of candidates who present clear and specific reasons for choosing to pursue their graduate work in planning at the University of Oregon.

Application materials include:

1. A typewritten statement, prepared by the applicant, stating why admission to the planning program at the University is sought and what the applicant's expectations are from that field
2. At least two letters of recommendation from people familiar with the applicant's ability to pursue graduate-level studies in the field of planning
3. A copy of undergraduate transcripts, including evidence of completion of an undergraduate degree from an accredited college or university
4. Graduate Record Examinations (GRE) scores are optional. If submitted, they are considered along with other application materials

Minority and economically disadvantaged students are encouraged to apply and to notify the Department of financial and other needs.

Applications are accepted beginning September 15 for admission the fall term a year later. Applications are reviewed beginning March 15, and applicants are notified of admission decisions early in April. Students are admitted for fall term only. For additional information, please call or write the departmental admission secretary.

The Planning Curriculum. A total of 72 credits beyond the bachelor's degree is required for the M.U.P., of which 36 must be taken within the program. The remaining 36 credits may be taken within or outside the Department, including outside the University, depending on the student's goals.

Students are expected to enroll for six terms with an average course load of 12 credits a term. A three-month internship is encouraged for the summer between the first and second years in the program unless the student has had equivalent experience. Internships are also available during the regular school year. A student may receive up to 6 credits for approved internship activity.

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 usually focus on issues of immediate environmental and economic importance to the client and the general public. Examples of recent project topics include:

Tourism and resort development

Opportunities for small-business development

Cost-benefit studies of small-scale hydroelectric projects

Recreation planning and multiple-use management of national forest land

Ski area development and economic feasibility studies

Student satisfaction with community college education

Evaluation of urban development options

Urban parking and mass transit user preferences

Each year approximately five planning contracts are developed with the participation of all graduate planning majors. These planning studies are conducted over a two-term (six-month) period in the Community Planning Workshop (PPPM 508). 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.

The popularity of this program with students and with a growing number of government and private-sector clients has enabled it also to provide research support for 10 to 15 students each summer session.

The following courses are required for the M.U.P. degree:

Course Requirements **23-31 credits**

Terminal Project (PPPM 502) *or* Thesis (PPPM 503) 3-10
Community Planning Workshop (PPPM 508) 6
Introduction to Urban Planning (PPPM 511) 3
Planning Theory (PPPM 515) 3
Seminar: Legislative and Administrative Procedures (PPPM 507) *or* Legal Issues in Planning and the Environment (PPPM 518) *or* Planning Legislation (PPPM 522) 3-4
Planning Analysis I (PPPM 530) 3
Student-Faculty Research (PPPM 590) 2

The remaining required credits, including the 36 elective credits, are selected by the student in consultation with an adviser.

Public Affairs

The professional master's degree program in public affairs is designed for those 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 and service organizations, heads of public and 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 50 students are enrolled in the program preparing for entry- and mid-level policy and management careers in public service. Approximately 60 percent of these students attend full time; the other 40 percent attend part time and are usually employed in public and private nonprofit organizations. Most public affairs graduate students have from two to five years of preprofessional work experience. Enrollment and participation by mid-career students is encouraged. To accommodate the working student, most graduate classes are offered in the late afternoon and evening.

Program Characteristics

Flexibility allows students to design programs, with faculty assistance, to meet individual needs and career interests. A student may concentrate on public financial management, for example, with a career goal of becoming a budget analyst for state government. Or a broader area of concentration, such as human service management, might be chosen.

Problem-oriented courses prepare students for one of the major responsibilities that public managers face—making decisions. The program emphasizes the development of skill in diagnosing problems, collecting and analyzing information, choosing among alternatives, communicating findings, and managing change.

A *focused approach* through organization of the curriculum around work in a common core, management processes, and an area of concentration provides a common framework for learning about public policy and management.

Interdisciplinary programming offers students the perspectives of other fields that are essential to an education in public policy and management. The program encourages enrollment in relevant courses from other University departments or schools, such as Economics, Political Science, and Journalism.

Application Procedures

To be eligible for the graduate program in public affairs, an applicant must hold a bachelor's degree.

The following documents must be submitted:

1. An Application for Graduate Admission, available from the Department office, 119 Hendricks Hall, University of Oregon, Eugene OR 97403
2. A comprehensive employment and education résumé
3. Two written statements, two to three pages each: a clear specification of professional goals and interests *and* an explanation of how the interdisciplinary nature of the public affairs program will contribute to the attainment of these goals
4. Current transcripts of all grades in courses taken toward the bachelor's degree and of any other college-level work. Unofficial transcripts are adequate for the Department's use. They should be sent directly by the institution that awarded the course credits
5. Three letters of recommendation, two of which may be from academic sources

Program participants are selected on the basis of evaluation of their previous academic performance and other evidence of intellectual attainment or promise, previous public affairs experience, and their statements of professional goals and the relationship of the program to their achievement. A student admitted to the program is expected to maintain a 3.00 GPA.

Students are admitted each term to the graduate program. Materials must be submitted by April 1 for summer or fall (July 15 for late fall), November 1 for winter, and February 1 for spring term admission.

Master's Degrees

The Department offers M.A. and M.S. degrees in public affairs. A minimum of 66 credits are generally required to receive either degree, usually accomplished in approximately 18-24 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.

The Public Affairs Graduate Curriculum

The graduate program in public affairs management requires work in a common core, management processes, and a concentration area, as well as an exit project and an internship.

Core. Students admitted to the program are expected to acquire knowledge, skills, public-interest values, and behaviors in each of the following areas: community dynamics and change processes—the political, economic, social, and legal context of public affairs; policy analysis—policy-making processes and policy development; applied research methods—particularly policy and program evaluation; public management processes; human resources management; and public-interest values and ethics.

Students begin working toward competence in the above areas by enrolling for a minimum of 3 graded credits in each of the six curricular areas in the common core for a total of 18 credits. Twelve of these 18 credits must be in departmental graduate courses.

Management Processes. In the management processes area, students must enroll for a minimum of 12 graded credits. These 12 credits must include four courses, one each in budgeting, financial management, personnel management and labor relations, and the legal context of public affairs. Course work is designed to enhance competence in particular public management processes.

Concentration Areas. Each student is expected to develop an area of concentration, chosen with his or her career goals in mind. Courses in a concentration area are chosen in consultation with the faculty adviser and may be selected from any graduate-level offerings on campus. Students are required to take at least 18 credits in their chosen field of concentration. More than one area of concentration may be developed. Students may take concentration-area courses either graded or pass/no pass (P/N).

Examples of concentration areas chosen by recent graduates include public management, environment and resource management, criminal justice management, human services management, health services management, local government management, community development management, policy and program evaluation, and planning management.

Midprogram Review. All students undergo a midprogram review. After accumulating 30 to

35 graduate credits, students review their progress with their advisers. Career goals are also reviewed, and additional courses or educational experiences such as special projects are recommended. An appropriate field internship and the nature of the exit project are also agreed upon.

Exit Projects. Each student is required to write a thesis, issue paper, or policy paper to complete degree requirements. Nine credits are awarded for a thesis, 3 for an issue or policy paper.

Supervised Field Internship. Students are required to undertake the equivalent of a six-month (two-term) supervised field internship in Supervised Field Study (PPPM 509). Concurrently with the internship, a student registers for a graded 3-credit course, Seminar: Internship (PPPM 507). The program requires 12 credits of supervised field internship and 3 credits of internship seminar.

Students who are working full time in public service-related organizations are required to complete the equivalent of a three-month full-time supervised field internship and internship seminar. They receive 6 credits for the internship and 3 credits for the seminar. In-career students are encouraged to secure field credit on a contractual basis for new roles or projects undertaken in their current work setting.

Supervised Field Study (PPPM 509) is arranged through PPPM's field coordinator and is offered P/N only. Seminar: Internship (PPPM 507) is offered either P/N or graded. Students must be enrolled for a minimum of 3 credits each term they are involved in an internship.

Interdisciplinary Program in Applied Information Management

An interdisciplinary master's degree focusing on applied information management is available through the Interdisciplinary Studies: Individualized Program in the Graduate School. The program, coordinated by the UO Continuation Center, is designed to serve the needs of Portland-area residents. Address inquiries to Curt Lind, Applied Information Management Program, University of Oregon Continuation Center, 1553 Moss Street, Eugene OR 97403. The program is fully described under **Continuing Education Off Campus** in the **Special Studies** section of this bulletin.

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. Graduate courses in Biology; Economics; Geography; Law; Leisure Studies and Services; and Planning, Public Policy and Management (among others) comprise the program.

Address inquiries to John H. Baldwin, Director, Environmental Studies Program, 156 Hendricks Hall, University of Oregon, Eugene OR 97403. See also, in the **Graduate School** section of this bulletin, Individualized Program: Environmental Studies.

Planning, Public Policy and Management Courses (PPPM)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

301 Introduction to Planning and Public Policy (3) Strategies for promoting development, managing resource utilization, and assisting public institution service and facility planning and management. Historical review of planning, public policy and management.

320 Community Development (3) Community development as it facilitates social, economic, and political change. Community organizing for human service delivery, economic development, and facilities planning; partnerships among government, business, and citizen groups.

322 Public Service Management (3) Theories relevant to the effective management of large and small organizations that deliver services to the public. Assumes students have completed general PPPM prerequisites.

323 Public Service Policies and Programs (3) The various roles and processes in policy formulation, implementation, and evaluation; needs, issues, and problems relevant to social programs and policy. Assumes students have completed general PPPM prerequisites.

324 Managing Public Money (3) Budgetary decision and control processes in public organizations; their relationship to allocation of public resources; problems of taxation, planning, budgeting, controlling, and evaluating government activities.

331 Introduction to Environmental Studies (3) Biophysical foundations of human, social, and economic systems. Examines the management and control of population growth, hunger, land use, natural resources, and pollution.

357 Introduction to Public Law (3) Administrative law for public administrators, including introduction to legal research. Administrative procedures, implementation of policy through administrative law, judicial review, and practical applications in public agencies.

400 Innovative Education: [Term Subject] (1-3R)

401 (M) Research (Arr,R)

403 (M) Thesis (Arr,R)

405 (M) Reading and Conference: [Term Subject] (Arr,R)

406 Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Recent topics include Community Economic Development, Introduction to Housing, Managing Fiscal Austerity, Managing Nonprofit Organizations, Neighborhood and Community Revitalization, Planning for the Changing American Family, Small City Management, and Women and the Built Environment.

408 (G) Workshop (Arr,R) Recent topics include Career Management for Women, Personnel and Affirmative Action, Program Planning, and Public Sector Marketing.

409 (M) Supervised Field Study: [Term Subject] (Arr,R) 12 credits maximum per term. Participation in the activities of public or private community agencies and organizations, under faculty supervision and with coordinated instruction. Prereq: instructor's consent.

410 (G) Experimental Course: [Term Subject] (Arr,R) New courses are taught under this number. See the *Time Schedule of Classes* for current titles.

411, 412 (M) Theory-Practice Integration (3,3) Organization, character, and conduct of community and public agency programs as a link between theoretical concepts and participation in supervised field study. Prereq: instructor's consent.

440 (G) Community and Regional Development (3) The economic, sociocultural, and political forces that have produced the present internal structure of regions in the United States: core cities, suburbs, small towns, and rural neighborhoods.

447 (G) Community Organization (3) Examination of how professionals and organizations mobilize to solve community problems. Focuses on the sociopolitical contexts of organizing and organizational strategies.

454 (M) Public Management (3) Achieving humane, productive, and responsible public organizations. How to manage public organizations to use human resources effectively and implement modern planning, organizing, supervising, and controlling systems.

457 (G) Legal Issues for Public Administrators (3) Personal accountability, public hearings, open competitive bidding, public rights to know and records privacy, administrative regulations, administrative flexibility and legislative intent, and equal service to citizens.

458 (G) Policy Development and Evaluation (3) Policy alternatives, policy and program impact, measurements and evaluation, with emphasis on the roles and resources of administrative agencies in processes of analysis.

460 (G) Public Personnel Administration (3) Principles, issues, and practices of public personnel administration. Staffing, career systems, leadership, accountability, collective bargaining, and training.

461 (G) Citizen Participation (3) An examination of various forms of political participation that considers the contribution of each to the American political system.

462 (G) Cost-Benefit Analysis (3) Use of cost-benefit analysis at decision levels from the individual to the nation-state; advantages, disadvantages, and appropriate uses of cost-benefit analysis. Prereq: one course in social research or quantitative methods in social science.

463 (G) Management of Metropolitan Areas (3) Efforts to improve local government performance through greater coordination, cooperation, and integration of organizations. Policy making and management processes; alternative ways of delivering public services.

465, 466 (G) Management of State and Local Government (3,3) Policy making and management processes; federal, state, and local intergovernmental relationships; state and local government organizational features, management, program responsibilities, and performance.

469 (G) Intergovernmental Relations (3) Legal, fiscal, and administrative relationships among the federal, state, and local levels of U.S. government. The grant-in-aid system, division of powers in the federal system, and implications for public management.

470 (G) Natural Resource Policy (3) Aspects of population and resource systems. Poses questions regarding population trends, policy, and optimum size; analyzes methods for determining resource availability and flows.

Graduate

501 Research (Arr,R)

502 Terminal Project (Arr,R)

503 Thesis (Arr,R)

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R) Department majors may receive up to 6 credits for intern work in approved planning positions.

507 Seminar: [Term Subject] (Arr,R) Recent topics include Advanced Program Evaluation, Contemporary Issues in Housing, Economic Diversification, Energy Policy Planning, Fiscal Impact Analysis, Legislative and Administrative Procedures in Planning, Neighborhood Development, Policy Evaluation, and Program Evaluation.

508 Community Planning Workshop (1-6R) 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 product.

509 Supervised Field Study: [Term Subject] (Arr,R) 12 credits maximum per term. Faculty-supervised participation in the activities of public or private community agencies and organizations; coordinated instruction. Prereq: instructor's consent.

510 Experimental Course: [Term Subject] (Arr,R) P/N only. Each term a series of short seminars is offered on planning and related topics. One-credit seminars are held in the evenings and meet two times for a total of six class hours. R for a total of six short seminars a year.

511 Introduction to Urban Planning (3) Concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions.

512 Law and Legal Methods (3) Federal-state legal relationships, role of the courts in reviewing public sector decision making, sources of the law, issues in land use regulation, and basic legal research skills.

515 Planning Theory (3) Logic of the planning process; major contributions to urban planning's search for a theory; relationship of planning to the political process and rational decision making.

517 Regional Planning (3) Theory and practice of regional planning. Substate regional analysis; development of regional policies and plans as these relate to the natural and human resource base of the Pacific Northwest.

518 Legal Issues in Planning and the Environment (3) Constitutional law issues (due process, equal protection), statutory constraints (antitrust, civil rights), and procedural aspects of planning and land use regulation. Prereq: PPPM 512 or instructor's consent.

520, 521 Applied Research Methods I, II (3,3) How to communicate, execute, and evaluate research in the public sector. Each student conducts an original research project from problem formulation through data analysis.

522 Planning Legislation (3) The various federal and state laws governing the planning function, and regulating programs, land use, and development. Prereq: PPPM 518 or instructor's consent.

523 Legislative and Administrative Procedures (3) Major legislative and administrative legal issues of concern to planners and public managers. Prereq: PPPM 512 or instructor's consent.

524 Public Organization Theory (3) Rationality, domain, and interdependence; internal and external control; social context of organizational design and structure; assessment of organizations; human behavior; resource control; discretion, risk, and decision making.

525 Politics and Planning (3) Roles of politician and planner in planning, policy formulation, and decision making; guest lectures by local planners, political figures, and representatives of citizen groups.

526 Environmental Issues in Planning (3) Contemporary environmental problems as they relate to regional social, economic, and physical systems. The long- and short-term impact of overpopulation, overconsumption, and harmful technologies.

527 Environmental Analysis in Planning (3) Development, requirements, and impact of the National Environmental Policy Act. Agency requirements, legislation, and regulations. Impact, techniques of analysis, nonquantifiable considerations, and social challenges to the process.

528 Public Finance Administration (3) Public financial models and information systems; federal financial system issues; intergovernmental transfer policy and practices; state and local government financial issues; financial decision making.

529 Public Budget Administration (3) Revenue and expenditure planning, negotiation, and management control; program, zero-base, and envelope budgeting; the politics of budgetary decision making; federal, state, and local budgeting; budgetary reform.

530 Planning Analysis I (3) Data sources and methods of data collection including surveys; descriptive and multivariate analysis; computer applications; selected analytic models, population projections, cost-benefit analysis. Open to nonmajors with instructor's consent.

531 Planning Analysis II (3) Collecting, analyzing, forecasting, application of population, employment, economic base, land use, transportation information. Budget, time, uncertainty of data, and other limitations imposed on research activity. Prereq: PPPM 530 or instructor's consent.

532 Public Law (3) Legislation, administrative rule making and implementation of the law, judicial institutions and processes, case law, and the legal profession. How to conduct research in law and government-documents libraries.

536 Public Policy Analysis (3) Techniques in the policy-making process. Determining the impact of policies, comparing alternatives, determining the likelihood a policy will be adopted and effectively implemented.

539 Public Affairs and Social Change (3) Theories of planned social, community, and organizational change. Social, economic, political, and legal factors affecting planned change; government efforts to facilitate and manage change. Strategies for future change.

540 Land Use Planning I (3) Land use planning in urban, rural, and connecting environments. Functions, distribution, and relationships of land uses; social, economic, fiscal, and physical consequences of alternative land use development patterns.

541 Land Use Planning II (3) Social, economic, fiscal, and physical consequences of alternative land use development patterns. Sources of information for formulation of a physical design program, solutions to problems, and presentation techniques. Prereq: PPPM 540 or instructor's consent.

544 Human Behavior in Public Organization (3) Integrates social science knowledge about people at work. Focus on the concepts of human behavior important to managerial problems in the public sector.

545 Urban Design (3) The visual aspects of cities; technological and cultural influences on urban design, perception of urban form, and aesthetic qualities of physical environments. Current urban design theories. Open to nonmajors with instructor's consent.

548 Public Management Accountability (3) Accountability methods of organizations; intergovernmental requirements; social and environmental control of organizations; accountability imposed by public organizations on citizen and private-sector behavior through regulation, ethical and value issues.

550 Social Issues in Planning (3) Social aspects of development, participation in public-policy decisions, planning of human services. Use of planning principles in generating information about social issues and encouraging citizen participation.

552 Public Land Law (4) The legal and sociopolitical issues involved in public land management. Prereq: PPPM 512 or instructor's consent.

554 Advanced Public Management (3) The public manager's role in relation to organizational politics, solving problems and making decisions, group dynamics, motivation and leadership, supervision, communication, evaluation, and managerial effectiveness.

555 Housing and Urban Renewal (3) The relationship of housing to planning; functioning of housing markets and the house-building industry; housing controls; methods and programs for improving housing in the community. Prereq: instructor's consent.

556 Housing Planning (3) Integration of housing and planning activities. The preparation of housing element and assistance plans, market analysis, survey techniques, and information base. Prereq: PPPM 555 or instructor's consent.

558 Tourism and Recreation Resources Planning (3) Assessing tourism resources; projecting tourist demand; benefits and costs of tourism at the community and regional levels. Planning and management of tourism resources. Prereq: introductory planning course or instructor's consent.

560 Urban Development (3) Development of commercial, industrial, and residential areas from the viewpoint of the developer and planners. Feasibility and environmental impact studies undertaken by students to understand urban development better.

590 Student-Faculty Research (1-2R) Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects.

College of Business Administration

268 Gilbert Hall
Telephone (503) 686-3300
James E. Reinmuth, Dean
Helen Gernon, Associate Dean

The College of Business Administration (CBA) offers programs of study leading to bachelor's, master's, and doctoral degrees in Accounting, Decision Sciences, Finance, Marketing, and Management, and an interdisciplinary master's degree in industrial relations. All programs are designed to provide a broad education in both business management and societal issues that is essential for responsible administrative, research, and technical careers in business, government, and education.

To ensure such an education for its students, the College requires that undergraduate majors take approximately 60 percent of their work outside the College. Within the College, professional courses cover subjects affecting firms and organizations and their responsibilities to owners, employees, customers, and society in general.

The instructional programs of the College are offered in the Undergraduate School of Business and in the Graduate School of Management, which operates under the general direction of the Graduate School of the University.

The College of Business Administration was established in 1914. Its undergraduate program was accredited in 1923 and its graduate program in 1962 by the American Assembly of Collegiate Schools of Business. Details of master's and doctoral programs are in the Graduate School of Management section of this bulletin.

Business Student Societies

The following business and professional societies have chapters at the University: Alpha Kappa Psi, professional business fraternity; Beta Alpha Psi, accounting; and Pacific Northwest Personnel Management Association.

Beta Gamma Sigma

Election to Beta Gamma Sigma, the national scholastic honor society in business administration, requires students to rank in the upper 5 percent of their junior class (minimum grade point average of 3.75) or the upper 10 percent of their graduating class (minimum GPA of 3.50) or in the upper 20 percent of students receiving master's degrees.

CBA Computing Facilities

The CBA computing facilities provide students and faculty members with ongoing support for their educational needs in the form of professional staff assistance and computer hardware and software. Students have the opportunity to use a variety of computers in their business courses. The CBA computer laboratories, located on the third floor of the Chiles Business Center, include a Hewlett-Packard (HP) 3000 minicomputer as well as three microcomputer laboratories that are connected in a local area network. The Autzen Foundation Instructional Lab has HP 150 microcomputers, plotters, and printers; the Wildish Instructional Computing Lab has Apple Macintosh microcomputers and printers; and the Hewlett-Packard Vectra Instructional Lab has personal computers and printers that are IBM AT-compatible systems. All microcomputers can function in a stand-alone mode to run a variety of business-oriented software applications such as business statistics, spreadsheet analysis, word processing, and business graphics. These microcomputers can also interact with the HP 3000 minicomputer to simulate the business environment by sharing data and files. In addition, the facilities offer several remote terminals with access to either the College's HP 3000 or the University's VAX 8800 and IBM 4341 computer systems.

Study Abroad Programs

The College maintains exchange relationships with several overseas universities that give students opportunities to study business management abroad. Study abroad business programs are currently available at the University of Copenhagen (Denmark), Nijenrode School of Business (Holland), University of Stuttgart (West Germany), Aoyama Gakuin University (Japan), and Yonsei University (Korea). In all programs except Stuttgart's, English is the primary instructional language; Stuttgart courses are taught in German. In addition, the College sponsors a six-week summer school program in Tokyo, Japan. This program focuses on Japanese business management.

Students interested in careers in international business are particularly encouraged to take advantage of one of these programs. Additional information on these programs is available in 271 Gilbert Hall. See also the international business program described under Undergraduate School of Business.

Research

The College of Business Administration faculty's active interest in research is manifested by the research centers incorporated in its organizational structure. The amount of activity within these 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) 686-3335
Stuart U. Rich, Director
The primary goal of the Forest Industries Management Center is to stimulate research and education related to the forest products field. A forest industries management support area is offered in the M.B.A. program to graduate students who have undergraduate degrees in forestry. Details of the program appear in the Graduate School of Management section of this bulletin.

Institute of Industrial Relations
209B Gilbert Hall
Telephone (503) 686-5141
Eaton H. Conant, Director
The goal of the Institute of Industrial Relations is to stimulate research and education related to industrial and labor relations. The Institute offers an integrated interdisciplinary program leading to either an M.S. or an M.A. 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) 686-3370
Carole L. Daly, Director
This office is responsible for alumni, corporate, and public relations; fund raising; continuing professional education; and collegiate liaison with the Career Planning and Placement Service.

Applied Information Management Program

An interdisciplinary master's degree focusing on applied information management is available through the Interdisciplinary Studies: Individualized Program in the Graduate School. The program, coordinated by the UO Continuation Center, is designed to serve the needs of Portland-area residents. Address inquiries to Curt Lind, Applied Information Management Program, University of Oregon Continuation Center, 1553 Moss Street, Eugene OR 97403. The program is fully described under Continuing Education Off Campus in the Special Studies section of this bulletin.

Undergraduate School of Business

271 Gilbert Hall
Telephone (503) 686-3302
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 one of the majors offered: Accounting, Decision Sciences, Finance, Management, or Marketing; and, except for Accounting majors and students double majoring within the College of Business Administration, complete a secondary subject area.

Combined with other work, each of the options may lead to the bachelor of science (B.S.) or the 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 such degree at the bachelor's degree level.

A student may not receive two degrees simultaneously (e.g., a B.A. and a B.S.), but it is possible to double major under the same degree either within the Undergraduate School of Business or in another major area. Students must satisfy the upper-division core and major requirements in effect when they are admitted as majors or when they apply for graduation. The requirements chosen must be met in their entirety; they cannot be combined.

Admission Requirements

Admission to the College of Business Administration as a major is possible after junior standing has been attained. However, students intending to major in a business field (Accounting, Decision Sciences, Finance, Management, Marketing) should declare a business premajor until admission requirements have been met. Business premajor status, however, does not guarantee admission as a major in a field of business.

To be eligible for admission as a major, a student must have completed University writing requirements, the College of Business Administration's Conceptual Tools Core (described under College of Business Administration Requirements), and at least three of the required six courses in the University arts and letters group. At least 90 credits must be earned, of which a minimum of 60 must be graded, including the mathematics, economics, and business courses in the Conceptual Tools Core. A minimum GPA of 2.75 in all college-level work attempted and 2.50 in the business, mathematics, and economics courses of the Conceptual Tools Core are required to be eligible for major status. The GPA is based on all graded courses completed. If a graded course is repeated, both courses are counted in computing the GPA; however, credit is given only once. If a course required to be taken graded is taken pass/no pass (P/N) instead, a P is treated as a C- and an N is treated as an F for GPA calculations.

Preregistration

Students who have been admitted to major or minor status in the College of Business Administration may preregister for business courses.

Petitions

Students with an overall GPA between 2.50 and 2.74 or with a GPA below 2.50 in the specified core courses may petition for admission. The approval of petitions is not automatic and is granted on a space-available basis only to those best qualified. When all other admission requirements have been met, students should submit their petitions with their applications for admission as majors following the procedure described below. **Note:** A student cannot be awarded a degree without having been formally admitted as a major.

Honors College

Business premajors admitted to the Honors College may substitute certain Honors College courses for College of Business Administration Conceptual Tools Core requirements. See the director of undergraduate programs in 271 Gilbert Hall for details.

Application Procedure

To be considered for admission as a major, students must apply prior to the term deadline. Application periods are as follows: fall term: April 1-21 and August 1-21, winter term: October 1-21, spring term: January 1-21. Late applications are not accepted.

Applicants must have completed or be completing all entry requirements during the term in which they apply. Final acceptance as a major is contingent on satisfactory completion of all admission requirements.

Transfer Students

Transfer students who will have completed all admission requirements prior to transfer should apply to the University Office of Admissions and Records at least one term prior to their intended term of transfer. When University admission is confirmed, application must then be made for admission to the College of Business Administration before the appropriate deadline. To ensure timely processing, copies of supporting transcripts should accompany this application. Students transferring before admission requirements have been met will be admitted to the University of Oregon as business premajors and should apply for major status in accordance with the application procedure above.

When there are significant changes in admission requirements, the effective date for transfer students is normally one academic year after the policy first appears in the *University of Oregon General Bulletin*.

Continuous Progress

If a student does not attend the University for three academic terms or more (excluding summer session) after being admitted as a major, he or she must reapply for admission. This requirement does not apply to students on recognized exchange programs or those who are granted a leave of absence by the College. Such leave must be requested prior to the end of three academic terms of inactive status and is normally approved for no more than three additional terms.

Second Bachelor's Degree

Students who have a bachelor's degree in another discipline and want a second degree in a field of business must be admitted to the University as postbaccalaureate nongraduate students. Transcripts of all previous college work must be provided to the College, and an official transcript showing receipt of prior degree must be sent to the Office of Admissions and Records. Second-degree candidates must meet the same GPA requirement as first-degree candidates. See Petitions, above, if overall GPA is between 2.50 and 2.74.

Second-degree students must complete the same upper-division requirements as first-degree candidates. Students are classified as business premajors until the business, mathematics, economics, and computer literacy requirements in the Conceptual Tools Core are completed or waived by prior course work. A 2.50 GPA is required in these courses. When this requirement has been met, application can be made for major status in the same manner as for first-degree candidates. If a student's native language is not English, a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) examination is required. The Second Bachelor's Degree section of this bulletin, under Registration and Academic Policies, lists University requirements for a second bachelor's degree; the College advising office distributes information concerning College of Business Administration requirements.

Degree Requirements

To receive a degree from the College of Business Administration, a student must be an admitted major in good academic standing with the College and the University. Two sets of requirements must be completed: general University requirements and College of Business Administration requirements. The College is firmly committed to an undergraduate degree program in business that is based on a solid foundation in the arts and sciences. College of Business Administration majors, although in a professional school, must meet the same group requirements as students in the College of Arts and Sciences and must qualify for either the B.A. or the B.S. degree. Students should refer to the Registration and Academic Policies section of this bulletin for specific requirements for bachelor's degrees and for general University and group requirements.

College of Business Administration Requirements

Conceptual Tools Core. The following courses or their equivalents must be taken prior to admission as a major in the College of Business Administration:

Introduction to Financial Accounting I (ACTG 221), Introduction to Management Accounting (ACTG 260)

Introduction to Law (BE 226)

Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202)

Fundamentals of Management (MGMT 201)

Calculus for the Nonphysical Sciences (MTH 207, 208) and Probability and Statistics with Calculus (MTH 209)

Note: The courses listed above must be taken for grades, and a 2.50 GPA in these courses is required for admission as a major.

Three courses selected from Sociology, Psychology, and Anthropology courses listed in the social science group

A fundamental speech course

Introduction to Business-Information Processing (CIS 131)

Computer Literacy. Computer literacy is required for all business students. Computer literacy is defined as the ability to run software packages on a microcomputer with minimal tutorial assistance. The College advising office maintains a list of acceptable 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 consult the College advising office concerning minimum specifications and compatibility with College hardware. Significant discounts on the purchase of certain microcomputers are available to University students.

Upper-Division Core. The following courses (3 credits each) are required of all majors:

Managerial Economics (FINL 311)

Marketing Systems and Demand Analysis (MKTG 311)

Financial Management (FINL 316)

Management and Organizational Behavior (MGMT 321)

Business Statistics (DSC 330)

Concepts of Production and Operations Management (DSC 335)

A 300-level Economics course (excluding EC 311)

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. Nine 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 College. Optional tutorials (e.g., EC 199) and software-specific computer courses with College of Business Administration prefixes (e.g., ACTG 199), taught through Continuing Education, do not meet this requirement.

Studies in Other Disciplines. Students must take at least 105 credits in disciplines other than business and economics.

Majors. Each student must complete a major as specified by each department. Majors are 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. Any three of the following: Experimental Course: American Business History (HST 410), Economic History of Modern Europe (HST 456), American Labor Movement (HST 479), or American Economic History (HST 489)

International Business. International Finance and Investment (FINL 463), International Marketing Management (MKTG 475), and either International Management (MGMT 420) or International Transportation and Distribution Management (TRN 453)

Note: Students must satisfy the College of Business Administration upper-division course requirements in effect when they are admitted as majors.

Grading

1. All courses used to satisfy a major requirement must be taken graded and passed with a C– or better.
2. Courses in the upper-division core must be passed with grades of C– or better. No more than two courses in the upper-division core may be taken pass/no pass. Business Policy and Strategy (MGMT 453) must be taken graded
3. Any transfer business course in which a grade of D was earned cannot satisfy course prerequisites

Please see the Registration and Academic Policies section of this bulletin for an explanation of the University grading system.

Business Administration Minor Requirements

The College offers a minor in Business Administration, which is intended for students majoring in other disciplines who want courses in basic business management. It is divided into lower- and upper-division sections. The lower-division courses must be completed before students may enroll in upper-division courses.

The requirements are as follows:

Lower Division

College Algebra (MTH 101)

Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202)

An introductory statistics course

Introduction to Financial Accounting I (ACTG 221) and Introduction to Management Accounting (ACTG 260)

Introduction to Law (BE 226)

Upper Division

Marketing Systems and Demand Analysis (MKTG 311)

Financial Management (FINL 316)

Management and Organizational Behavior (MGMT 321)

Two upper-division business electives chosen from regularly offered College of Business Administration courses. Computer courses offered through the Continuation Center do not meet this requirement even if they have a College of Business Administration prefix

Students intending to pursue a minor in Business Administration must declare their intent to the College 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 through the advising office.

In order to be admitted to upper-division minor status, students must have a 2.50 overall GPA, a GPA of 2.50 in the lower-division minor courses, and junior standing. All lower-division minor courses must be taken graded. Students meeting the above requirements may register for upper-division minor courses if they have fulfilled all course prerequisites. A C– (or P) is the minimum acceptable grade in upper-division courses. When upper-division requirements have been completed, students should go to the College advising office for certification of the minor in Business Administration.

International Business

For students interested in international business, the following program is recommended:

1. Major in one of the five business disciplines
2. Select five area studies courses in the College of Arts and Sciences that focus on an understanding of the history, geography, and culture of a specific region of the world (e.g., East Asia, Western Europe, Latin America). International students may select North America
3. Complete at least two courses in international economics
4. Complete the international business secondary subject area
5. Fulfill the language requirement for the B.A. degree in a language relevant to the area of study

Students majoring in disciplines other than business should follow this same program and complete the Business Administration minor. Elective courses within the minor should be chosen from the international business secondary subject area.

Student Advising

The College advising service for business students is in 271 Gilbert Hall. Current information about admission and degree requirements for majors in the College of Business Administration and for the Business Administration minor is available there. A bulletin board outside this office contains announcements concerning policy, coming activities, scholarships, and other information of interest to all business students and business premajors. 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) 686-3306
Helen Gernon, Associate Dean

The Graduate School of Management offers degree programs at both the master's and doctoral levels and coordinates the graduate work of the five administrative departments in the College of Business Administration. In all fields, graduate instruction is supported by courses in related fields offered elsewhere in the University.

The Graduate School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Master's Degree Programs

The Graduate School of Management offers course work leading to the master of business administration (M.B.A.), master of science (M.S.), and master of arts (M.A.) degrees. Students must complete the requirements of the principal program specified for each degree.

Oregon Executive M.B.A. Program

The University of Oregon, in cooperation with Oregon State University and Portland State University, offers the two-year Oregon Executive Master of Business Administration (O.E.M.B.A.) Program for employed midlevel executives. Classes are held in Portland one full day a week with two week-long summer sessions. In addition to 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 further information, write or call:

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

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 emphasize given areas of concentration. Most students select from the following majors: Accounting (expected to be discontinued in 1989), Decision Sciences (business statistics or production and operations management), Finance, Management, Marketing, or Marketing: International Business. In addition, students who do not want to specialize in one of these areas can select the interdisciplinary Management: General Business major.

The M.B.A. program focuses on profit-oriented organizations, although students may explore certain aspects of nonprofit organizations or government agencies.

The M.B.A. degree usually takes two years of full-time study to complete and requires a high degree of involvement by students.

Sample Program
Entry into the program is typically in the fall of each year. Students entering winter term should see Winter Admission, below under Administration of Master's Degree Programs. The following courses must be taken the first year:

First-Year Requirements

Fall term	**11 credits**
Seminar: Communications (BA 507)	1
Seminar: Computers (BA 507)	1
Introduction to Business Statistics (DSC 511)	3
Management and Organizational Behavior (MGMT 511)	3
Marketing Management (MKTG 511)	3
Winter term	**12 credits**
Accounting Concepts (ACTG 511)	3
Economic Policy (BE 511)	3
Analytical Techniques in Management (DSC 512)	3
Financial Environment (FINL 514)	3
Spring term	**12 credits**
Management Accounting Concepts (ACTG 512)	3
Business, Government, and Society (BE 512)	3
Production Management (DSC 513)	3
Financial Management (FINL 516)	3

The first-year program requirements must be completed before students may take more advanced work in their principal program.

Course Waivers. Students may waive up to four courses from the first-year program. Only two of these courses can apply toward the total number of credits required for the degree. Two of the four courses waived must be replaced by advanced electives in an area or areas chosen by the student in consultation with his or her adviser. Granting of waivers is based on either previous course work or examination, as determined by the department.

Majors. Other than in Marketing: International Business, a major requires completion of four courses, as specified by the major department. Students with a Management: General Business major choose four courses in consultation with their advisers.

The graduate program of study must be approved by the student's adviser, department head in the major, and the associate dean.

Breadth Electives. At least one elective must be taken from each College of Business Administration department outside the student's major department. Students selecting a Management: General Business major must take at least one elective from each department. Courses that satisfy the breadth requirements are specified by the department offering the course.

Second Year

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 12 courses) beyond the first-year program, of which 30 must be in 500-level College of Business Administration courses
2. Of the 30 credits, not more than 18 may be in the major
3. The remaining 6 credits should be in graduate-level courses either in business or in related areas outside the College of Business Administration

Following are the required courses for the second year of the M.B.A. degree program, along with a typical course schedule.

Requirements

Fall term
Corporate Strategy and Planning (BA 524)
One course in the major
Electives

Winter term
Strategy and Policy Implementation (BA 525)
One course in the major
Electives

Spring term
Two courses in the major
Electives

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 area. During the fourth year, the first-year courses for the master's program are completed, and the fifth year is devoted to completion of the 45 credits in graduate courses required for a master's degree. Successful completion of the 3-2 program leads to the appropriate bachelor's degree after the fourth year and an M.B.A. or an M.S. degree in the College of Business Administration after the fifth year.

4-1 Program. The 4-1 program allows outstanding undergraduate majors in the College of Business Administration the opportunity to obtain a 45-credit M.B.A. degree in four terms. Students admitted to this program have all of the first-year courses waived and are then required to complete only 45 credits beyond the first-year program.

Admission to the accelerated master's degree programs is highly competitive and limited to those students who have both outstanding scholastic records and demonstrated potential for graduate study. Admission is for summer session and fall and winter terms.

Specialized Programs

Forest Industries Management. Forest industries management is offered as a support area in the M.B.A. program to be taken in conjunction with a major. This support area is designed primarily for students with a bachelor's degree in forestry. However, students with undergraduate degrees in other disciplines may also find this area of study appropriate. The requirements are Problems in Forest Industries Management (MKTG 570), 3 credits, and forest industries research or independent study, 3 credits, with a college faculty member. In addition, in other M.B.A. courses that require lengthy term papers, students with a forest industries management support area are expected to relate the contents of their papers to problems and issues of the forest industries. Copies of these papers are to be furnished simultaneously to the director of the Forest Industries Management Center and to the course instructors.

Industrial Relations. The industrial relations option is an integrated program with a choice of courses in economics, management, political science, psychology, sociology, and other disciplines. The program is described under the Institute of Industrial Relations.

nternational Business. The Graduate School of Management, in cooperation with the Univer-sity, offers international business as a special area of concentration in the M.B.A. program. This program requires completion of the M.B.A. core, advanced course work in international business, and specialized study in a particular geographic region of the world. A foreign language is recommended but not required, and an accelerated program is available for superior students with undergraduate degrees n business. Study abroad and business nternships are also available on an optional basis. For further information, write or call:

Director, International Business Program
University of Oregon
Eugene OR 97403
Telephone (503) 686-3321

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 the degree programs were taken separately. The program is designed for students planning a legal career that requires in-depth knowledge of business operations. Students entering the program spend their first year in the School of Law and take their second-year courses in the Graduate School of Management. The third and fourth years are spent taking advanced courses in both law and business.

It is a highly selective program; students are required to meet the admission requirements of both the School of Law and the Graduate School of Management. Admission to the program is allowed only during fall term. Prospective students should consult both the director of admissions in the School of Law and the associate dean in the Graduate School of Management.

Master of Science or Master of Arts

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 AACSB common body of business knowledge as specified by the department in the Graduate School of Management in which the majority of specialization will take 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 with approval by the associate dean
2. Completion of a minimum of 45 graduate credits beyond the first-year M.B.A. required courses. These should include the following:
   a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken within the School. However, specialization is defined by a subject of study and is not limited to courses offered by one department or by the School
   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 those choosing to complete a thesis, the number of credits taken for the thesis is deducted from the required number of elective credits
   d. A minimum of 30 credits in 500-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 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 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 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 shall be resolved by an ad hoc committee of at least three faculty members appointed by the head of the department in which a 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 those students who have demonstrated their ability and potential to become responsible, effective managers.

The School is interested in the applicant's general intellectual ability, initiative and resourcefulness, creativity, seriousness of purpose, maturity, and capacity for growth. In addition, oral and written communication skills are important. Students should have a demonstrated capacity for quantitative thinking and be able to take an orderly, analytical approach to problem solving and to the generation of alternative solutions. The ability to take ideas from different sources and see important relationships is very beneficial. Students should also be self-motivated, with considerable persistence and drive, and with some understanding of the broad social, political, and economic implications of decisions and actions. Prior work experience is desirable but not necessary.

Admission Criteria

More specifically, the admission process is based on four categories of information:

1. Undergraduate academic performance
2. Graduate Management Admission Test (GMAT) score
3. Two recommendations are required for admission. 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 three essay questions included in the application package

The applicant should also provide any other pertinent information for consideration.

Recent successful applicants have had average undergraduate GPAs of 3.20 and average GMAT scores of 575.

Prerequisites. Courses in calculus, microeconomics, and macroeconomics are prerequisites for students entering the program and must be taken prior to the first-year course work.

International Students. In addition, applicants from non-English speaking countries must earn a minimum score of 600 on the Test of English as a Foreign Language (TOEFL).

With this information, students are judged on their academic abilities and potential; their potential for leadership and management; and their commitment, readiness, and motivation to complete the program.

Full-time Status. Full-time M.B.A. students enrolled in the first year of the two-year program are required to complete, with a GPA of 3.00 or higher, a common set of courses in a structured sequence. The student who waives no first-year classes takes a minimum of 11 credits fall term, 12 credits winter term, and 12 credits spring term.

Full-time M.B.A. students enrolled in the second year of the program are required to complete, with a GPA of 3.00 or higher, 9 credits each term.

Part-time Status. Unless otherwise designated, all students admitted to the M.B.A. program are considered full time. Part-time status may be requested at the time of application for admission, or students in good standing may request part-time status at the start of any term. Part-time

students may enroll for no more than 6 credits in a term.

Winter Admission. Students are encouraged to enter the program fall term. It is recommended that students entering winter term have a proficiency in statistics at the introductory level.

Admission Deadline. Applications and all supporting documents should be received by the Graduate School of Management by April 1 to be guaranteed consideration for fall term admission, by October 1 for winter term. Late applications are considered on a space-available basis.

Program Planning. After the student has been admitted to the master's degree program, the Graduate School of Management assigns a faculty member as an adviser. All students must file a program approved by the adviser, the department head, and the associate dean prior to taking any courses beyond the first term of the second year of study. If the student wants to change the program at a later date, an amended program signed by the adviser, the department head, and the associate dean may be filed.

Change of Major. Students may change majors within the Graduate School of Management with the approval of the associate dean.

Academic Performance. In addition to Graduate School requirements, a student enrolled in a master's degree program is required to maintain a GPA of 3.00 on 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.

Failure to maintain a cumulative GPA of 3.00 for two consecutive terms results in disqualification from the master's degree program.

Students may formally appeal disqualification or other decisions relevant to their academic performance or program. A description of the appeal procedures is available in the graduate programs office.

General University Regulations. Please refer to 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

209B Gilbert Hall
Telephone (503) 686-5141
Eaton H. Conant, Director

The Institute of Industrial Relations offers an integrated interdisciplinary program leading to a master's degree in industrial relations. A student 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 personnel 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 adversary 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 disciplines of management, economics, the social and behavioral sciences, and other disciplines listed below. Basic courses for the program include those in human resource management, seminar and research methods, collective bargaining, labor economics, legislation, 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 9 credits in one discipline other than management. Prerequisites for the program are a bachelor's degree and at least one introductory undergraduate course in statistics. The statistics course requirement may be satisfied after entry to the program and by the end of the second term in the program. Graduate Management Admission Test (GMAT) scores are required.

The program provides students with research or internship opportunities in private or public institutions with human resources and labor-management programs and problems. Availability of these opportunities varies from year to year, and they are not a required element of a student's program. Students are admitted to and graduate from the program in any of the four terms of the year.

Required Courses

Business Administration. Seminars: Communications, Computers (BA 507), Management and Organizational Behavior (MGMT 511) or equivalent

Economics. Labor Economics (EC 444G)

Management. Seminar: Industrial Relations (MGMT 507), Experimental Course: Public Policy (MGMT 510), Employment Law and Legislation (MGMT 532), Human Resources Management (MGMT 534), Recruitment and Selection (MGMT 535), Compensation Theory and Administration (MGMT 536), Labor-Management Relations (MGMT 539). Labor Law I and II (L 559, 560) may be substituted for Public Policy and for Employment Law and Legislation with the Institute director's consent

In addition, students are required to complete at least three of the following: Experimental Course: Arbitration (MGMT 510), Motivation and Quality of Working Life (MGMT 531), Employee Benefits (MGMT 533), Designing Effective Organizations (MGMT 541)

Students who do not hold undergraduate or master's degrees in business are required to complete Accounting Concepts (ACTG 511), Production Management (DSC 513), and either Financial Environment (FINL 514) or Financial Management (FINL 516) as part of their Industrial Relations electives.

Elective Courses

In addition to required courses, students complete course work in supporting disciplines by selection of courses primarily from the following list. Each term, students consult with the Institute adviser to select appropriate required and elective courses. Not all courses can be offered every year.

Economics. Issues in Labor Economics (EC 445G), Collective Bargaining and Public Policy (EC 446G). 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 Labor Movement (HST 479G), American Economic History (HST 487G, 488G, 489G)

Law. Labor Law I, II (L 559, 560)

Management. Managerial Problem Solving (MGMT 542), International and Comparative Management (MGMT 547)

Political Science. Administrative Organization and Behavior (PS 412G), The Politics of Bureaucracy (PS 413G), Comparative Labor Movements (PS 416G), Unionization of Public Employees (PS 417G)

Psychology. Learning and Memory (PSY 433G), Human Performance (PSY 436G), Social Psychology I: Attitudes and Social Behavior (PSY 456G), Social Psychology II: Interpersonal Processes (PSY 457G), Advanced Applied Psychology (PSY 487G, 488G, 489G), Social Psychology (PSY 517)

Sociology. Sociology of Labor (410G), Sociology of Work (SOC 446G), Industrial Sociology (SOC 447G), Sociology of Occupations (SOC 448G), Women and Work (SOC 449G)

In addition to elective course work identified above, students may complete relevant work in other departments with the planning assistance of Institute faculty members.

Doctoral Program

The Graduate School of Management offers a program of advanced graduate study and research leading to the degree of doctor of philosophy for students preparing for careers in university teaching, research, and administration. The program is administered by the associate dean, assisted by the Graduate Programs Committee of three business faculty members and one doctoral student member.

Program of Study

The Ph.D. normally requires four years of intensive study beyond the master's degree. Since the program focuses on developing competent scholars, the development of both teaching and research skills is heavily emphasized. All doctoral students are encouraged sometime during their program to assume primary teaching responsibility for an undergraduate business course. In addition, they

must demonstrate competence in scholarly research. Students are expected to work closely with faculty members whose interests are similar to their own. Applicants are advised to be as specific as possible as to their areas of interest.

PRIMARY AREAS OF CONCENTRATION

Accounting. Focuses on managerial, behavioral, and financial accounting, auditing, cost analysis, and control for public, industrial, and governmental accounting.

Corporate Strategy and Policy. Examines organizations as integrated systems interacting with their environments. Emphasizes formulation and implementation of strategies that align an organization's internal strengths and weaknesses with its external threats and opportunities.

Decision Sciences. Emphasizes applied statistics or operations and production management. Related courses are available in computer science, mathematics, economics, and management science.

Finance. Focuses on financial economics as applied to financial management, financial institutions and markets, and investments. Related courses are also available in economics.

Human Resource Management. Emphasizes personnel management and labor relations in public and private organizations, behavioral science and labor economics, compensation, collective bargaining, and conflict and change.

Marketing. Covers a wide range of issues including marketing theory, consumer and industrial marketing, marketing research and sales forecasting, management of product, pricing, promotion, and distribution.

Organizational Studies. Focuses on the behavioral and administrative aspects of organizations, including organizational behavior, organization design and effectiveness, organization-environment relationships, and administrative processes.

Admission

For admission to the doctoral program, the student must:

1. Satisfy the admission requirements of the Graduate School of Management and of the Graduate School of the University
2. Have completed the graduate work required for a master's degree (in exceptional circumstances a student may be admitted immediately after completion of a bachelor's degree)
3. Be recommended by the department having primary responsibility for the area in which the candidate expects to major and by the Graduate Programs Committee
4. Provide evidence of scholarly promise

Deadline for application to the Ph.D. program for fall term is the preceding March 1. Inquiries concerning the program should be addressed to the associate dean.

Degree Requirements

The student's program must satisfy the requirements of the Graduate School of the University and the following requirements of the College of Business Administration:

Four years of work beyond the bachelor's degree, with two years of residence on the Eugene campus.

Basic competence in business. Students are expected to demonstrate basic knowledge in computer science, economics, and in each of the four main functional areas: accounting, finance, management, and marketing. Such knowledge may be demonstrated by familiarity with the subject matter of one of the M.B.A. first-year required courses in each of these areas as evidenced by previous university-level courses, by University of Oregon courses, or by oral or written examination, to be determined by the student's advisory committee and approved by the associate dean. This requirement should be satisfied in the student's first year and before substantial work is begun in the primary area of concentration.

Examinations. The student must pass two written comprehensive examinations, one in his or her major and one in either the supporting or the statistics and research methods area. The requirements in these areas are described below. The student must attempt both written examinations within a 13-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 not open. All examinations must be completed within 19 months of the date of the first examination. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the Ph.D. program. Comprehensive examinations are offered during fall and spring terms. In the event of failure, a student may retake the examination or predesignated subpart in the following academic term but no sooner than two months after the date of the initial attempt. First-time examinations may be arranged during winter term and summer session for students not currently in residence or, under unusual circumstances, by agreement among the student, advisory committee, and examining committee and with the approval of the associate dean.

Competence in a primary area of concentration. The student is expected to master the literature and techniques in a primary area of business administration, to be prepared to write an acceptable dissertation, and to perform research of high quality. Competence is demonstrated by passing a written comprehensive examination in the area, given by the department. To be eligible to take the examination, the student must have completed substantially all of the course work required in the area. Minimum requirements for the major are specified by the department having primary responsibility for the area. The primary areas of concentration offered are listed above under Program of Study. Programs involving interdisciplinary research may be accommodated within the primary areas.

Competence in a supporting area (other than statistics; see next paragraph). The supporting area is a logical extension of or clearly supportive of the primary area and can serve as a second teaching field. If a second teaching area is selected as the supporting area, the level of competence required is that which is necessary to comprehend literature and techniques of the area and to teach elementary courses in the area. Competence is demonstrated by completing four or more graduate-level courses with grades of B or better, subject to approval by the student's advisory committee, and by passing a written examination if a competence examination is not taken in statistics and research methods. At least three of the courses must be completed at the University after admission to the doctoral program. The examination is written and graded by members of the department with administrative responsibility for the subject matter. If no single department has administrative responsibility, the examination committee is appointed by the associate dean after consultation with the student's advisory committee. Supporting areas include those listed above as primary areas of concentration in addition to business economics and real estate. Alternative supporting areas inside or outside the Graduate School of Management may be developed by the student and the advisory committee.

Competence in statistics and research methods. Students must complete four or more graduate-level courses in statistics beyond the introductory level, Introduction to Business Statistics (DSC 511), with grades of 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 507), which must be completed with a grade of 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 associate dean. If the student elects decision sciences (applied statistics) as the primary area, an additional supporting area (described earlier) must be selected.

Competence in a behavioral science or economics tool area. Students must complete at least four graduate-level courses in economics 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 associate dean. Each course used to meet this area requirement must be passed with a grade of B or higher, and at least two courses must

be completed at the University after admission to the doctoral program.

Advancement to candidacy. The student is advanced to candidacy for the Ph.D. degree upon satisfying all of the preceding requirements and upon recommendation by his or her advisory committee to the Graduate School of Management and to the Graduate School of the University. Advancement must occur no later than four years after the student's entry into the program.

Dissertation. The student must complete a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation. The dissertation must show mastery of the literature and techniques, be written in creditable literary form, and make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Graduate School of Management and the Graduate School of the University. This committee includes at least three regular faculty members of the School and at least one member from outside the School. The chair of the committee serves as the student's primary dissertation adviser. Before the dissertation topic is accepted by the dissertation committee, the student makes a public oral presentation and defense of the research proposal and design. When the topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate's file.

The dissertation must be completed within three years of the student's advancement to candidacy. Upon petition to and approval from the Graduate Programs Committee and the Graduate School of the University, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student's comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

Grade point average (GPA). The student must maintain a cumulative GPA of 3.00 or higher in graduate courses.

Termination from program. A student's participation in the Ph.D. program may be terminated by the Graduate Programs Committee if the student fails to satisfy any of the program requirements and upon the recommendation of a majority of the student's advisory or dissertation committee. After consultation with the student's advisory or dissertation committee, the Graduate Programs Committee must vote on termination under one or more of the following conditions: (a) failure to make satisfactory progress toward advancement to candidacy; (b) a GPA below 3.00 for two consecutive terms; (c) failure to complete a dissertation within three years after the student is advanced to candidacy; or (d) any time a member of the advisory or dissertation committee requests a vote. The student has the right to petition the Graduate Programs Committee to reconsider the termination.

The advisory or dissertation committee vote must be transmitted in writing to the Graduate Programs Committee for review and placed in the student's file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in the student's file.

Waivers. Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the advisory or dissertation committee, the Graduate Programs Committee, and the dean of the College. Under no circumstances can requirements of the Graduate School of the University be waived by the College of Business Administration.

Business Administration Courses (BA)

Graduate

505 Reading and Conference: [Term Subject] (1-6R) R when topic changes

507 Seminar: [Term Subject] (Arr,R) Two current titles are Computers and Communications.

510 Experimental Course: [Term Subject] (3-6R) R when topic changes.

524 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.

525 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. Immediate prereq: BA 524. M.B.A. students only.

Professional

605 Reading and Conference: [Term Subject] (1-6R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

607 Seminar: [Term Subject] (1-6R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

608 Workshop (1-6R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

610 Experimental Course: [Term Subject] (3-9R) R when topic changes. *Offered only through the Oregon Executive M.B.A. Program.*

611 Marketing Management (3) Focuses on the marketing function at the product-line level, including basic marketing concepts and philosophies, and brief exposure to macromarketing strategies. *Offered only through the Oregon Executive M.B.A. Program.*

612 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.*

613 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.*

614 Management Processes and Organizational Behavior (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.*

615 Statistical Techniques for Managerial Decisions (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.*

616 Human Resource Planning and Development (3) Examines effective human resource management systems, including manpower planning, compensation theory and administration, benefits, career development, and human resource management information systems. *Offered only through the Oregon Executive M.B.A. Program.*

617 Government Policy and Business Practice (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.*

618 Financial Framework (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.*

621 Financial Analysis (3) Covers objectives, tools, methods, and problems of financial management, including fund acquisitions, dividend policy, capital acquisitions, taxes, mergers, and investment banking. *Offered only through the Oregon Executive M.B.A. Program.*

622 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.*

623 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.*

624 Operations Management (3) Covers process analysis, inventory control, production scheduling, capacity planning and location analysis, quality control, and Japanese production techniques. *Offered only through the Oregon Executive M.B.A. Program.*

625 Management in Dynamic Industries (3) Covers planning and strategy under conditions of rapid growth and change, including marketing of new products, managing change, and financial problems of rapid growth. *Offered only through the Oregon Executive M.B.A. Program.*

626 Management Information Systems (3) Covers the acquisition and management of marketing, accounting, and production data using both traditional and computer-based systems. *Offered only through the Oregon Executive M.B.A. Program.*

627 International Business Strategy (3) Focuses on the problems of operating across multiple political and cultural boundaries. Topics include international perspectives on corporate strategy, marketing strategy, and finance. *Offered only through the Oregon Executive M.B.A. Program.*

628 Business Policy (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.*

630 Business Plan (9) Created during the final year of the program, the business plan or project involves investigating a new venture or project relevant to the participant's organization. *Offered only through the Oregon Executive M.B.A. Program.*

Accounting

364 Gilbert Hall
Telephone (503) 686-3305
Marinus J. Bouwman, Department Head

Faculty

Marinus J. Bouwman, Associate Professor. M.S., 1971, Eindhoven; M.S., 1973, Ph:D., 1978, Carnegie-Mellon. (1979)

Paul Frishkoff, Professor. B.A., 1960, Swarthmore; M.B.A., 1962, Chicago; Ph.D., 1970, Stanford. C.P.A., California, Oregon. (1967)

Jennifer J. Gaver, Assistant Professor. B.A., 1978, William and Mary; M.B.A., 1980, Vanderbilt; Ph.D., 1987, Arizona. C.P.A., Montana. (1987)

Helen Gernon, Associate Professor; Associate Dean, College of Business Administration. 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)

Chris J. Luneski, Associate Professor. A.B., 1956, Johns Hopkins; M.A., 1959, Ph.D., 1965, Minnesota. (1961)

Terrence B. O'Keefe, Associate Professor. B.A., 1963, Wittenberg; M.S., 1967, Ph.D., 1970, Purdue. On leave 1988-89. (1980)

James M. Peters, Assistant Professor. B.S., 1969, M.B.A., 1975, Washington State. (1987)

Barry Spicer, Associate Professor. B.Com., 1970, University of Queensland; Ph.D., 1976, Washington (Seattle). (1977)

Emeritus

John W. Soha, Associate Professor Emeritus. B.B.A., 1936, Puget Sound; M.B.A., 1950, Michigan. C.P.A., Washington. (1951)

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

The 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. The handout should be read before a student meets with an adviser. *All transfer students should see an accounting adviser prior to registering in upper-division course work.* It is recommended that all transfer students take Introduction to Financial Accounting II (ACTG 222) at the University of Oregon prior to 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.

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:

Introduction to Financial Accounting II (ACTG 222)

Accounting Cycle (ACTG 307)

Financial Accounting Theory (ACTG 350, 351, 352)

Cost Accounting (ACTG 360)

Introduction to Income Taxation (ACTG 411)

Accounting Information Systems I (ACTG 420)

Introduction to Auditing (ACTG 440)

Advanced Accounting (ACTG 450)

6 credits in permanently numbered 400-level elective Accounting courses

6 credits of 400-level course work in Decision Sciences

Secondary Area

When accounting is selected as a secondary subject area of concentration, 9 credits are required, distributed as follows:

Introduction to Financial Accounting II (ACTG 222)

Two upper-division Accounting courses *excluding* Professional Accounting Environment (ACTG 381) and Problems in Professional Accounting (ACTG 480)

Accounting Courses (ACTG)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

221 Introduction to Financial Accounting I (3) Financial statements prepared by accountants; emphasis on reports to stockholders and other investors. Prereq: sophomore standing.

222 Introduction to Financial Accounting II (3) Continuation of ACTG 221. Problems in determining figures to be reported for monetary and nonmonetary assets and in reporting liabilities and ownership interests. Prereq: ACTG 221, sophomore standing.

260 Introduction to Management Accounting (3) Introduction to development, presentation, and interpretation of accounting data to aid management in planning and controlling operations. Prereq: ACTG 221, sophomore standing.

Upper Division

307 Accounting Cycle (1) P/N only. A practice set that involves the full cycle of accounting work. Recording transactions in the accounting system, posting, summarization, and reporting in financial statements. Prereq: ACTG 222, junior standing.

350, 351, 352 Financial Accounting Theory (3,3,3S) Financial statements provided to investors; accounting recording and reporting techniques and procedures. Basic accounting principles and concepts underlying valuation and income determination. Prereq for 350: ACTG 222, 260, junior standing. FINL 316 recommended.

360 Cost Accounting (3) Development, presentation, and interpretation of cost information for management; methods of data collection and display; problems of cost allocation; standard costs for control. Prereq: one year of college mathematics, CIS 131, MTH 209, ACTG 222, 260, junior standing.

381 Professional Accounting Environment (3) Career alternatives; public accounting practice; function of the controller; industrial accounting, governmental accounting; nonaccounting careers; personnel and client relationships, individual goals. Prereq: junior standing; pre- or coreq: ACTG 350 or instructor's consent.

401 Research (Arr,R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 Seminar: [Term Subject] (Arr,R)

409 Practicum: [Term Subject] (1-2R) P/N only

410 Experimental Course: [Term Subject] (Arr,R) Current topics include Financial Statement Analysis and International Accounting.

411 (G) Introduction to Income Taxation (3) Income tax law with emphasis on taxation of individuals, familiarity with income tax procedures, introduction to tax research. Prereq: ACTG 260, senior standing.

412 (G) 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 411, senior standing.

413 (G) 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 412, senior standing.

420 (G) Accounting Information Systems I (3) The role of information in modern organizations; general systems design considerations; data-base design, accounting control, and auditing; modern data-processing technology. Prereq: ACTG 260, CIS 131, senior standing or instructor's consent.

421 (G) Accounting Information Systems II (3) Contemporary topics in accounting information systems analysis and design, and electronic data-processing auditing. Prereq: ACTG 420, instructor's consent. Not offered 1988-90.

430 Accounting in Nonprofit Organizations (3) Focuses on either (1) financial administration in nonprofit organizations, emphasizing the use of fund accounting, or (2) management control of nonprofit organizations. Prereq: ACTG 222, 260, junior standing.

440 (G) 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 or 531.

441 (G) 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. Not offered 1988-90.

450 (G) 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 531, senior or graduate standing.

451 (G) Special Topics in Accounting (3) Contemporary topics of accounting research. Content varies depending on interests of students and instructor. Prereq: ACTG 450. Not offered 1988-90.

460 (G) Advanced Management Accounting (3) Accounting information for managerial decision making, planning, and control. Prereq: ACTG 360, CIS 131, senior or graduate standing.

480 (M) Problems in Professional Accounting (3) Contemporary topics in professional accounting practice. Content varies depending on interests of students and instructor. Prereq: instructor's consent. Not offered 1988-90.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent topics are Doctoral Seminar, Economic Regulation and Accounting Policy, and Issues in Accounting Research.

508 Colloquium (Arr,R)

509 Practicum: [Term Subject] (1-2R) P/N only

510 Experimental Course: [Term Subject] (Arr,R) Current topics include Business Expert Systems, Decision Support Systems, and International Accounting.

511 Accounting Concepts (3) Principles and procedures of financial accounting and the use of accounting data for business decisions; survey of the data-creating process; asset and liability valuation and income measurement. Master's or doctoral degree candidates only.

512 Management Accounting Concepts (3) Principles and procedures of managerial accounting; study of cost accounting, budgeting, and control. Master's or doctoral degree candidates only. Prereq: ACTG 511.

517 Taxation Concepts (4) Basic taxation of individuals, property transactions, corporations, partnerships, estates and trusts. Prereq: ACTG 511 or instructor's consent.

523 Managerial and Financial Accounting Analysis (3) Financial reports and decision making. Focus may be on financial statement analysis and evaluation, managerial decision making, or tax planning for managerial decision makers. Nonmajors only. Prereq: ACTG 511, 512. Not offered 1988-90.

530 Financial Accounting I (4S) Review of accounting theory, concepts, and principles. In-depth study of basic financial statements. Appropriate for non-Accounting majors who want extensive coverage of financial accounting. Master's or doctoral degree candidates only. Prereq: ACTG 511 or equivalent. **S** with ACTG 531, 532.

531 Financial Accounting II (4S) Financial accounting for assets, liabilities, and equities; emphasis on technical aspects of financial accounting. Master's or doctoral degree candidates only. **S** with ACTG 530, 532.

532 Financial Accounting III (4S) Accounting for partnerships, business combinations, and the consolidation of financial statements. Extensive coverage of financial statement analysis. Master's or doctoral degree candidates only. **S** with ACTG 530, 531. Not offered 1988-90.

540 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 512 or equivalent.

542 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 440 or instructor's consent.

551 Development of Accounting Thought (3) The development of accounting including historical, methodological, and regulatory aspects. Contemporary trends in research. Prereq: ACTG 531 or instructor's consent.

552 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 530 and instructor's consent.

562 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.

Decision Sciences

300 Gilbert Hall
Telephone (503) 686-3377
Larry E. Richards, Department Head

Faculty

Paul M. Bobrowski, Assistant Professor. B.S., 1972, United States Air Force Academy; M.S., 1976, Purdue; Ph.D., 1985, Indiana. (1985)

Robert T. Clemen, Assistant Professor. B.A., 1973, M.B.A., 1981, Colorado; Ph.D., 1984, Indiana. (1984)

Sergio Koreisha, Associate Professor. B.S., 1974, M.Engr., 1975, California, Berkeley; D.B.A., 1980, Harvard. (1980)

Kenneth D. Ramsing, Professor; Acting Dean, Graduate School. B.S., 1960, Oregon State; M.B.A., 1962, Ph.D., 1965, Oregon. (1965)

James E. Reinmuth, Professor; Dean, Business Administration. B.A., 1963, Washington (Seattle); M.S., 1965, Ph.D., 1969, Oregon State. (1967)

Larry E. Richards, Associate Professor. B.A., 1962, M.B.A., 1963, Washington (Seattle); Ph.D., 1969, California, Los Angeles. (1966)

Emeritus

Arthur E. Mace, Professor Emeritus. B.A., 1938, Amherst; Ph.D., 1947, Chicago. (1964)

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

The 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 MTH 201, 202, 203 or MTH 207, 208, 209). 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. The requirements are distributed as follows (3 credits per course):

Applied Regression Analysis (DSC 435)

Introduction to Management Science (DSC 445)

Three additional 400-level Decision Sciences courses approved by a faculty adviser

Secondary Area

9 credits are required for a secondary subject area in decision sciences, distributed as follows:

Applied Regression Analysis (DSC 435)

Introduction to Management Science (DSC 445)

One additional 400-level course in Decision Sciences

Decision Sciences Courses (DSC)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

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: MTH 208. Not offered 1988-90.

Upper Division

330 Business Statistics (3) Review and applications of hypothesis testing. Regression analysis, experimental design, time series, and nonparametrics. Prereq: MTH 209 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 (Arr,R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 Seminar: [Term Subject] (Arr,R)

409 Practicum: [Term Subject] (1-2R) P/N only

410 Experimental Course: [Term Subject] (Arr,R)

420 Applied Sampling (3) Application of sampling techniques to business problems. Simple random, stratified, cluster, systematic sampling; ratio and regression estimators. Prereq: DSC 330, MTH 208.

425 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: MTH 208, DSC 330 or equivalents.

430 (G) 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: MTH 208, DSC 330 or equivalents.

435 (G) 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: MTH 208, DSC 330 or equivalents.

440 (G) 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: MTH 208, DSC 330 or equivalents.

445 (G) 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: DSC 335, MTH 208.

450 (G) Advanced Management Science (3) Nonlinear programming and stochastic models. Unconstrained optimization, Kuhn-Tucker theorem, Lagrangian multipliers, Markov chains, and Poisson processes. Prereq: DSC 445, MTH 208.

455 (G) 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 513.

460 (G) Simulation of Industrial Systems (3) Model construction, validation, and tests; design and analysis of simulation experiments; case applications in business and economics. Prereq: DSC 335, MTH 208.

470 (G) 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.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

507 Seminar: [Term Subject] (Arr,R)

508 Colloquium (Arr,R) P/N only

510 Experimental Course: [Term Subject] (Arr,R)

511 Introduction to Business Statistics (3) Accelerated study of business statistics; probability, estimation, hypothesis testing, simple and multiple regression analysis; nonparametrics. Graduate students only. Prereq: calculus.

512 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.

513 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.

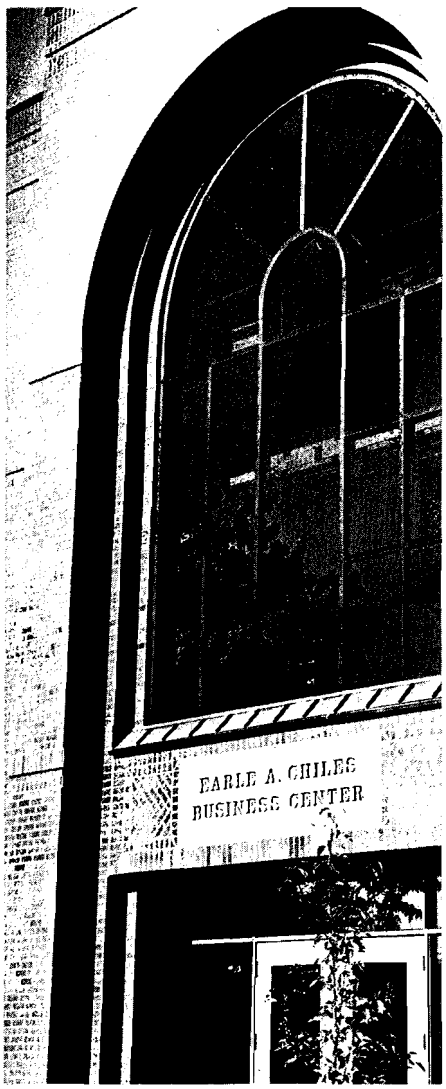
525 Management Information Systems (3) Data processing, information analysis, and interactive time-sharing. Use of behavioral and technical considerations to document the impact of computer activity on the organization. Not offered 1988-89.

530 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 511 or equivalent.

535 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: MTH 208, DSC 511 or equivalents.

540 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: DSC 435, MTH 208.

545 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 511 or equivalent.



Finance

164 Gilbert Hall
Telephone (503) 686-3353
Larry Dann, Department Head

Faculty

Thomas W. Calmus, Associate Professor (managerial economics, taxation). B.A., 1957, Sacramento State; Ph.D., 1966, California, Berkeley. (1967)

Alyce Campbell, Assistant Professor (options, futures, financial markets). B.S., 1973, M.B.A., 1982, Alberta; Ph.D., 1987, British Columbia. (1987)

Larry Dann, Associate Professor (financial management, investments). B.S., 1967, Northwestern; M.B.A., 1969, Harvard; Ph.D., 1980, California, Los Angeles. (1977)

Jerome J. Dasso, Professor and H. T. Miner Professor of Real Estate (real estate, urban development). B.S., 1951, Purdue; M.B.A., 1952, Michigan; M.S., 1960, Ph.D., 1964, Wisconsin, Madison. (1966)

Michael H. Hopewell, Associate Professor (financial management, investments). B.A., 1963, M.B.A., 1967, Ph.D., 1972, Washington (Seattle). (1969)

Christopher James, Associate Professor; John B. Rogers Professor of Banking and Finance (financial markets, intermediation theory). A.B., 1973, Michigan State; M.B.A., 1977, Ph.D., 1978, Michigan. (1978)

Coleman S. Kendall, Assistant Professor (international finance). B.A., 1978, Swarthmore; M.B.A., 1980, Chicago. (1985)

Wayne H. Mikkelson, Associate Professor (financial management, investments). B.A., 1974, Macalester; M.S., 1978, Ph.D., 1980, Rochester. On leave 1988-89. (1984)

M. Megan Partch, Associate Professor (financial management, investments). B.A., 1971, Carleton; M.B.A., 1976, Ph.D., 1981, Wisconsin, Madison. On leave 1988-89. (1981)

George A. Racette, Associate Professor (financial management, investments). B.A., 1966, Stanford; M.B.A., 1967, Michigan; Ph.D., 1972, Washington (Seattle). On leave 1988-89. (1974)

Peggy Wier, Associate Professor (financial management, investments, regulation). A.B., 1959, Vassar; M.B.A., 1975, M.S., 1976, Ph.D., 1981, Rochester. (1982)

Emeritus

Richard W. Lindholm, Professor and Dean Emeritus (taxation). A.B., 1935, Gustavus Adolphus; M.A., 1938, Minnesota; Ph.D., 1942, Texas. (1958)

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

The Department of Finance offers courses in finance, real estate, and business economics. For undergraduate students with majors in the College of Business Administration, the Department offers a major in Finance and secondary subject areas in both finance and real estate.

The Finance curriculum is designed to impart an understanding of the various areas and principles of finance and to provide students with analytical techniques. Courses on financial institutions and markets, financial management, and investments provide an understanding of the application of financial analysis and decision making to the solution of business problems. Special attention is given to the relation of financial policies and operations to the functioning of business firms within the economic system.

Major Requirements

In addition to the general requirements of the College of Business Administration, a major in Finance requires 15 credits, distributed as follows:

The Financial System (FINL 314)

Financial Analysis (FINL 372)

Investments (FINL 380)

Advanced Financial Management (FINL 473)

One of the following: Taxation Topics (FINL 323), Financial Management of Real Estate (FINL 341), Experimental Course: Topics in Finance (FINL 410), Financial Institutions and Markets (FINL 462), or International Finance and Investment (FINL 463)

Students who major in Finance are urged to take a secondary subject area in accounting or, at least, to take Introduction to Financial Accounting II (ACTG 222)

Secondary Area

A secondary subject area in finance requires 9 credits, distributed as follows:

The Financial System (FINL 314)

Financial Analysis (FINL 372)

Investments (FINL 380)

The secondary subject area in real estate is designed to provide exposure to the development, financing, marketing, and management of real estate. A secondary subject area in real estate requires 9 credits, distributed as follows:

Financial Management of Real Estate (FINL 341)

Real Estate Finance (FINL 446)

Real Estate Investment Analysis (FINL 447)

Finance Courses (FINL)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

240 Survey of Real Estate (3) P/N only. Basic buy, sell, and lease transactions. The law, brokerage, financing, and administration of real estate. Not open to College of Business Administration majors or business premajors 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 business premajors with junior standing or above. Not offered 1988-89.

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 or business premajors with junior standing or above or students who have taken FINL 380.

Upper Division

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, MTH 208, junior or senior standing. *Students may not receive credit for both EC 376 and FINL 311.*

314 The Financial System (3) The financial system of the United States, emphasizing functions and behavior of financial markets and institutions. Interest rates and financial instruments. The Federal Reserve System. Prereq: EC 202 or equivalent, junior or senior standing. *Students may not receive credit for both FINL 314 and EC 311.*

316 Financial Management (3) Corporate financial policies, management of liquid assets, selection among alternative investment opportunities, funds acquisition, dividend policies, determination of the optimal debt-equity mix. Prereq: ACTG 260, junior or senior standing.

323 Taxation Topics (3) Individual income, consumption, payroll, estate and gift, and property and wealth taxes. Emphasis on the economic impact of taxes and their influence on individual and business decisions. Prereq: EC 375, 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.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 Seminar: [Term Subject] (Arr,R)

409 Practicum: [Term Subject] (1-2R) P/N only

410 Experimental Course: [Term Subject] (Arr,R) A current topic is Advanced Investments.

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.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

507 Seminar: [Term Subject] (Arr,R)

508 Workshop (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R)

514 Financial Environment (3) Money and credit and their influence on product demand and supply of finance; monetary and fiscal policy, the Federal Reserve System, and the money and capital markets.

516 Financial Management (3) Objectives, tools, methods, and problems of financial management from the viewpoint of the firm; problems include funds acquisition, dividend policy, capital acquisitions, and mergers. Prereq: one Accounting course, BE 511 or equivalent.

530 Business Conditions Analysis and Forecasting (3) Trends and determinants of private business activity, employment and economic growth, theoretical models and forecasting techniques. Prereq: BE 511 or equivalent. Not offered 1988-89.

541 Real Estate Economics (3) Economics of use and reuse of real property in United States institutional framework; economic base analysis. Prereq: BE 511 or equivalent.

546 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 516 or equivalent.

563 International Finance and Investment (3) The 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 514 or equivalent.

565 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 514, 516 or equivalents or instructor's consent. Not offered 1988-89.

567 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 514, 516 or equivalents or instructor's consent.

571 Theory of Finance (3) Development of financial principles related to problems of valuation; capital acquisitions; dividend policies; choice among financing alternatives. Prereq: FINL 516 or equivalent.

573 Problems in Finance (3) Cases dealing with financial analysis, working capital management, valuation, and firm investment and financing decisions. Prereq: FINL 516 or equivalent.

583 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 516 or equivalent.

588 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 583 or equivalent.

Management

219 Gilbert Hall
Telephone (503) 686-3339
James R. Terborg, Department Head

Faculty

Warren B. Brown, Professor (management of innovation, corporate policy and strategy, organization design). B.S., 1955, Colorado; M.S., 1957, Stanford; M.S., 1959, Ph.D., 1962, Carnegie-Mellon. (1967)

Eaton H. Conant, Professor (industrial relations, labor economics); Director, Institute of Industrial Relations. B.S., 1956, M.S., 1958, Ph.D., 1960, Wisconsin, Madison. (1966)

Peter S. Davis, Assistant Professor (corporate policy and strategy). B.B.A., 1973, Appalachian State; Ph.D., 1985, South Carolina. (1984)

Gregory S. Hundley, Assistant Professor (industrial relations, human resource economics, wages 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., 1988, Columbia. (1988)

Donald E. Lytle, Senior Instructor (human resources, small business management); Director, Undergraduate Programs. B.A., 1953, Washington (Seattle); M.B.A., 1976, Oregon. (1976)

Alan D. Meyer, Associate Professor (organization theory and design, organizational behavior). B.A., 1968, M.B.A., 1970, Washington (Seattle); Ph.D., 1978, California, Berkeley. (1984)

Richard T. Mowday, Professor (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)

Richard M. Steers, Professor (organization theory, organizational behavior). B.A., 1967, Whittier; M.B.A., 1968, Southern California; Ph.D., 1973, California, Irvine. (1975)

James R. Terborg, Professor (organizational psychology, organizational behavior). B.A., 1970, Calvin; M.S., 1972, Eastern Michigan; Ph.D., 1975, Purdue. (1980)

Gerardo R. Ungson, Associate Professor (business policy, organization theory, international management). 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, Naval Post Graduate; M.A., 1964, George Washington. (1979)

Randy Swangard, Adjunct Instructor (management, small business management). B.B.A., 1969, Oregon; M.B.A., 1971, Washington (Seattle). (1987)

Emeriti

Catherine M. Jones, Professor Emerita (business education, office management). B.A., 1937, Iowa State Teachers; M.S., 1945, Oregon; Ed.D., 1964, Colorado. (1946)

Frederick J. Seubert, Associate Professor Emeritus (human resource management, business policy). B.A., 1942, Baldwin-Wallace; B.M.E., 1946, Florida; M.B.A., 1947, Pennsylvania; Ph.D., 1954, Cornell. (1957)

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

The Department of Management offers courses designed to prepare students for careers involving managerial responsibility in private and public sector organizations. A variety of courses focus on topics such as organizational behavior, human resource management, organization design, and international management.

Students majoring in Management must select one of two options. The human resource management option requires 15 credits in upper-division courses including Human Resources Management (MGMT 322), Experimental Course: Staffing (MGMT 410), Compensation Administration (MGMT 413), Employment Policies and Practices (MGMT 414), and Collective Bargaining (MGMT 439). The general management option also requires 15 credits in upper-division courses including Human Resources Management (MGMT 322), Organization Design and Effectiveness (MGMT 355), Leadership and Group Processes in Organizations (MGMT 416), International Management (MGMT 420), and an upper-division Management elective chosen from a list of designated courses. A complete description of the Management major options is available in the Management Department office.

Students selecting management as a secondary area are required to complete Human Resources Management (MGMT 322), Organization Design and Effectiveness (MGMT 355), and an upper-division Management elective chosen from a list of designated courses.

Management Courses (MGMT)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

201 Fundamentals of Management (3) Survey of management theory with emphasis on the functional and task requirements of management. Topics include planning, staffing, controlling, leadership, and creativity in business organizations. Not open to juniors or seniors.

Upper Division

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.

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 (Arr,R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 Seminar: [Term Subject] (Arr,R)

409 Practicum: [Term Subject] (Arr,R) P/N only

410 Experimental Course: [Term Subject] (Arr,R) Recent topics include Conflict Resolution, Japanese-American Management, and Staffing.

413 Compensation Administration (3) Salary and wage policies that contribute to organizational control. Behavioral science and economic foundations of compensation. Institutional settings and operating tools. Wage incentives and management compensation. Prereq: MGMT 322 or equivalent.

414 Employment Policies and Practices (3) Employment legislation as it pertains to human resource policies and practices including affirmative action, the Occupational Safety and Health Act, and equal employment opportunity. Prereq: MGMT 322 or equivalent.

416 Leadership and Group Processes in Organization (3) Leadership roles in the design and management of effective work groups; decision making, norms, conformity, cohesiveness, group formation, and group performance. Prereq: MGMT 321 or equivalent.

420 International Management (3) Examines cross-cultural influences on the practice of management, including communication and control, decision making, motivation, leadership, design of multinational firms, and expatriate managers. Prereq: MGMT 321 or equivalent.

439 Collective Bargaining (3) Relations between unions and management under existing law and custom. Negotiations of the labor agreement; grievance handling and agreement administration; arbitration. Prereq: MGMT 322 or equivalent.

440 Case Studies in Small Business (3) Analysis of small business problems through consultation with local small businesses. Field projects arranged in conjunction with the Small Business Institute of the United States Small Business Administration. Prereq: senior standing, instructor's consent; MGMT 340 recommended.

453 Business Policy and Strategy (3) Interdependence of the different departments of a business concern. Provides an integrated view of business operations and a basic grasp of policy problems in several industries. Prereq: MGMT 321, ACTG 260, FINL 316, MKTG 311, DSC 335, senior standing, formal admission to a major in the College of Business Administration.

Graduate

501 Research (Arr,R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R)

509 Practicum: [Term Subject] (Arr,R) P/N only

510 Experimental Course: [Term Subject] (Arr,R) Recent course titles include Arbitration, and Performance Evaluation and Training.

511 Management and Organizational Behavior (3) Behavioral science theory applied to understanding individual and group behavior in organizations. Topics include conflict, decision making, job design, leadership, motivation, and organization structure.

531 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 511 or equivalent.

532 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.

533 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 534 recommended.

534 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 511 or equivalent.

535 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 534.

536 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 511 or equivalent or instructor's consent.

539 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.

541 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 511 or equivalent.

542 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 511 or equivalent.

544 Management and Technological Innovation (3) The modern technological environment of business firms. Management of technologically oriented companies and the process of innovation. Prereq: MGMT 511 or equivalent.

545 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 575 recommended.

546 Internship in Export Planning (3) Provides 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 545.

547 International and Comparative Management (3) The diverse roles of the manager in multinational enterprises; international human resource management policy. Prereq: MGMT 511 or equivalent.

570 Research Methods in Organizations (3) Procedures for interpreting behavioral research in organizational settings. Design of research projects, including problem definition, theory building, selection of a sample, measurement, data analysis, and ethical considerations. For Ph.D. and advanced master's degree students. Prereq: MGMT 511, DSC 511, or equivalents or instructor's consent.

571 Theory and Research in Organizational Behavior (3) Behavioral research on organizations and people at work. Job attitudes and performance, employee socialization processes, turnover and absenteeism, leadership and group influence processes. For Ph.D. and advanced master's degree students. Prereq: MGMT 511 or equivalent or instructor's consent.

572 Theory and Research in Organization and Management (3) Organization design as it relates to technological and environmental constraints, managerial policies and strategies, organization structure, and organization effectiveness. Focus on theory and research. For Ph.D. and advanced master's degree students. Prereq: MGMT 511 or equivalent or instructor's consent.

573 Theory and Research in Human Resources Management (3) Topics may include planning and analysis of human resource management systems; staffing; performance evaluation; training and development; reward systems; collective bargaining; and industrial relations theory. For Ph.D. and advanced master's degree students. Prereq: MGMT 534 or equivalent or instructor's consent.

Marketing, Transportation, and Business Environment

375 Gilbert Hall
Telephone (503) 686-3345
Del I. Hawkins, Department Head

Faculty

Gerald S. Albaum, Professor (marketing research and analysis, international marketing). B.A., 1954, M.B.A., 1958, Washington (Seattle); Ph.D., 1962, Wisconsin, Madison. (1969)

Roger J. Best, Professor (marketing management, research and analysis). B.S.E.E., 1968, California State Polytechnic; M.B.A., 1972, California State, Hayward; Ph.D., 1975, Oregon. (1980)

David M. Boush, Assistant Professor (marketing management, consumer behavior). B.A., 1975, Wisconsin, Madison; M.B.A., 1977, Ph.D., 1988, Minnesota, Minneapolis. (1987)

John H. Cunningham, Assistant Professor (transportation and logistics). B.S., 1956, Holy Cross; M.B.A., 1964, Michigan State; Ph.D., 1981, Oregon. (1977)

Marian Friestad, Assistant Professor (consumer behavior, communications). B.A., 1981, M.A., 1984, Ph.D., 1988, Wisconsin, Madison. (1987)

Del I. Hawkins, Professor (marketing management, research and analysis, consumer behavior). B.B.A., 1966, M.B.A., 1967, Ph.D., 1969, Texas. (1970)

Lynn R. Kahle, Associate Professor (consumer behavior, communications). B.A., 1973, Concordia; M.A., 1974, Pacific Lutheran; Ph.D., 1977, Nebraska. (1983)

Mark M. Phelps, Instructor (business law, entrepreneurship law). B.S., 1972, J.D., 1975, M.B.A., 1980, Oregon. (1979)

Stuart U. Rich, Professor; Director, Forest Industries Management Center. B.A., 1942, Wabash; M.B.A., 1950, D.B.A., 1960, Harvard. (1963)

Norman R. Smith, Associate Professor (consumer behavior, marketing communications, entrepreneurship). B.A., 1948, M.A., 1959, Alberta; Ph.D., 1965, Michigan State. (1962)

Donald S. Tull, Professor (marketing management, research and analysis). B.S., 1948, M.B.A., 1949, Ph.D., 1956, Chicago. (1967)

Emeriti

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. (1971)

Roy J. Sampson, Ph.D., 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)

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

Participating

Robert E. Smith, Economics

The Department of Marketing, Transportation, and Business Environment offers courses in each of the named areas. For students of business administration, the Department offers a major in Marketing and secondary subject areas in both marketing and transportation.

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:

Analysis of Consumer Behavior (MKTG 361)

Marketing Research (MKTG 460)

Marketing Strategy and Policies (MKTG 464)

A minimum of 6 credits chosen from the following 3-credit elective courses:

Retail Administration (MKTG 365)

Seminar (MKTG 407), with approval of Department head

Practicum (MKTG 409), with approval of Department head

Experimental Course (MKTG 410), with approval of Department head

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)

Business Logistics (TRN 350)

Secondary Areas

9 credits are required for a secondary subject area in marketing, distributed as follows:

Analysis of Consumer Behavior (MKTG 361)

Marketing Research (MKTG 460)

Marketing Strategy and Policies (MKTG 464)

9 credits are required for a secondary subject area in transportation, distributed as follows:

Transportation and Distribution Systems (TRN 349)

Business Logistics (TRN 350)

International Transportation and Distribution Management (TRN 453)

Marketing Courses (MKTG)

Upper Division

311 Marketing Systems and Demand Analysis (3) Consumer and industrial markets; market segmentation; product, price, promotion, and distribution decisions; marketing channels for goods and services; nonprofit marketing; management controls. Prereq: EC 201, 202; junior standing.

361 Analysis of Consumer Behavior (3) Relevant concepts from cultural anthropology, sociology, and psychology applied to problems encountered in marketing to various consumer groups. Prereq: MKTG 311 or instructor's consent; junior standing.

365 Retail Administration (3) Structure and practice of retailing including direct marketing; efficiency in the retail sector; management of price and nonprice competition. Prereq: MKTG 311, 361 or instructor's consent; junior standing.

401 Research (Arr,R) Prereq: instructor's and Department head's consent.

403 Thesis (Arr,R) Prereq: instructor's and Department head's consent.

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's and Department head's consent.

407 Seminar: [Term Subject] (Arr,R) Prereq: instructor's and Department head's consent.

409 Practicum: [Term Subject] (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

410 (G) Experimental Course: [Term Subject] (1-3R)

430 Entrepreneurship (3) Types of entrepreneurs and their effect on company growth rates. Marketing-management problems in the growth-oriented firm. Development of a realistic business plan. Prereq: MKTG 311.

460 Marketing Research (3) Influence of marketing research on the decision-making process. Problem formulation, exploratory research, research design, basic observational and sampling requirements, data analysis, interpretation, and reporting. Prereq: DSC 330, MKTG 311 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. Not offered 1988-90.

464 Marketing Strategy and Policies (3) Marketing planning and control: planning, organizing, measuring, evaluating, and controlling marketing performance. Prereq: MKTG 361, 460; coreq: MGMT 453.

467 Sales Management (3) Basic principles of the selling process and their applications; functions involved in managing a sales organization. Sales forecasting, recruiting, training, compensation, and analysis and control. Prereq: MKTG 361 or instructor's consent.

469 Industrial Marketing and Purchasing (3) Marketing and purchasing problems of manufacturers of industrial goods, such as machinery and equipment, raw and semifabricated materials, industrial supplies, and component parts. Prereq: MKTG 311.

475 International Marketing Management (3) Study of marketing methods in the international environment. Prereq: MKTG 311 or instructor's consent.

Graduate

501 Research (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

503 Thesis (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

507 Seminar (Arr,R) Prereq: instructor's and Department head's consent.

509 Practicum (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

510 Experimental Course (Arr,R)

511 Marketing Management (3) Design of a marketing program; nature and behavior of markets; marketing planning; product, channel, pricing, and promotion decisions; marketing and the law; evaluating marketing efficiency. Prereqs: EC 201, 202 or equivalents.

530 Advanced Entrepreneurship (3) Analysis of variation in types of entrepreneurs, firms, and their effect on company growth rates. Marketing-management problems of the entrepreneur. Not a Marketing elective. Prereq: MKTG 511.

560 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 511, DSC 511, or equivalent.

561 Advanced Analysis of Consumer Behavior (3) Behavioral-science concepts utilized 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 511.

562 Marketing Communications (3) Business-related issues in effective interaction with consumers through such channels as advertising, publicity, and sales promotion. Prereq: MKTG 511.

563 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.

565 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 560 and one other graduate course in Marketing.

566 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.

567 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.

568 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.

569 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 511.

570 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 511.

575 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 511.

Transportation Courses (TRN)

Upper Division

349 Transportation and Distribution Systems (3) Modes of transportation; carrier and shipper responsibilities; line-haul and terminal services; legal and economic bases of rates; freight classifications and tariffs; location theory; government regulations; traffic management.

350 Business Logistics (3) Management of the functions concerned with care and protection of material in movement and in storage including transportation, warehousing, inventory control, order processing and customer service; logistic organization, strategy and controls.

401 Research (Arr,R) Prereq: instructor's and Department head's consent.

403 Thesis (Arr,R) Prereq: instructor's and Department head's consent.

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's and Department head's consent.

407 Seminar: [Term Subject] (Arr,R) Prereq: instructor's and Department head's consent.

409 Practicum: [Term Subject] (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

410 Experimental Course: [Term Subject] (Arr,R)

451 (G) Transportation Administrative Law (3) History of state and federal transport regulation with particular attention to the Interstate Commerce Act and other pertinent federal and state statutes. Prereq: TRN 349 or 350 or instructor's consent. Not offered 1988-90.

453 (G) International Transportation and Distribution Management (3) International air and ocean shipping; carrier and shipper responsibilities; trade barriers; export documentation and procedures; trade and transport facilitating agencies; government promotion and regulation; U.S. maritime policy.

Graduate

501 Research (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

503 Thesis (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

507 Seminar: [Term Subject] (Arr,R) Prereq: instructor's and Department head's consent.

509 Practicum: [Term Subject] (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

510 Experimental Course: [Term Subject] (Arr,R)

549 Transportation and Logistics (3) Transportation modes and carriers; physical distribution functions and cost trade-offs; carrier rates and tariffs; government promotion, economic and safety regulation; location theory; traffic management.

Business Environment Courses (BE)

Lower Division

125 Introduction to Business (3) Influences of the historical, social, political, and economic environments within which business operates; adjustment to changes in these environments; interrelationships of major functional areas of business. Not open to upper-division majors in the College of Business Administration.

199 Special Studies: [Term Subject] (1-3R)

226 Introduction to Law (3) The American legal environment: forms and functions of law, dispute resolution forums, substantive common law, and government regulation of businesses. Prereq: sophomore standing.

Upper Division

326 Law of Business Organization (3) Law of agency; master-servant relationship including elementary labor law; law of business organizations including corporations, partnerships, and other forms of business associations; securities regulations. Prereq: BE 226, junior standing.

401 Research (Arr,R) Prereq: instructor's and Department head's consent.

403 Thesis (Arr,R) Prereq: instructor's and Department head's consent.

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: instructor's and Department head's consent.

407 Seminar: [Term Subject] (Arr,R) Prereq: instructor's and Department head's consent.

409 Practicum: [Term Subject] (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

410 (G) Experimental Course: [Term Subject] (1-3R)

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.

420 (G) Legal Aspects of Business Regulation (3) Governmental regulation of business and constitutional limitations upon such regulation. The law of administrative agencies; specific areas of regulation including business combinations and pricing policies. 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.

Graduate

501 Research (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

503 Thesis (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

507 Seminar: [Term Subject] (Arr,R) Prereq: instructor's and Department head's consent.

509 Practicum: [Term Subject] (Arr,R) P/N only. Prereq: instructor's and Department head's consent.

510 Experimental Course: [Term Subject] (Arr,R)

511 Economic Policy (3) Use of microeconomic tools in the management of organizations. Theoretical concepts, their empirical measurement, and their application. Public policy issues concerning business including antitrust, regulatory, and tax issues.

512 Business, Government, and Society (3) Effects of government policy on the firm. Microeconomic principles applied to analysis of public policy. Contract law, agency problems, forms of organizations, and administrative proceedings. Prereq: BE 511 or equivalent.

519 Social Philosophy of Business (3) Ethical and social obligations that business managers are expected to assume; critical considerations of presuppositions, opinions, and practices in business enterprise and education.

520 International Business Transactions (3) Basic legal concepts applicable to commercial transactions in foreign trade; comparison of commercial law and legal institutions of foreign countries and the United States; civil law and common law. Prereq: BE 512 or instructor's consent.

College of Education

101 Education Building
Telephone (503) 686-3405
Robert D. Gilberts, Dean
Diane M. Dunlap, Assistant Dean

The College of Education was established as a School of Education in 1910. It became the College of Education in 1968 and was reorganized in 1974 and 1979. Instructional and research emphases are divided among the Counseling and Educational Psychology, Educational Policy and Management, Special Education and Rehabilitation, and Teacher Education divisions.

The University of Oregon is accredited by the National Council for Accreditation of Teacher Education (NCATE), and its programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) for preparation of elementary and secondary teachers, school administrators, school personnel service specialists, and special education personnel.

Degree Programs

The College of Education offers academic degree programs at the bachelor's, master's, and doctoral levels as indicated in the Academic Majors and Minors and Graduate School sections of this bulletin.

Basic certification programs in teacher education are offered in elementary education, secondary education, speech, reading, and special education.

Graduate program specializations include counseling psychology; early childhood education, elementary education, secondary education, curriculum and instructional leadership, curriculum and instruction, educational studies, computers in education, instructional technology, reading and language arts, talented and gifted; educational policy and management; educational psychology and school psychology; special education including severely handicapped learner, handicapped learner, resource consultant, behavior disorders, early childhood education, rehabilitation, and adult services; and speech pathology-audiology.

Certification Programs

1. Administrative Certificate: Basic and Standard endorsements for principal and superintendent. Basic endorsement for vice-principal
2. Elementary Education: preprimary through grade 9, Basic and Standard endorsements
3. School Psychologist: Standard endorsement
4. School Supervisor: Basic and Standard endorsements
5. Secondary Education: Basic and Standard levels including subject matter endorsements in art, foreign languages (French, German, Italian, Latin, Russian, Spanish), health education, language arts, speech, journalism, drama, language arts and social studies, basic mathematics, advanced mathematics, music, physical education, reading, science (biology, integrated science, physical science, with physics or chemistry option), and social studies
6. Special Education: Basic and Standard levels, handicapped learner endorsement and severely handicapped learner endorsement
7. Speech Pathology-Audiology: Basic and Standard levels of the speech-impaired endorsement

The University does *not* offer teacher certification programs in agriculture, business and office education, distributive education, home economics, industrial education, elementary music (preprimary through grade 9 only), hearing impaired, visually handicapped, or vocational education.

Admission

The College of Education follows general University policy in its basic admission procedures, as found in the Admissions and Records section of this bulletin for undergraduate study and the Graduate School section for graduate study. Students transferring to the University from other institutions must meet University entrance requirements. Specific programs within the College of Education may have additional requirements for admission as well as limitations on the number of students admitted. Prospective students are urged to check admission requirements carefully with the division or instructional area in which they intend to enroll.

Transfer students seeking entry to the elementary or secondary teacher education programs must undergo the regular screening and admission process for a specific program. If previously enrolled in a teacher education program at another institution, students must obtain a release from that program.

Information on admission to Basic certification programs may be obtained from the office of the appropriate division's associate dean, from the College of Education Office of Student Services, and from the College of Education Office of Teacher Certification. For information on admission to graduate study for advanced certification purposes, inquire at the Office of Teacher Certification. For information regarding admission to general graduate study or an advanced degree, inquire at the College of Education Graduate Student Records Office, 112 Education Building; telephone (503) 686-3527.

Glossary of Terms

In addition to the academic terms defined in the Reader's Guide to the *General Bulletin* section of this bulletin, the College of Education uses certain terms specific to the preparation and licensing of professional personnel for the public schools. They include the following:

Certification. The process of obtaining a license (teaching certificate) to teach in the public schools. A Basic certificate and endorsement is the initial license, usually based on a bachelor's degree and specific preparation in professional education. A Standard certificate requires additional preparation.

Endorsement. A phrase added to the teaching certificate that indicates the grade level (elementary or secondary), teaching specialty, or subject matter the teacher is qualified to teach. A certificate may have more than one endorsement.

Final Supervised Field Experience. Terminal field experience for Basic certification or endorsement programs other than in elementary or secondary education.

K-12. Kindergarten through twelfth grade.

Mainstreaming. The integration of students with and without handicaps in a regular public school classroom for at least a portion of their instructional program.

National Council for Accreditation of Teacher Education (NCATE). The national accreditation agency for programs in teacher education.

PP-9. Preprimary through ninth grade.

Practicum. A field experience in a public school that is part of a certification or endorsement program. It is taken for credit and precedes the final field experience or student teaching experience for teacher education.

Teacher Standards and Practices Commission (TSPC). The agency authorized by the Oregon Legislative Assembly to license (certify) people to teach or administer in Oregon public schools. Certification and endorsement programs must be approved by the TSPC.

The TSPC issues the appropriate certificate or endorsement upon the University's recommendation that the applicant has successfully completed the relevant approved certification program and, in the judgment of the institution, has the personal qualities to serve as a teacher, administrator, or personnel service specialist.

Questions concerning certification should be directed to the Office of Teacher Certification in the College of Education.

Transdisciplinary. A collaborative approach to the delivery of services to people with handicaps. It requires that members from various disciplines extend, enrich, and expand their own professional roles as well as exchange, release, and support each other's roles.

Condon School: Center for Advanced Technology in Education (CATE)

In 1983 the College of Education, with Eugene School District 4J, Lane Educational Service District (ESD), Oregon Total Information Systems (OTIS), and several University programs, combined a number of training and research programs at the Condon School site located on the east edge of the University campus. The programs share a central interest in instruction and research into the uses of microcomputer and other forms of technology in education.

Offices housed at Condon School include the Career Information System, ERIC Clearinghouse on Educational Management, and Oregon School Study Council, which are described below. Other facilities include the International Council on Computers in Education (ICCE), microcomputer and computer graphics instructional laboratories, instructional technology laboratories, architecture design studios, and public-use activities in the auditorium.

Career Information System
1787 Agate Street
Telephone (503) 686-3872
Bruce McKinlay, Executive Director

The Career Information System (CIS) is a research and service center, established at the University in 1971 as an interagency consortium and recognized by the Oregon State Board of Higher Education. Using computer and print media, the CIS provides occupational and educational information to individuals, schools, and social agencies. Its purpose is to improve career choices and training opportunities. Staff members assist Oregon agencies and schools involved in occupational counseling and education by compiling current occupational and educational information and by consulting with user agencies on use of career information in counseling and instructional programs. Nationally, the Center conducts a program of research, computer software development, and technical assistance to support institutions in the 15 states in which it operates. The national Clearinghouse for the Association of Computer-based Systems for Career Information is affiliated with the Center. Career Information System services are available in schools and agencies throughout the state.

ERIC Clearinghouse on Educational Management
1787 Agate Street
Telephone (503) 686-5043
Philip K. Piele, Director
Stuart C. Smith, Assistant Director

The Clearinghouse on Educational Management (ERIC/CEM) is part of ERIC's nationwide network of information processing and analysis centers. Currently there are 16 clearinghouses located across the country. One of the original units in the ERIC system, ERIC/CEM has been located at the University since June 1966.

ERIC/CEM's specific task is to monitor, acquire, index, and abstract literature pertaining to educational management. By processing this literature for announcement through the ERIC system and by producing research analysis publications, the Clearinghouse seeks to facilitate the exchange of information between producers and users of educational knowledge. Its research analysis products help synthesize what is most current and topical in the literature within its scope.

ERIC/CEM's scope includes all aspects of the administration, governance, and structure of public and private educational organizations at the elementary and secondary levels as well as the provision of facilities for their operation. Relevant topics include finance, law, personnel, instructional leadership, public relations, planning, curriculum development, facility design, and equipment.

Oregon School Study Council
1787 Agate Street
Telephone (503) 686-5045
Philip K. Piele, Executive Secretary

The Oregon School Study Council (OSSC) is an association of Oregon school districts working together on problems of common concern. It is a service and dissemination unit, publishing information on significant educational programs functioning successfully throughout the state. The OSSC also arranges conferences and provides other services of interest to its members.

Organized in 1957, the OSSC is supported jointly by the dues of its members and by the College of Education. The OSSC is administered by a Governing Board, composed of representative administrators and school board members, in cooperation with the executive secretary, who is a College of Education faculty member.

The OSSC issues two series of publications: the *OSSC Report*, a digest of informative articles and ideas helpful to educational leaders and board members; and the monthly *Bulletin*, which describes outstanding practices in Oregon schools.

Other services include conferences and workshops for member school districts on topics of common concern, consultation on school budget and bond referenda, a loan service of library and research materials, and enrollment projections.

E. C. Brown Foundation

300 S.W. Sixth Avenue
Portland OR 97204
Telephone (503) 295-0203

John A. Bruce, Director, Courtesy Associate Professor. B.A., 1956, Wesleyan; M.Div., 1959, General Theological Seminary, New York; Ph.D., 1972, Minnesota. (1974)

The E. C. Brown Foundation is a private foundation located in Portland with a special interest in the family, health, sex education, and related matters. The Foundation is particularly known for the production of educational films in these areas.

Reflecting its close association with the University of Oregon, the Foundation's administrator is the president of the University, and the deputy administrator is the dean of the College of Education.

Counseling and Educational Psychology

1761 Alder Street, Room 103
Telephone (503) 686-5501
Wesley C. Becker, Associate Dean

Counseling Faculty

Martin H. Acker, Professor (human sexuality, corrections). B.A., 1943, Brooklyn; M.A., 1953, Ph.D., 1963, New York. (1961)

Gordon A. Dudley, Associate Professor (psychodynamic theory and procedures). B.A., 1956, Kalamazoo; M.A., 1959, Colorado; Ed.D., 1971, Harvard. (1967)

Richard D. Freund, Assistant Professor (research methods, community college counseling, cognitive therapy). B.A., 1966, Brown; Ph.D., 1971, Stanford. (1975)

Elizabeth L. Holloway, Associate Professor (research and training in clinical supervision, counseling process); Coordinator, DeBusk Memorial Center. B.A., 1971, Waterloo; M.A., 1975, California, Santa Barbara; Ph.D., 1979, Wisconsin, Madison. (1985)

Gerald D. Kranzler, Professor (rational emotive counseling). B.S., 1956, Jamestown; M.Ed., 1959, Ed.D., 1964, North Dakota. (1967)

John W. Loughary, Professor (career development, learning systems development). B.S., 1952, Oregon; M.A., 1956, Ph.D., 1958, Iowa. (1962)

Raymond N. Lowe, Professor (family and school counseling). B.S.Ed., 1940, Massachusetts State, Fitchburg; M.A., 1948, Ed.D., 1951, Northwestern. (1955)

Brent S. Mallinckrodt, Assistant Professor (development of client-counselor working relationships). B.A. 1978, Missouri; M.A., 1982, Ph.D., 1986, Maryland at College Park. (1988)

Carol Lynn Morse, Assistant Professor (family education and counseling). B.S., 1970, M.S., 1974, Ph.D., 1980, Oregon. (1978)

Janet Moursund, Associate Professor (learning, research design, counseling). B.A., 1958, Knox; M.S., 1961, Ph.D., 1963, Wisconsin, Madison. (1967)

Ronald J. Rousseve, Professor (developmental counseling, social-philosophic foundations, minorities). B.S., 1953, M.A., 1954, Xavier; Ph.D., 1958, Notre Dame. (1968)

Bruce E. Wampold, Associate Professor (research methods in counseling psychology, analysis of social interaction); Coordinator, Counseling Psychology. B.A., 1971, Washington (Seattle); M.Ed., 1976, Hawaii at Manoa; Ph.D., 1981, California, Santa Barbara. (1985)

Adjunct

Leonard Hass, Adjunct Associate Professor (prevention of substance abuse, ethics, personality assessment). B.A., 1970, Boston; M.A., 1972, Ph.D., 1978, Colorado. (1988)

Courtesy

John A. Bernham, Courtesy Instructor (community college counseling). B.A., 1956, Cascade; M.Ed., 1960, Oregon. (1981)

A. Stanley Hultgren, Courtesy Assistant Professor (child guidance, counseling procedures). B.A., 1964, Oregon; M.A., 1969, Arizona State; Ph.D., 1976, Oregon. (1978)

Ronald J. May, Courtesy Professor (college counseling and training, men's issues, assessment). B.S., 1973, Wisconsin-Stevens Point; M.Ed., 1976, Missouri; Ph.D., 1980, Michigan State. (1987)

Andrew Thompson, Courtesy Associate Professor (cognitive restructuring). B.A., 1956, M.A., 1960, Ph.D., 1963, Minnesota. (1965)

Emeriti

Esther E. Matthews, Professor Emerita (human potentiality, career development). B.S., 1940, Massachusetts State; M.Ed., 1943, Ed.D., 1960, Harvard. (1966)

Saul Toobert, Professor Emeritus (group and individual counseling). B.A. 1947, California, Berkeley; Ph.D., 1965, Oregon. (1963)

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

Participating

Richard P. Francisco, Courtesy Associate Professor

Educational Psychology Faculty

Wesley C. Becker, Professor (instructional psychology, behavioral analysis research, measurement). B.A., 1951, M.A., 1953, Ph.D., 1955, Stanford. (1970)

Henry F. Dizney, Professor (measurement and research, educational evaluation). B.S., 1954, Southeast Missouri State; M.Ed., 1955, Wayne State; Ph.D., 1959, Iowa. (1967)

Roland H. Good III, Assistant Professor (school psychology, psychoeducational assessment, multivariate statistics). B.S., 1977, M.S., 1981, Ph.D., 1985, Pennsylvania State. (1988)

Lloyd L. Lovell, Professor (human development, giftedness, philosophy of science). B.A., 1947, Lawrence; M.S., 1951, Minnesota at Minneapolis-St. Paul; Ph.D., 1955, Cornell. (1959)

Arthur Mittman, Professor (measurement and research, psychometrics). B.A., 1947, M.S., 1950, Ph.D., 1958, Iowa. (1963)

Richard J. Rankin, Professor (psychometrics, learning and motivation, human development); Coordinator, Educational Psychology. B.A., 1953, M.A., 1954, Ph.D., 1957, California, Berkeley. (1966)

Richard A. Schmuck, Professor (social psychology, group processes, organizational development). B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan. (1967)

Mark R. Shinn, Assistant Professor (school psychology, assessment, instructional practice and evaluation). B.A., 1974, Gustavus Adolphus; Ph.D., 1981, Minnesota at Minneapolis-St. Paul. (1984)

Gary Stoner, Assistant Professor (school psychology, behavior disorders, applied behavior analysis). B.A., 1979, Kent State; Ph.D., 1986, Rhode Island. (1987)

Adjunct

Abby J. Gottsegen, Adjunct Assistant Professor (prevention of substance abuse, consultation and intervention with families). B.A., 1977, Skidmore; M.S., 1980, Ph.D., 1984, Yeshiva. (1988)

Alexander C. Granzin, Adjunct Assistant Professor (school psychology). B.A., 1967, New Orleans; M.A., 1971, Ph.D., 1975, Oregon. (1981)

Randall S. Sprick, Adjunct Assistant Professor (classroom management, remedial instruction). B.S., 1973, Portland State; M.S., 1974, Ph.D., 1979, Oregon. (1973)

Courtesy

Hyman Hops, Courtesy Assistant Professor. B.A., 1959, Sir George Williams; M.A., 1962, Toronto; Ph.D., 1971, Oregon. (1984)

Larry K. Irvin, Courtesy Associate Professor (program evaluation, measurement, mental retardation). B.A., 1966, California, Davis; M.A., 1970, California State, Los Angeles; Ph.D., 1975, Oregon. (1975)

Fred N. Kerlinger, Courtesy Professor (educational psychology, research methods, multivariate analysis). B.S., 1942, New York; M.A., 1951, Ph.D., 1953, Michigan. (1980)

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)

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

Participating

Barbara D. Bateman, Teacher Education
Diane D. Bricker, Special Education and Rehabilitation
Douglas Carnine, Teacher Education
Richard D. Freund, Counseling Psychology
Meredith Gall, Teacher Education
Mary Gleason, Teacher Education
Elizabeth L. Holloway, Counseling Psychology
Robert H. Horner, Special Education and Rehabilitation
Gerald D. Kranzler, Counseling Psychology
Elizabeth Schaughency, Psychology
George Sugai, Teacher Education
Gerald Tindal, Teacher Education
Hill M. Walker, Special Education and Rehabilitation

The Division of Counseling and Educational Psychology offers both master's and doctoral degrees. Specialties in school psychology are offered within educational psychology. The Division includes the DeBusk Memorial Center, which provides training experiences in counseling and in school psychology.

In addition to its degree programs, the Division provides a variety of service courses to other College of Education and University programs.

The Division faculty and staff are housed at 1761 and 1791 Alder Street and in the DeBusk Memorial Center at 1675 Agate Street.

Counseling Psychology

The Counseling Psychology area offers integrated programs of classroom, practicum, and field experience leading to graduate degrees at both the master's and doctoral levels.

Information on University policies and procedures is available from the Graduate Student Records Office in the College of Education and in the Graduate School section of this bulletin.

Careers. At the master's degree level, the area offers a generic program of studies in Counseling Psychology designed to prepare professional practitioners for work in a wide variety of settings: vocational rehabilitation agencies, community 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 in the following capacities: counselors in university and college counseling centers, directors of guidance in public school districts, counseling psychologists in state and veterans hospitals, university administrators and teachers, researchers, government and industrial research psychologists, consulting psychologists, program administrators, and counseling psychologists in private practice.

Degrees Granted

Master's Degrees. The Counseling Psychology program offers master of arts (M.A.), master of science (M.S.), and master of education (M.Ed.) degrees in counseling. For the M.A. degree, the candidate must demonstrate proficiency in one foreign language. For the M.Ed., the candidate must have a valid teaching certificate and have completed at least one year of successful classroom teaching.

Doctoral Degrees. The doctoral program may lead to either the Ph.D. or the D.Ed. degree in counseling psychology. In addition to other requirements, the Ph.D. requires a dissertation with a high level of scholarship; it is intended for those with the ability and motivation to make a significant contribution to the field through teaching and scholarly research.

The D.Ed. in Counseling Psychology is an advanced professional degree for practitioners, and it places primary emphasis on the advancement of professional practice. Admission to the D.Ed. program requires obtaining a faculty adviser and developing a detailed program proposal as part of the application procedure. The D.Ed. program is currently inactive.

Admission and Retention

Prospective master's and doctoral applicants may request detailed admission policies and procedures from the Division of Counseling and Educational Psychology, College of Education, University of Oregon, Eugene OR 97403. Doctoral students are admitted for fall term only. An equal number of master's degree students are admitted fall term and summer session. The closing date for receipt of completed applications is February 1 for doctoral program and February 15 for master's program entry the following fall term. Notifications of the dispositions 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, (5) statement of purpose in seeking admittance, and (6) a sample of written work.

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.

Master's Degree Program

The program of studies leading to the master's degree in Counseling requires 72 credits and has been granted provisional approval by the Council for Accreditation of Counseling and Related Educational Programs. One purpose of the program is to help students prepare for counselor certification and licensing. Some graduate courses taken earlier at another accredited institution may meet part of the requirements.

An individualized program taking into account the student's background, experience, and professional goals is designed by the student and the adviser. No fewer than 45 of the 72 required credits must be taken in residence *after* formal admission to the master's degree program. Acceptable courses must fall within the following categories:

Psychological Foundations. Courses providing a broad understanding of human behavior (normal and abnormal) at all developmental levels, particularly courses in abnormal psychology, personality theory, learning theory, sociology, anthropology, and physiology.

Social and Cultural Foundations. Studies of ethnic groups, other cultures, and cultural values. The behavioral sciences, political science, sociology, and anthropology may offer courses supporting this area.

The Helping Relationship. Courses on the philosophic basis of the helping relationship, counseling theories, and procedures.

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.

Groups. Courses on theory of groups, group work methods, and supervised practice.

Life-Style and Career Development. Courses on vocational choice theory, courses on career choice and development, relationship between careers and life-style.

Appraisal of the Individual. Courses on data gathering and interpretation, individual and group testing, case study approaches, the study of individual differences, the development of a framework for understanding the individual, considering ethnic, cultural, and sex factors.

Research and Evaluation. Courses in statistics, research design, development of research and demonstration proposals.

Professional Studies. Courses in ethical, legal, and moral issues, supervised professional readings, and workshops.

Doctoral Degree Program

The Ph.D. program in Counseling Psychology, approved by the American Psychological Association, is designed to ensure that its graduates are psychologists who:

1. Possess a general knowledge of human behavior together with those observational and information-processing skills that facilitate description, explanation, and prediction of the behavior of individuals in transaction with their worlds
2. Have mastered procedures for facilitating the growth of individuals, groups, and systems
3. Have developed the necessary attitudes and sufficient competence to formulate useful, researchable questions; design and conduct systematic analyses; interpret and apply the results to their own and others' efforts to increase the general knowledge of human behavior and how it can be influenced
4. Respect the dignity and worth of the individual, strive for the preservation and protection of human rights, and do so with concern for the best interests of clients, colleagues, students, research participants, and society

The training program in Counseling Psychology demands of each student considerable responsibility and autonomy for designing the particular pattern of educational experiences that constitute his or her doctoral program. General areas of expected competence have been defined and general requirements established. However, the specific manner in which an individual meets those requirements is determined by the student in consultation with an adviser and the Doctoral Program Committee of the Counseling Psychology area.

The program of study leading to a Ph.D. degree in Counseling Psychology typically entails a minimum of three years of full-time effort beyond the master's degree. A full year of internship training must be completed *after* the first year of course work taken in residence. Students applying for admission to the Counseling Psychology program generally are expected to have a master's degree in counseling, clinical psychology, social work, or a related discipline and to have professional experience related to the counseling field. Doctoral degrees are granted in recognition of exceptional mastery of knowledge and skills in the field of counseling psychology. Students who receive a Ph.D. from the program are eligible to take the Oregon licensing examination for psychologists.

Financial Aid

Because grants-in-aid are virtually nonexistent within the master's degree program, financial assistance must be sought outside the program.

Financial assistance for doctoral students is limited. However, most doctoral students needing financial assistance are able to secure part-time counseling-related jobs in the University or the local community.

Some graduate teaching fellowships (GTFs) are available. When positions are open, they are advertised through the College of Education and the Office of Affirmative Action. Students showing the most potential for work in counseling psychology are given priority. The Division also considers the extent to which the work might benefit the student's program goals.

DeBusk Memorial Center

Elizabeth L. Holloway, Coordinator
1675 Agate Street
Telephone (503) 686-3418

DeBusk Memorial Center is a service, training, and research facility functioning as part of the Division of Counseling and Educational Psychology. The Center was named in honor of the pioneering work of B. W. DeBusk, who taught at the University from 1915 to 1937. He skillfully integrated findings from psychology, medicine, and education in diagnosing learning and behavior problems. The Center continues this interdisciplinary approach. Its purposes are to provide assessment and counseling to clients with a wide range of concerns.

Graduate students at the master's, doctoral, and postdoctoral levels participate with faculty clinical supervisors in various programs as an integral part of their professional preparation.

The Center also offers consultant services for developing and evaluating various student personnel services within a school district. Fees for such services vary, depending on the scope of the project.

Educational Psychology

The Educational Psychology area provides instruction in learning, motivation, measurement, research methods, instructional psychology, and school psychology.

Programs are individually designed to complement the student's previous background and experience and to provide a program of study compatible with the student's professional goals.

Master's degrees usually take three or more terms in all programs except school psychology, which typically requires three years. Doctoral degrees require a minimum of two years beyond a master's degree.

See the Graduate School section of this bulletin for descriptions of advanced degree requirements.

Degrees Granted. Graduate studies in Educational Psychology lead to the M.A., M.S., M.Ed., Ph.D., or D.Ed. degree.

Admission. Admission to Educational Psychology programs requires admission to the Graduate School of the University and formal admission to the Educational Psychology area.

Admission is competitive, based on (1) Graduate Record Examinations (GRE) scores, (2) transcripts of undergraduate and graduate work, (3) letters of recommendation, (4) the student's own statement of intent and career goals, and (5) relevant work experience in education, psychology, research, and related fields.

Applications from minority group members are encouraged.

Applications for fall admission to the school psychology program are due February 15. Applications for all other Educational Psychology programs are due March 15. Requests for further information on Educational Psychology programs and admission procedures should be addressed to Admissions Secretary, Division of Counseling and Educational Psychology, College of Education, University of Oregon, Eugene OR 97403.

Programs of Study

Specialization in Educational Psychology is offered in (1) educational measurement, evaluation, and research, (2) school psychology, and (3) general educational psychology.

All master's degrees require a minimum of 45 credits. In exceptional cases a series of comprehensive examinations may be substituted for the master's thesis.

All doctoral degrees require a minimum of 45 credits in the primary area and 30 credits in a supporting area as well as research, foundation, and thesis work. Fulfillment of degree requirements includes successful completion of a series of comprehensive examinations and the presentation of a dissertation or thesis.

Measurement, Evaluation, and Research. The measurement and research component of Educational Psychology covers techniques that help educators assess the extent to which new courses, methods, and learning experiences affect the end product of the schools. This component emphasizes systematic data-gathering procedures, measurement, statistical methodology, and evaluation. Special attention is given to the application of research design and statistical methods in measurement and the drawing of inferences about education and human development. Students examine the improvement of techniques and new methods for carrying out these tasks. Computers are available for use in these areas of study. A wide range of courses is offered in the use and applications of computers.

Students who want to pursue graduate study in this area are encouraged to acquire a broad base in education because they must be conversant with the problems of all branches of the educational community. They are expected to pursue formal study in statistics, measurement, experimental design, and evaluation. A background in mathematics or an aptitude for quantitative thinking, or both, is desirable. Each student's course of study takes into account individual needs, interests, and previous training and experience.

Students who want to pursue graduate studies in this program should see Bruce E. Wampold or Richard J. Rankin.

School Psychology. 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 and, equally importantly, to produce continuous, data-based evaluations of the services they provide.

Each student's program of study is individualized to allow development of special strengths and interests. The goal shared by all students' programs is achieving and demonstrating competence in six basic areas: (1) psychological foundations, (2) psychometrics and assessment, (3) school-based intervention, (4) professional school psychology, (5) applied research skills, and (6) field experience.

MASTER OF ARTS OR SCIENCE. The 90-credit master's degree program is designed to achieve the competencies established by the National Association of School Psychologists. Graduates of the program meet State of Oregon certification requirements. Completion of the degree typically takes three years. It takes two years to meet course work and research requirements and one year to complete the full-time supervised internship.

DOCTOR OF PHILOSOPHY. The doctoral program is designed to achieve the competencies established by the American Psychological Association. The program typically requires four to five years of study beyond the bachelor's degree. This period includes a one-year supervised internship. Students may enter the program with or without a master's degree. In addition to the school psychology program's core requirements, doctoral students are expected to select and develop an area of specialization and complete a dissertation.

Students seeking further information should contact Mark R. Shinn or Gary Stoner.

General Educational Psychology. The general educational psychology program trains college teachers and researchers specializing in educational psychology. The program stresses human learning and behavior. Instructional support comes from many University departments, but especially Teacher Education, Psychology, Anthropology, Sociology, and Special Education and Rehabilitation.

Students who want to pursue graduate studies in this program should see Henry F. Dizney or Richard J. Rankin.

Financial Aid

Financial assistance for graduate students is limited. In the past, however, most students needing assistance have found part-time positions at the University or in community agencies.

Some graduate teaching fellowships (GTFs) are available. When positions are open, they are advertised through the College of Education and the Office of Affirmative Action. Students showing the most potential for work in Educational Psychology are given priority. Also considered is the extent to which the work might benefit the student's program goals.

Counseling Psychology Courses (CPSY)

Lower Division

199 Special Studies: [Term Subject] (1-3R) Career alternatives. Emphasis on career decisions and self-awareness, social and psychological characteristics of work, nonwork activities and the importance of work to life-style.

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 (G) Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R)

408 (G) Workshop (Arr,R) Personal Development is a current topic.

409 (G) Practicum: [Term Subject] (Arr,R) P/N only. Recent topics are Career Counseling, College Counseling, Community College Counseling, Counseling—DeBusk, Elementary School Guidance, Family Counseling (Parent-Child and Parent-Youth), Field Placement, Procedures in Family Counseling (Parent-Child and Parent-Youth), and Secondary School Guidance. Prereq: CPSY 450.

410 (G) Experimental Course: [Term Subject] (Arr,R) Recent topics are Counseling and Sexuality, Introduction to Career Development, and Rational-Emotive Counseling.

425 (G) Final Supervised Field Experience (Arr,R) For students completing the final field experience for basic certification endorsement in school counseling. Prereq: instructor's consent. Not offered 1988-90.

450 (G) Introduction to Counseling (3) Prepracticum exposure to counseling relationships; semistructured communication exercises and development of personal facilitative skills; observation of counseling and interaction response.

463 (G) Dreikursian Principles of Child Guidance (3) Treatment of emotionally and socially maladjusted children in the home, school, and community.

464 (G) 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.

485 (G) Principles and Practices of Guidance Services (3) General overview of the guidance function in a free society; principles and procedures attendant to guidance and counseling services in American schools.

486 (G) Counseling Procedures (3) Strategies for accomplishing counseling purposes of choice, change, and confusion reduction. Demonstration and discussion of individual counseling.

488 (G) Educational and Vocational Guidance (3) Designed to broaden understanding of career development theory to the practice of vocational and educational guidance within schools, clinics, and employment centers.

491 (G) Group Counseling (3) Designed to help develop group-leadership skills. Topics include group process and group objectives, factors that facilitate and hinder constructive interaction, and assessment of continuing group process.

493 (G) 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.

495 (G) Counseling Nonwhite American Minorities (3) Concepts and current issues in understanding and counseling nonwhite Americans. Strategies for facilitating healthy identity formation.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R)

507 Seminar: [Term Subject] (Arr,R)

508 Workshop (Arr,R) P/N only. Adlerian Life-Style Analysis is a recent topic.

509 Practicum: [Term Subject] (Arr,R) P/N only. Recent topics are Career Counseling, Cognitive Behavior, College Counseling, Community College Counseling, Counseling—DeBusk, Elementary School Guidance, Family Counseling (Parent-Child and Parent-Youth), Field Placement, Psychodynamics, and Rational-Emotive Theory.

510 Experimental Course: [Term Subject] (Arr,R) Recent topics are Adlerian Theory, Appraisal, Computer Applications, Doctoral Proseminar, Psychodynamics of Counseling, Psychological Assessment, Psychology of Men, Research Methods in Counseling, Supervision, and Techniques in Transactional Analysis and Gestalt Counseling.

512 Ethical and Legal Issues in Counseling (3) Current ethical and legal concerns in the professional practice of counseling. Ethical theory and decision-making processes; legal aspects of client-counselor relationships.

518 Transactional Analysis in Theory and Practice (3) Basic theoretical concepts; role play, fantasy, and other in-class exercises used to demonstrate the transactional analysis approach and relationship to other counseling techniques.

520 Gender Differences and Relationships in Contemporary American Society (3) Gender identity issues within the psychocultural nexus of modern American life in relation to the paradoxical human needs of separateness and bonding. Prereq: instructor's consent.

526 Counseling Theories (3) Survey, evaluation, and integration of philosophical and theoretical assumptions that underlie counseling procedures.

528 Counseling and Contemporary Values (3) Philosophic analysis of the value-based aspects of counseling in a pluralistic society. Critical comparison of traditional religious and contemporary secular approaches to the good life. Prereq: instructor's consent.

530 Psychological Evaluation in Private Practice (3) Psychological report writing and issues of private practice. Not offered 1988-90.

532 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.

540 Advanced Research Methods in Counseling (3) Examination of multivariate research designs including multiple regression; use of computer packages in statistical analyses of data; and exploration of critical issues in conducting research in counseling psychology. Prereq: EPSY 416 or equivalent.

609 Master's Internship (6-16) Supervised counseling residency in an agency or private practice. Scheduled toward the end of or following formal instruction and practica.

Educational Psychology Courses (EPSY)

Lower Division

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

322 Educational Psychology I (3) Applications of behavioral and cognitive learning processes to the

design of instruction, teaching procedures, and classroom management.

323 Educational Psychology II (3) Implications for teachers of the psychology of intelligence, cognitive development, cognitive-motivational processes, personal and social development, group processes, sex differences, special needs, and assessment methods. Prereq: EPSY 322.

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R)

408 (G) Workshop (Arr,R)

409 (G) Practicum: [Term Subject] (Arr,R) Recent topics are Field Work in School Psychology, Internship in School Psychology, Psychological Assessment I and II, School Psychology—DeBusk, and School Psychology—Educational Assessment.

410 (G) Experimental Course: [Term Subject] (Arr,R)

415 (G) Educational Statistics I (3) Descriptive statistics including frequency distributions, central tendency, variability, standard scores, correlation, and regression. Introduction to hypothesis testing, probability theory, and sampling distributions. Prereq: one algebra course.

416 (G) Educational Statistics II (3) Inferential statistics including t-tests, analysis of variance, and chi-square tests. Applications to education and counseling psychology. Prereq: EPSY 415G or equivalent.

417 (G) Tests and Measurement in Educational Research (3) A first course in measurement. Provides a theoretical and practical basis for evaluating and using the wide range of test and measurement data in educational research. Pre- or coreq: EPSY 415G.

435 (G) Developmental Psychology of the Child (3) Child growth, development, and psychology with special emphasis on the relevance of knowledge in these areas to applied professions.

436 (G) Developmental Psychology of the Adolescent (3) Adolescent growth and development and the psychology of adolescence. Emphasis on educational and applied implications of growth and development.

439 (G) The Gifted Child (3) The psychology, education, and guidance of the mentally superior and the extraordinarily gifted child.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent topics are Advanced Computer Methods in Educational Research, Instructional Consultation, Intermediate Computer Methods in Educational Research, Multiple Regression Analysis, Nonparametric Techniques, Psychological Issues of Educational Computers, and School Psychology Linkage I.

508 Workshop (Arr,R)

509 Practicum: [Term Subject] (Arr,R) Computers in Educational Research and Emotionally Handicapped Children are recent topics.

510 Experimental Course: [Term Subject] (Arr,R)

516 Research Methods in Education I (3) Not offered 1988-90.

518 Research Methods in Education III (3) Logic of multiple regression analysis and factor analysis; introduction to measurement theory and practice and to principles of program evaluation. Design of research studies. Prereq: EPSY 416G or equivalent.

519 Research Methods in Education IV (3) Survey of published research papers to illustrate the various types of designs that are most frequently used in educational research. Prereq: EPSY 416G, 518 or instructor's consent.

521 Advanced Statistical Methods in Education I (3) Statistical principles underlying educational and psychological research designs. Topics include salient distribution functions, matrices in statistical analyses, and one- and two-way fixed- and random-effects analysis of variance. Prereq: EPSY 415G, 416G, 518 or instructor's consent.

522 Advanced Statistical Methods in Education II (3) Study of designs that evolved from EPSY 521. Emphasis on exercises and practice in selecting the appropriate design. The assumptions and limitations of the different models. Prereq: EPSY 521 or instructor's consent.

525 Theory and Technique of Educational Measurement (3) Basic concepts of measurement with emphasis on item sampling, classical test theory, validity, reliability, units and norms, and item statistics. Application of the topics in the educational context. Prereq: EPSY 417G, 521, 522 or instructor's consent.

526 Final Supervised Field Experience (Arr,R) P/N only. Limited to students in school psychology program for Basic certification endorsement. Prereq: instructor's consent.

529 Advanced Educational Psychology I (4) Review of learning theories and variables; implications for teaching methodology and classroom management. Primarily for graduate students in Educational Psychology and other departments of the College of Education; others admitted with instructor's consent.

530 Advanced Educational Psychology II: Instructional Psychology (3) Examines research and theory on the design of effective academic instruction with a goal of bringing an integration to cognitive and behavioral approaches.

531 Advanced Educational Psychology III: Social Psychology and Motivation (4) Social psychology and motivation as they relate to teachers and students, classroom group processes, and organizational factors in schools. Offered alternate years; not offered 1988-89.

549 Principles and Practices in School Psychology I (3) The theory, role, and function of school psychology in its relation to learning and the school setting. Primarily for graduate students in school psychology.

554 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 behavior modification.

555 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. Offered alternate years; not offered 1988-89.

564 Theories of Intelligence (3) Theories underlying intelligence tests. Factorial models to help understand the nature of intelligence. Review of literature showing how tests in general contribute to theory. Prereq: instructor's consent.

Educational Policy and Management

124 Education Building
Telephone (503) 686-5171 or -5064
Gerald K. Bogen, Acting Associate Dean

Faculty

Gerald K. Bogen, Professor (human resource management, higher education administration, academic governance). B.A., 1959, Western Washington; M.S., 1961, D.Ed., 1963, Oregon. (1961)

Faith E. Crampton, Assistant Professor (economics and finance of education, educational administration). A.B., 1973, Augustana (Rock Island); M.S.Ed., 1982, Western Illinois; Ph.D., 1987, Ohio State. (1987)

John E. deJung, Professor (measurement, evaluation design). B.A., 1951, Montana; M.A., 1954, Ed.D., 1957, Syracuse. (1964)

Diane M. Dunlap, Assistant Professor (work design, adult education, group processes); Assistant Dean, College of Education. B.S., 1975, Southern Oregon; M.S., 1978, Western Oregon; Ph.D., 1980, Oregon. (1979)

C. H. Edson, Associate Professor (history of education, relationships between work and schooling, immigration history). B.A., 1960, California, Berkeley; M.A., 1970, Oregon; Ph.D., 1979, Stanford. On leave 1988-89. (1972)

Robert D. Gilberts, Professor (problems of urban schools, conflict management, general administration); Dean, College of Education. B.S., 1950, Wisconsin State; M.S., 1955, Ph.D., 1961, Wisconsin, Madison. (1970)

Paul Goldman, Associate Professor (organizational theory, human resource management, sociology of education). A.B., 1966, Stanford; M.A., 1970, Ph.D., 1974, Chicago. (1977)

Steven M. Goldschmidt, Associate Professor (law and education, collective bargaining, juvenile delinquency). B.A., 1966, Oregon; J.D., 1969, California, Berkeley; M.A., 1972, Oregon. (1969)

Kenneth M. Kempner, Assistant Professor (research and evaluation methods, sociology of universities and community colleges, comparative international education). B.A., 1969, Montana; M.A., 1974, Colorado; Ph.D., 1979, Oregon. (1986)

Robert H. Mattson, Professor (educational administration, special education). B.S., 1949, Montana; M.A., 1950, State University of Iowa; D.Ed., 1959, Oregon. (1957)

Philip K. Piele, Professor (management information systems, microcomputers and administration, microcomputer networks and communications); Director, ERIC Clearinghouse on Educational Management. B.A., 1957, Washington State; M.S., 1963, Ph.D., 1968, Oregon. (1967)

Ralph C. Rands, Associate Professor (community college administration, personnel administration and evaluation, communications). B.A., 1949, Linfield; M.Ed., 1954, D.Ed., 1966, Oregon. (1973)

Richard A. Schmuck, Professor (social psychology of education, organizational development, group processes). B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan. On leave 1988-89. (1967)

Courtesy

Jane Farrand DeGidio, Courtesy Associate Professor (student personnel, individual and group counseling, apprenticeship and problems of blue-collar workers); Director, Student Development. B.A., 1968, Minnesota; M.S., 1974, Ph.D., 1980, Oregon. (1969)

Richard P. Francisco, Courtesy Associate Professor (equity in education, group and leadership skills, interpersonal problem solving). B.A., 1971, Colorado; M.Ed., 1974, Oregon State; Ph.D., 1976, Oregon. (1972)

J. David Rowe, Courtesy Professor (community development, institutional facilities); University Planner. B.A., 1955, Park College. (1960)

Shirley J. Wilson, Courtesy Professor (student personnel services); Dean of Students. B.A., 1952, Whitman; M.A., 1957, Stanford; D.Ed., 1978, Washington State. On leave fall 1988, winter 1989. (1969)

Holly K. Zanville, Courtesy Assistant Professor (state-level coordination and policy making, nontraditional education, articulation between systems). B.A., 1968, Lindenwood College for Women; M.A., 1969, Wisconsin; Ph.D., 1976, Minnesota. (1983)

Emeriti

Max G. Abbott, Professor Emeritus (administrative theory, organization theory, policy and governance). B.S., 1949, M.S., 1951, Utah State; Ph.D., 1960, Chicago. (1966)

Werrett W. Charters, Jr., Professor Emeritus (methods of policy research, social psychology, organizational theory). B.A., 1944, DePauw; Ph.D., 1952, Michigan. (1966)

Thomas L. Dahle, Professor Emeritus (adult education). B.S., 1938, M.S., 1949, Wisconsin; Ph.D., 1954, Purdue. (1963)

Kenneth A. Erickson, Professor Emeritus (personnel administration, school surveys, in-service education). B.S., 1941, Oregon; M.A., 1948, Ed.D., 1953, Washington State. (1967)

Grace Graham, Professor Emerita (social foundations). B.A., 1933, M.A., 1936, South Carolina; Ed.D., 1952, Stanford. (1954)

N. Ray Hawk, Professor Emeritus (higher education). B.S., 1947, M.S., 1948, D.Ed., 1949, Oregon. (1950)

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)

Miles E. Romney, Professor Emeritus (educational administration, school finance, curriculum development). Ph.D., 1947, Utah. (1952)

Philip J. Runkel, Professor Emeritus (school organization and change, organizational development, research methods). B.S., 1939, Wisconsin, Stevens Point; M.S., 1954, Ph.D., 1956, Michigan. (1964)

Adolph A. Sandin, Professor Emeritus (elementary education, curriculum, organization). B.A., 1933, Central Washington; M.A., 1938, Washington (Seattle); Ph.D., 1943, Columbia. (1950)

Hugh B. Wood, Professor Emeritus (international education). B.S., 1931, Toledo; M.A., 1935, Colorado; Ed.D., 1937, Columbia. (1939)

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

The Division of Educational Policy and Management (DEPM) performs and integrates the functions of research and development, dissemination and service to the field, and instruction. Inquiries may be addressed to the Division of Educational Policy and Management, College of Education, University of Oregon, Eugene OR 97403.

Instructional Programs

The instructional programs include master's and doctoral degree programs in Educational Policy and Management; state-approved programs for Basic and Standard certification of building administrators and superintendents; and dissemination and outreach services.

Master of Science Degree

The master of science (M.S.) degree program provides students with graduate-level study and an opportunity to specialize in school administration, in higher education management, or in educational policy and foundations.

Admission decisions are based on (1) evaluation of all undergraduate and graduate transcripts, (2) a score from the Miller Analogies Test (MAT), the Graduate Record Examinations (GRE), or an equivalent test approved in advance by the Division's associate dean, (3) a 600-word statement of the applicant's academic and vocational goals, and (4) three letters of recommendation.

Students must complete between 45 and 54 graduate credits and maintain a B average in all courses taken for grades. Of the required credits, 36 must be earned in established courses (i.e., excluding EDPM 501, 505, and 509) and 30 in the major. Credits earned in other institutions and programs may be transferable if the University residency requirement (a minimum of 30 graduate credits taken over a minimum of two terms at the University) is met.

Students must also complete a departmental thesis or examination. Theses and examinations are graded by three faculty members appointed by the DEPM associate dean and must be fully acceptable to at least two of them.

Doctoral Programs

Doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees may be earned in Educational Policy and Management with specialization in the following areas: community colleges, school administration, policy research and analysis, history of education, law and education, personnel administration, computers in educational management, finance and economics in education, higher education, organization development, and student services.

Applicants to all doctoral programs are evaluated on the basis of (1) four letters of recommendation, (2) undergraduate and graduate programs and GPAs, (3) Miller Analogies Test (MAT) or Graduate Record Examinations (GRE) scores, (4) samples of scholarly work (e.g., term papers, master's theses), (5) statements by the applicant of career goals, academic interests, and employment history, and (6) an essay.

A student's program includes a set of courses, requirements for which vary according to the degree sought and the field of study. Residency requirements of three consecutive terms of full-time study must be met by Ph.D. students; D.Ed. students may choose between the three-term option and two consecutive terms of full-time study, followed by one term of directed internship.

In addition, a student must maintain a 3.00 grade point average (GPA), pass a comprehensive examination, and complete a dissertation.

Certification for Administrators

By act of the Oregon Legislative Assembly, people employed as administrators (vice-principals, principals, assistant superintendents, and superintendents) in Oregon public schools must hold administrative certificates.

Planned programs of study lead to the Basic and Standard administrative certificates for Building Administrator and Superintendent endorsements.

Admission to the Administrative Certification Program is granted to those who (1) verify completion of a master's degree or enrollment in a master's degree program in an approved teacher education institution, (2) submit a satisfactory score from the Miller Analogies Test (MAT), the Test of Standard Written English (TSWE), or the Graduate Record Examinations (GRE), and (3) provide three letters of recommendation from previous employers or college instructors. Information on admission procedures and required courses is available from the associate dean.

Dissemination and Outreach

This program focuses on disseminating information on exemplary practices and new developments in education and on facilitating communication between the Division of Educational Policy and Management and educators in the field. A statewide network of adjunct professors reinforces advising and teaching for graduate and administrative certification students who are not in residence on campus. The Executive Leadership Series schedules conferences that address contemporary topics and issues of concern to educators. Outstanding administrators are invited regularly to spend two days on campus as part of the Executive-in-Residence Program.

Educational Policy and Management Courses (EDPM)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Seminar topics offered as student interest and faculty availability warrant.

409 (G) Practicum: [Term Subject] (Arr,R) P/N only

413 (G) Introduction to Educational Administration (3) Overview of the way schools are organized and managed in the United States, including educational governance, organizational perspectives, and theories of administrative function.

433 Leadership I: Interpersonal Communication (3) Provides theoretical understanding and practical strategies for developing interpersonal communication skills. Aimed toward higher education advisers and counselors.

440 (G) History of Education (3) Not offered 1988-90.

441 (G) History of American Education (3) Social, intellectual, and institutional trends; the evolution of formal education systems; and how educators translate their beliefs about ethnic groups into educational policy and practice.

472 (G) 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.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent topics include Academic Governance; Budgeting and Finance in Higher Education; Contract Management; Educational Leadership; Management and Organization Development; Management Information Systems; Microcomputers for Educational Administrators;

Personnel Evaluation; Policy Seminar, and Qualitative Research Methods.

508 Workshop (Arr,R) P/N only

509 Practicum: [Term Subject] (Arr,R) P/N only. Practicum for Interns is a current topic.

514 Governance and Policy in American Schools (3) Analysis of the roles of federal, state, and local agencies in governing elementary and secondary schools; establishment of school policy.

515 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.

516 Advanced Organizational Theory 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 515 or instructor's consent.

520 Adult Education (3) Survey of adult education: purposes, programs, philosophy, methods, materials, agencies, organization.

522, 523 Policy Research and Analysis I, II (3,3) Nonstatistical treatment of the basic concepts and methods of research on educational policy.

524 Law and Schools (3) Analysis of the legal system and legal method applied to public schools. The legal authority of local, state, and federal governments.

526 Student Rights (2) Analysis of the legal rights of elementary and secondary students under state and federal constitutions, statutes, and administrative rules. Prereq: EDPM 524.

528 Teacher Rights (2) Introduction to the legal rights and liabilities of school personnel under state and federal constitutions, statutes, and administrative rules. Prereq: EDPM 524.

530 Higher Education in Developing Countries (3) Brief survey of higher education in selected developing countries; comparison with American higher education; relation to economic development, major problems.

542 Urbanization, the Pupil, and the School (3) History of urban education and the relation of schools to changes in urban politics and socioeconomic structure. Not offered 1988-90.

550 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.

552 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.

554 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.

564 Historiography of American Education (5) 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.

567 Analytical Problem Solving in Education (4) Analysis of complex problems through application of quantitative techniques including decision diagramming, sensitivity analysis, modeling, forecasting, and simulation. Uses microcomputer laboratory and electronic spreadsheet. Not offered 1988-90.

570 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.

573 Business Management in Education (2) Application of systematic procedure to the problems of acquiring fiscal resources of a school district and managing its expenditures.

574 Program Evaluation for Educational Managers (3) A comprehensive survey of formative and summative evaluations of educational programs at the district, building, and classroom levels.

575 School Finance (2) 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.

576 School Buildings (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. Usually offered summer session.

577 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.

578 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.

580 School Personnel Administration (3) Examination of principles and practices of personnel management in elementary and secondary schools. Analysis of legal requirements for personnel managers. Not offered 1988-90.

583 Policy Development (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. Not offered 1988-90.

589 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.

592 Administration of Colleges and Universities (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.

593 Higher Education Survey (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.

595 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.

597 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.

Special Education and Rehabilitation

351 Clinical Services Building
Telephone (503) 686-3591
Hill M. Walker, Associate Dean

Special Education and Rehabilitation Faculty

Richard W. Albin, Assistant Professor (research design, behavior management). B.A., 1969, Rochester; M.A., 1973, Illinois; Ph.D., 1986, Oregon. (1986)

Diane D. Bricker, Professor (early childhood, communication development and intervention); Coordinator, Early Childhood Program. B.A., 1959, Ohio State; M.S., 1965, Oregon; Ph.D., 1970, George Peabody. (1978)

Jay Buckley, Assistant Professor (supported employment, behavior management, independent living). B.A., 1971, Saint Peter's College; M.A., 1978, Oregon; Ed.D., 1987, Johns Hopkins. (1986)

Dan Close, Associate Professor (psychology of exceptionality, independent living, curriculum development). 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)

R. William English, Professor (counseling, school to community transitions, supervisory management); Coordinator, School to Community Transitions Program. B.A., 1964, M.A., 1967, Southern Illinois; Ph.D., 1968, Wisconsin, Madison. (1975)

Ted R. Fabre, Assistant Professor (behavioral assessment and intervention, microcomputer applications). B.A., 1974, M.S., 1976, Eastern Washington; Ph.D., 1985, Oregon. (1985)

Dianne L. Ferguson, Assistant Professor (qualitative research, social meaning of disability, teacher training). 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. (1985)

K. Brigid Flannery, Research Assistant (teacher training, supervision). B.A., 1975, Marian; M.Ed., 1978, Illinois, Urbana-Champaign. (1984)

Robert H. Horner, Associate Professor (behavior management, research design, applied behavior analysis); Director, Specialized Training Program; Coordinator, Developmental Disabilities Program. B.A., 1971, Stanford; M.S., 1975, Washington State; Ph.D., 1978, Oregon. (1976)

Dean P. Inman, Assistant Professor (neuromuscular education and research, behavioral medicine); Coordinator, Interdisciplinary Special Education and Rehabilitation Program. B.A., 1970, California State, Sacramento; M.S., 1973, Utah State; Ph.D., 1976, Oregon. (1974)

David M. Mank, Assistant Professor (employment services, research design, behavior management). B.A., 1975, Rockhurst; M.S., 1977, Portland State; Ph.D., 1985, Oregon. (1985)

Larry E. Rhodes, Research Associate (managing service organizations, vocational services). B.A., 1971, M.A., 1973, California State, Sacramento; Ph.D., 1982, Oregon. (1980)

Kristine L. Slentz, Assistant Professor (infant development, parent involvement, assessment). B.A., 1971, State University of New York College at Fredonia; M.A., 1976, Ph.D., 1986, Oregon. (1986)

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, Instructor (special education organization and policy); Director, Western Regional Resource Center. B.A., 1967, Willamette; M.A., 1968, California, Los Angeles. (1972)

Courtesy

Robert E. Nickel, M.D., Courtesy Assistant Professor. B.A., 1967, Stanford; M.D., 1971, California, San Francisco, School of Medicine. (1980)

Jonathan Zonana, M.D., Courtesy Assistant Professor. B.A., 1967, Pennsylvania; M.D., 1972, Pennsylvania Medical School. (1980)

Emeritus

Robert H. Schwarz, Professor Emeritus. B.S., 1948, Wisconsin, Madison; M.A., 1949, Columbia; Ph.D., 1966, American. (1971)

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

Speech Pathology-Audiology Faculty

Ned J. Christensen, Professor (educational audiology and auditory processing); Director, Speech Pathology-Audiology Program; Coordinator, Undergraduate Programs. B.A., 1954, M.A., 1955, Brigham Young; Ph.D., 1959, Pennsylvania State. (1962)

Marilyn A. Nippold, Assistant 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)

Iris E. Peters, Instructor (sign language). B.S., 1974, North Dakota; M.S., 1976, San Francisco State. (1981)

Ilsa E. Schwarz, Assistant Professor (phonological development, voice disorders); Coordinator, Graduate Programs. B.S., 1978, M.S. 1979, Ph.D., 1982, Oregon. (1984)

Participating

Diane D. Bricker, Special Education and Rehabilitation

Courtesy

Daryl Anderson, Courtesy Associate Professor. B.S., 1965, M.S., 1969, Portland State; Ph.D., 1973, Washington (Seattle). (1983)

Ralph Coleman, Courtesy Associate Professor. B.S., 1954, Oregon State; M.S., 1960, Oregon; Ph.D., 1963, Northwestern. (1983)

Marilyn A. Kerins, Courtesy Assistant Professor. B.A., 1970, Western Michigan; M.A., 1975, Indiana. (1983)

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

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: Speech Pathology-Audiology, Developmental Disabilities, Early Childhood, School to Community Transitions, Severely Handicapped Learner Endorsement Program, and Interdisciplinary Special Education and Rehabilitation for those with clinical professional interests that span a number of related areas. Although united by University and Graduate School requirements and by several broad ideological tenets, each area functions independently within the Division and has its own admission, program of study, and student evaluation procedures.

The Division prepares students to work directly and indirectly with handicapped individuals in preschool, school, and community programs. It is committed to deemphasizing traditional categorical designations for exceptional individuals. Students develop instructional and management skills for working with individuals who have a variety of handicapping conditions. All programs in the Division include extensive practicum experiences where academic knowledge is applied in actual service settings. Students learn how to develop effective intervention strategies, coordinate programs, and provide services to exceptional individuals from infancy through adulthood. At all levels and in all programs, training carefully integrates results of current research and demonstration of competence.

The special education programs in this division emphasize severely handicapped learners, early childhood (special education), and adult services. Additional programs for students interested in working with mildly handicapped pupils or the talented and gifted are described in the Teacher Education section of this bulletin.

Careers. A serious shortage of special education professionals and speech-language-hearing specialists exists throughout the nation. Graduates of the University's educational programs find positions in all 50 states. Such positions typically include teaching at infant, preschool, school-age, and adult levels; conducting individual language intervention programs; habilitating people with handicaps; managing residential living centers; coordinating in-service training programs; consulting with teachers for maintenance of handicapped children in regular classrooms and school settings; conducting research; teaching in college; and working in the administration of special education programs.

Center on Human Development

The Center on Human Development (CHD) is a research and service unit within the Division. It consists of a number of federally funded research, demonstration, training, and service activities that are organized within several CHD project units: Early Intervention Program; University Affiliated Program; Western Regional Resource Center; Specialized Training Program; Speech-Hearing-Language Center; and Parent and Child Education Program. CHD project activities provide diverse practicum sites for student training. CHD resources are made available to faculty members and students in each academic area, and principal investigators participate fully in instructional activities.

Undergraduate Studies

Only the Speech Pathology-Audiology program offers a formal major at the undergraduate level. However, many Special Education courses are available to undergraduates. Students may enroll in the Severely Handicapped Learner (SHL) endorsement program as undergraduates. In addition, students interested in immediate experiences with handicapped individuals may earn practicum credit as volunteers or observers in school and community service programs for exceptional citizens.

Endorsement Programs

Basic and Standard endorsements are available through the Division programs in Developmental Disabilities, Early Childhood, and Speech Pathology-Audiology. Students wanting to apply to an endorsement program should inquire at the Office of Teacher Certification, 117 Education Building, and consult the appropriate endorsement adviser.

Graduate Studies

Although each program is responsible for selecting candidates for its master's or doctoral course of study, substantial similarity exists across programs in terms of the criteria and procedures used in the admission process. With minor variation, applications are evaluated according to the following criteria:

1. The applicant's academic record, including undergraduate and previous graduate work
2. Prior professional or related experience
3. Recommendations by colleagues, peers, and supervisors
4. Aptitude for graduate work as indicated by either the Miller Analogies Test (MAT) or the Graduate Record Examinations (GRE) or both
5. Evidence of writing ability
6. Statement of professional goals

Applicants apply to and are accepted into a specific Division program rather than into the Division at large. The number of students admitted yearly varies by area according to available resources. Students interested in more than one program should so indicate on their applications, and their files will be reviewed by the relevant committees. Applications for admission, available from the College of Education Graduate Student Records Office, 112 Education Building, are reviewed periodically throughout the year. See the Graduate School section of this bulletin for general regulations on graduate degree programs.

Financial Assistance

Stipends and Fellowships. Stipends and fellowships are typically assigned 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 upon the current level of funding. All students who receive stipend awards enroll in a practicum each term as part of their professional training. Employment as a graduate teaching fellow (GTF) may occur in a variety of Division or Center on Human Development project settings. Students interested in applying for a stipend or fellowship may submit the appropriate form to the College of Education Graduate Student Records Office, 112 Education Building, when submitting the Application for Graduate Admission. Formal application for financial assistance should be made before March 1 to receive maximum consideration for aid the following fall term.

Loans. Information regarding University and federal government loans may be obtained from the Office of Student Financial Aid, 260 Oregon Hall.

Speech Pathology-Audiology

Undergraduate Studies

The undergraduate Speech Pathology-Audiology (SPA) program offers bachelor of science (B.S.) and bachelor of arts (B.A.) degrees.

Program Objectives. The goals of the undergraduate SPA program are to provide students the opportunities to:

1. Learn about the humanities and sciences as they relate to aural-oral communication
2. Learn about schools in American society
3. Learn about the nature and needs of exceptional students
4. Learn about speech-language acquisition, the anatomic-physiological bases of speech and language, and the physical nature of the speech signal
5. Learn about the nature of speech-language-hearing pathologies of early childhood through adolescence
6. Acquire and apply knowledge and skills necessary for successful intervention with speech- and language-impaired individuals
7. Gain training in assessment procedures and intervention strategies specific to management of speech-language-hearing disorders
8. Participate in a range of practicum experiences in the public schools and other community settings
9. Acquire and apply knowledge, skills, and competencies to work with speech- and language-impaired individuals of varying social, cultural, linguistic, and socio-economic backgrounds
10. Learn and apply interpersonal and professional skills

The following minimum requirements are specified for students majoring in Speech Pathology-Audiology.

Area Requirements **56 credits**

Clinical Phonetics (SPA 370)	3
Acoustics of Speech (SPA 371)	3
Practicum: Assistance I, II (SPA 409)	4
Practicum: Intervention I, II, III (SPA 409)	6
Practicum: Observation (SPA 409)	3
Practicum: Public Schools I, II (SPA 409)	4
Anatomy and Physiology of Speech and Language (SPA 472)	3
Visual Language and Lip Reading (SPA 473)	3
Speech and Hearing Methods in the Schools (SPA 474)	3
Normal Speech and Language Development (SPA 480)	3
Speech-Language Pathology I (SPA 481)	3
Speech-Language Pathology II (SPA 482)	3
Speech-Language Pathology III (SPA 483)	3
Fundamentals of Audiology (SPA 487)	3
Audiological Assessment (SPA 488)	3
Audiological Rehabilitation (SPA 489)	3
One course in behavior management	3

Undergraduate work in Speech Pathology-Audiology is not intended as a terminal training program even though the student receives the B.S. or B.A. degree. To avoid misdirection, the student must be certain that the initial adviser is assigned from the Speech Pathology-Audiology faculty.

Admission as an Undergraduate Major. Students must achieve a 2.75 cumulative grade point average (GPA) for SPA 370, 371, 472, and 480. Those who receive a grade of D in any of these courses must repeat the course. They must also pass the California Basic Educational Skills Test (CBEST) before being admitted as Speech Pathology-Audiology majors. Those 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 Speech Pathology-Audiology unless there is good reason to expect that they can achieve acceptable speech before attempting to engage in the required practica.

In the event that enrollment in practica must be limited, students with the best course preparation are given priority. Those with less preparation may have to delay their beginning practicum work. In general, the student must have the same capacity for self-adjustment and emotional stability for admission to the practica that would be required in professional employment. A supervised practicum involves both student training and client service. Before being admitted to the practicum, the student must have demonstrated responsibility, maturity, and organizational skills.

Endorsement: Speech Impaired

Basic Endorsement. In order to qualify for the Basic endorsement, the student must pass the California Basic Educational Skills Test (CBEST), which should be taken when the student declares the SPA major and no later than the term of enrollment in Clinical Phonetics (SPA 370).

The following are additional requirements for endorsement to work with the speech impaired in Oregon public schools. They are not required for the bachelor's degree in Speech Pathology-Audiology, but without them one cannot work in the public schools or in any agency where state endorsement is mandatory.

Basic Endorsement **30 credits**

Educational Psychology I (EPSY 322)	3
Educational Psychology II (EPSY 323)	3
Practicum: September Experience (SPA 409)	3
Final Supervised Field Experience (SPA 425)	1-15
Secondary Educational Media (SEED 436)	3
One of the following:	
Modern Philosophy of Education (CI 445)	3
Education in Anthropological Perspective (CI 471)	3
Social Foundations of Teaching (CI 327)	3
History of American Education (EDPM 441)	3

Registration in Practicum: September Experience (SPA 409) and Final Supervised Field Experience (SPA 425) must be approved by the staff and applied for in the College of Education. All course work in the major and all education courses noted above must be completed prior to enrollment in SPA 425. Regardless of the number of credits a student enrolls for, SPA 425 requires commitment to a full-time placement—all day, every day—for the entire term.

Most undergraduate students plan their programs in order to qualify for Oregon Basic endorsement upon graduation. At present the Basic endorsement is granted for a three-year period and can be renewed for a second three-year period as specified by the Teacher Standards and Practices Commission (TSPC).

Standard Endorsement. The Standard Speech Impaired endorsement program requires an additional 24 credits of graduate work, of which 21 must be in specified 500-level SPA courses. A 3-credit Special Education course in exceptional children is required to complete the total of 24 credits.

Master's Degree Program

The master's degree program is designed to prepare students for employment in agencies serving the preschool through twelfth-grade population. A master's degree in audiology alone is not available.

The Speech Pathology-Audiology program offers the master of arts (M.A.), master of science (M.S.), or master of education (M.Ed.) degree. The M.A. requires the equivalent of two years of a foreign language. The M.Ed. requires a valid teaching certificate and one year of successful classroom teaching. A planned program for the master's degree must be filed in the College of Education Graduate Student Records Office, 112 Education Building, and in the Speech Pathology-Audiology office, 351 Clinical Services Building, preferably before completing 24 credits in the program.

Minimum Requirements. A planned program of at least 51 credits is required, including at least 12 credits in other areas of study of the handicapped or in relevant courses outside the area. All work applicable to a program of study must be concluded within seven years. A minimum of 9 credits must be in 500-level courses, and 24 credits taken on campus must be graded. A minimum cumulative GPA of 3.00 is required for graduation. A graduate thesis may or may not be required, depending on staff and student considerations.

ASHA-CCC Requirements. The Speech Pathology-Audiology program offers all the necessary courses required by students who want to qualify for the American Speech and Hearing Association (ASHA) Certificate of Clinical Competence (CCC) in Speech Pathology. Application for ASHA Educational Service Board accreditation is in progress.

Doctoral Degree Program

The primary goals of the doctoral program in Speech Pathology-Audiology are to train individuals to provide educational services to the handicapped and to train scholars to become leaders in colleges and universities and in federal, state, or local education agencies.

The curriculum emphasizes skill and knowledge development in (1) basic communication processes and the management of speech, language, and hearing disorders and related disciplines; (2) research strategies and procedures; (3) university-level teaching; and (4) service and professional participation.

A program advisory committee is appointed for each student following conditional admission to the program. This committee helps the student develop an appropriate course of study compatible with the student's interests, background, and professional objectives. Programs may lead to either the doctor of philosophy (Ph.D.) or the doctor of education (D.Ed.) degree.

The doctoral program in Speech Pathology-Audiology usually requires three years of full-time study beyond the master's degree level.

Clinical Practicum Facilities

Speech Pathology-Audiology graduate and undergraduate students have the opportunity for supervised clinical experience in several facilities:

1. The University's Speech-Hearing-Language Center in the Clinical Services Building prepares and trains speech pathologists-audiologists in clinical therapy. The Center provides consultations, evaluations, and

therapy for individuals with the following difficulties: disorders of language and speech, hearing loss and deafness, cleft palate, articulation, stuttering, aphasia, mental retardation, cerebral palsy, and physical injury. Graduate and undergraduate students participate in the diagnostic and therapeutic activities under the supervision of certified speech pathologists and audiologists

2. The Crippled Children's Division is the Eugene campus agency of the School of Medicine, Oregon Health Sciences University, in Portland. The Developmental Delay Clinic is an interdisciplinary diagnostic clinic that evaluates and treats children on a monthly basis, as does the Cranio-Facial Clinic. From 10 to 15 children are seen each month
3. A cooperative arrangement with local school districts enables both undergraduates and graduates 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
4. The Child Development and Research Center, at the Oregon Health Sciences University in Portland, offers practicum experience in selected cases
5. The Veterans Administration Hospital in Portland sometimes provides practicum opportunities
6. Other off-campus facilities, such as child care centers and kindergarten programs, are occasional placement sites

Developmental Disabilities

Programs in Developmental Disabilities focus on services to severely handicapped individuals and lead to both master's and doctoral degrees as well as Basic and Standard levels of the Severely Handicapped Learner (SHL) endorsement. The Developmental Disabilities area also coordinates the Consortium on Youth and Disability Policy, a group of doctoral students and faculty members from special education, business, public policy, educational psychology, rehabilitation, and other disciplines. The Consortium focuses on policy issues surrounding the transition from school to work and adult life.

Severely Handicapped Learner (SHL) Endorsement Program

The SHL endorsement program is competency oriented and field based. It prepares professionals to work with individuals traditionally labeled moderately, severely, or profoundly retarded; physically and multiply handicapped; and autistic or autisticlike. It combines University study with extensive practicum experiences in integrated public school and other community service programs. The SHL program permits students to focus on preprimary, elementary, or secondary programming. Full-time students can complete the Basic endorsement program in four consecutive terms. The program is also open to people who work with severely handicapped learners and attend school part time.

Both undergraduates and graduates can be admitted to the SHL endorsement program. No prior teaching certificate is required. Graduate students must meet general University requirements for graduate admission, and all applicants should request the proper application forms from the Office of Teacher Certification, 117 Education Building.

Basic Endorsement. The following courses are typically included in the SHL Basic endorsement program.

Basic SHL Endorsement Courses	**49 credits**
Practicum (SPER 409 or 509)[1]	10
Final Supervised Field Experience (SPER 426 or 526)	12
Behavior Management with Exceptional Individuals (SPER 485)	3
Curriculum Programming for Students with Severe Handicaps I (SPER 497)	3
Curriculum Programming for Students with Severe Handicaps II (SPER 498)	3
Legal and Organizational Issues (SPER 499)	3
Seminar: Transdisciplinary Approaches (SPER 507)	3
Advanced Psychology of Exceptionality (SPER 562)	3
Research Design in Special Education (SPER 567)	3
Two of the following: Seminar: Habilitation of the Severely Handicapped (SPER 407)[2], Seminar: Language Intervention with the Severely Handicapped (SPER 407)[4], Issues in the Early Education of Children with Handicaps (SPER 490)[4], Programming for Secondary Students with Severe Handicaps (SPER 492)[2,3], Reading Instruction for the Handicapped (SPED 480)[3], Language Arts Instruction for the Handicapped (SPED 481)[3], Mathematics Instruction for the Handicapped (SPED 482)	6

[1] Required over two terms, 5 credits each
[2] Required for secondary emphasis
[3] Required for elementary emphasis
[4] Required for preprimary emphasis

Standard Endorsement. The Standard SHL endorsement requires 19 credits, is highly individualized, and builds skills in supervision and curriculum development as well as in instructional programming. The program may be combined with either a master's degree or supervisory endorsement or both.

Master's Degree Programs

School and Community Services. The school and community services program is a master's degree program designed to be compatible with the Basic SHL endorsement. Graduate students in the SHL endorsement program can meet master's degree requirements by completing a thesis in addition to endorsement requirements. This option is most appropriate for those interested in working with severely handicapped students in elementary or secondary schools.

Adult Services. Community programs for developmentally disabled adults continue to expand rapidly. Group homes, tenant-support programs, and a variety of supported employment models are replacing services provided by large residential institutions. This master's degree program prepares management and service delivery professionals for the expanding array of key positions in community work and residential programs.

The adult services training program is competency based, requiring students to demonstrate skills in both academic and applied settings. It emphasizes services to individuals with a range of severely handicapping conditions, and it trains students to become effective leaders in adult services.

The program requires a minimum of four academic terms (one calendar year), with approximately 55 credits of course work and field experience assignments. Although specific courses required depend on the student's entering skills and professional goals, all students must complete:

1. Course work to provide a foundation of knowledge in special education and related fields
2. Course work to develop specific skills in the habilitation of severely handicapped adults
3. Supervised field experiences
4. Course work in agency or business management
5. 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.

General Master's Degree. Students entering this program are encouraged to identify and develop specific areas of interest related to developmentally disabled individuals. The interest area is defined and the program of study developed in consultation with an adviser. Possible areas of emphasis include (1) social interaction and integration, (2) family support, (3) curriculum and program development, and (4) other topics pertinent to individuals with severely handicapping conditions.

The general master's degree program requires a minimum of 45 credits, completion of five required courses, 6 credits of research, a master's degree project, and a comprehensive examination.

Doctoral Degree Program

Developmental Disabilities offers a competency-based doctoral program that emphasizes the development of specific skills in teaching, research, service, program development, supervision, consultation, and professional writing. Although doctoral students are encouraged to pursue their particular interests, all doctoral students must complete a standard core of skills and competencies expected of highly trained professionals working in the field of developmental disabilities. The Developmental Disabilities doctoral program description, available from the College of Education Graduate Student Records Office, lists these competencies along with criteria for meeting them.

The goal of the doctoral program is to prepare individuals to assume roles as scholars, leaders, and program developers in special education and rehabilitation. The area focuses on severely handicapped individuals, with specialization available in school-age severely handicapped or adult services.

Required course work consists of a one-term seminar on issues and a minimum of five seminars or advanced graduate electives to develop the student's interest areas. Additional

courses are elected by doctoral students in order to acquire the knowledge and background necessary to meet the core competency requirements. Some competency requirements may be satisfied by such course projects as research proposals, research critiques, and grant proposals.

Three years of full-time study are required for completion of the doctoral degree in Developmental Disabilities. A program advisory committee, consisting of the student and at least two faculty members, is appointed by the end of the first term to help the student develop a doctoral plan, to monitor and coordinate the student's progress toward the degree, and to participate in an annual review of the student by area faculty members.

Early Childhood

Severely Handicapped Learner (SHL) Endorsement

For Basic or Standard SHL endorsement, students in Early Childhood Education follow the programs described under Developmental Disabilities and enroll in those courses specified for preprimary emphasis.

Master's Degree Program

This master's degree program prepares professionals to work in early childhood programs that serve at-risk and handicapped infants and children and their families. The field encompasses a target population of children from birth to six years of age. It covers handicapping conditions ranging from mild to severe and focuses on nonhandicapped young children as well. Master's degree students in early childhood education of the handicapped are prepared for two primary roles: (1) direct intervention with infants or young children or both, and (2) coordination or supervision of programs for young handicapped and nonhandicapped children. Full-time students can complete the program in five or six consecutive terms. Students may combine the program in Early Childhood Education with the SHL endorsement program.

Doctoral Degree Program

The primary goal of the early childhood doctoral program is to prepare students to provide leadership at the state and national levels in the area of the at-risk and handicapped birth-to-three population. Graduates earn a doctorate in Special Education: Developmental Disabilities. They are prepared to influence the evolution of services for handicapped infants and preschool children and their families. Program objectives include preparing students to:

1. Become experts in program development and implementation for the birth-to-three population
2. Conduct applied research in the enhancement of educational services to these handicapped children and their families
3. Become effective instructors at institutions of higher education

Both didactic and practicum learning activities comprise the program. The didactic activities include core course work, tool courses, specialization courses, foundation courses, elective courses from outside the College of Education, and the dissertation. Practicum activities assist the student in developing competencies

School to Community Transitions

Doctoral Degree Program

The doctoral program in school to community transitions leads to a degree in Special Education: Rehabilitation. It prepares professionals for leadership roles in research, teaching, or administration related to the delivery of services to adolescents and adults with disabilities. The curriculum includes core program seminars (transition, functional assessment, supervisory management, and independent living), required courses in research, courses in an area of professional specialization (administration, education, research or program evaluation), practicum experience and internship, the comprehensive qualifying examination, and the doctoral dissertation. Students generally take three years to complete the program of study. Course work requirements are the focal point during the first two years, and the dissertation absorbs most of the third year. The comprehensive qualifying examination and an internship are usually taken after the second year. Most doctoral students receive stipend awards and enroll in supervised practica, which allow them to develop further their professional knowledge and skills.

Interdisciplinary Special Education and Rehabilitation

Doctoral Degree Program

The Special Education doctoral degree program provides maximum flexibility to accommodate students who have professional interests across related fields. It has a strong clinical focus and requires demonstration of acceptable knowledge and performance in such skill areas as teaching, supervision, research design, proposal development, and professional writing. An interdisciplinary program committee helps students select content specialization areas and advises them on area and general program requirements.

The developmental disabilities, early childhood, school to community transitions, and speech pathology-audiology programs are highly specific in their content and focus. The interdisciplinary Special Education degree program requires less specialization within areas but greater breadth across related areas or disciplines. This program is best suited to students whose career interests require knowledge and skills from several disciplines.

As with other doctoral degree programs in the Division, students have minimum course requirements and work closely with the committee to develop programs suited to their specific needs. The program requires a core area of work within Special Education and Rehabilitation and two related focus or content areas. Students are expected to participate in a variety of clinical practica.

Speech Pathology-Audiology Courses (SPA)

Lower Division

268 Sign Language I (3) Expressive and receptive skills; linguistic and cultural information relevant to the deaf community. American Sign Language system.

Upper Division

368 Sign Language II (3) Increased accuracy of expressive and receptive skills; vocabulary expansion; cultural issues. American Sign Language system.

370 Clinical Phonetics (3) Sounds used in speech, determination of sounds, their symbolic nature, their production, physical and psychological phenomena involved in their perception, sectional differences.

371 Acoustics of Speech (3) The physics of speech.

405 Reading and Conference: [Term Subject] (1-3R) Topics to be arranged. **R** when topic changes.

407 (G) Seminar: [Term Subject] (1-3R) Current topics are Behavior Management in Speech Pathology-Audiology, Listening in the Classroom, and Staffing Public Schools. **R** when topic changes.

409 (G) Practicum: [Term Subject] (1-7R) Current topics are Intervention I, II, III; Observation; Assistance I, II; Public Schools I, II; and September Experience. Prereq: staff approval. **R** when topic changes.

425 (G) Final Supervised Field Experience (1-15R) P/N only. Diagnostic and treatment experience in the school setting. Limited to students in speech handicapped program for Basic endorsement. Prereq: SPA 370, 371, 409, 472, 473, 474, 480, 481, 482, 483, 487, 488, 489.

468 (G) Sign Language III (3) Conversational skills in a dialogue format; translation exercises; storytelling techniques. American Sign Language system.

472 (G) Anatomy and Physiology of Speech and Language (3) Study of anatomy, physiology, and neurology of speech and language processes.

473 (G) Visual Language and Lip Reading (3) Teaching lip reading to the deaf and hard of hearing at preschool to adult levels; research studies; lip reading and other aspects of audiological rehabilitation. Prereq: SPA 487.

474 (G) Speech and Hearing Methods in the Schools (3) Specific methods related to remediation of language and speech disorders of school children. Prereq: SPA 370, 371, 472, 480, 481, 482, 483, 487, 488, and six terms of practica.

480 (G) Normal Speech and Language Development (3) Primary focus on the development of phonology, morphology, syntax, semantics, and pragmatics. Discussion of areas related to language development.

481 (G) Speech-Language Pathology I (3) Survey of the theory, characteristics, diagnosis, and treatment of language and speech disorders with no known organic etiology. Prereq: SPA 370, 371, 480.

482 (G) Speech-Language Pathology II (3) Survey of the theory, characteristics, diagnosis, and treatment of language and speech disorders associated with organic deficits. Prereq: SPA 370, 371, 472, 480.

483 (G) Speech-Language Pathology III (3) Introduction to diagnostics in speech and language disorders; case history recording, interviewing, basic testing procedures, analysis and criticism of tests. Prereq: SPA 481, 482.

487 (G) Fundamentals of Audiology (3S) Basic anatomy of the ear; psychophysics of hearing; causes, types, and symptomatologies of hearing impairments. Prereq: SPA 370, 371, 472. **S** with SPA 488, 489.

488 (G) Audiological Assessment (3S) Basic pure tone, air and bone-conduction audiometry; interpretation of audiograms; introduction to speech audiometry. **S** with SPA 487, 489.

489 (G) Audiological Rehabilitation (3S) Rehabilitation of hearing impairments; use of amplification and auditory training; psychosocial aspects of hearing impairments. **S** with 487, 488.

Graduate

501 Research (1-9R) P/N only

502 Supervised College Teaching (1-9R)

503 Thesis (1-15R) P/N only

505 Reading and Conference: [Term Subject] (1-3R) **R** when topic changes.

507 Seminar: [Term Subject] (1-3R) R when topic changes.

509 Practicum: [Term Subject] (1-9R) Current topics are Adults, Audiology-Aural Rehabilitation, Classroom, Clinic, Diagnostics, Early Childhood, and Supervision. **R** when topic changes.

Note: Courses numbered 570 and above may not be offered every year.

570 Early Language Assessment and Intervention (3) Speech and language in relation to learning, cognition, classroom performance, and other behavior.

571 Educational Audiology (3) Audiological practices in the public school setting. Audiological assessment, followup, and intervention. Prereq: SPA 371, 472, 489.

572 Disorders of Articulation (3) Advanced study of articulation and articulatory problems in children and adults including delayed speech development, testing techniques, therapy materials and procedures, and current research findings. Demonstration with clinical cases.

573 Advanced Speech and Language Development (3) Emergence and development of normal speech and language in children; acquisition of phonology, syntax, morphology, semantics, and pragmatics; current theories of language acquisition.

574 Adult Aphasia (3) Diagnosis and treatment of impaired motor and auditory speech resulting from cerebrovascular accident; family counseling; methods of therapy; case demonstration and studies.

575 Stuttering (3) The etiology, symptomatology, diagnosis, and treatment of stuttering behavior.

576 Voice Disorders (3) Functional and organic disorders of the voice; diagnostic and therapeutic approaches for various voice disorders.

577 Orofacial Abnormalities and Speech Production (3) Orofacial abnormalities including cleft lip and palate; implications for speech remediation.

578 Diagnostic Procedures in Speech-Language Pathology (3) Rationale for major instruments, procedures, and materials used in conducting diagnostic work in cases of speech disorder; organizing diagnostic data and writing the clinical report.

579 Language Disorders of Children (3) Intensive study of language disorders of children; emphasis on contributions from linguistics, psychology, neurophysiology, and learning theory.

580 Motor Speech Disorders (3) Nature of speech disorders associated with lesions of central and peripheral nervous systems.

581 Auditory Language Processing (3) The role of auditory processing in language and learning.

Special Education and Rehabilitation Courses (SPER)

Lower Division

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (1-6R) R when topic changes.

407 (G) Seminar: [Term Subject] (1-3R) Recent topics are Language Intervention for Children with Severe Handicaps and Psychology of Disability. **R** when topic changes.

409 (G) Practicum: [Term Subject] (1-15R) Recent topics are Adult Services, Developmental Disabilities, Experience with Young Children with Handicaps, and Severely Handicapped Students.

426 Final Supervised Field Experience (1-15R) Full-time classroom involvement with the severely handicapped learner. Assessment, determining instructional objectives, developing programs, training staff, designing classroom schedules, and working with school and service agencies. Prereq: SPER 409 Practicum: Severely Handicapped.

485 (G) Behavior Management with Exceptional Individuals (3) Teaching new behavior, maintaining changed behavior, and reducing or eliminating undesirable behavior. Conducting behavior-change programs.

490 (G) Issues in the Early Education of Children with Handicaps (3) Assessment, program development, teaching methodology, and designing learning environments for infants and young children with handicaps. Motor, language, self-help, social, and cognitive development. Early intervention programs.

492 (G) Programming for Secondary Students with Severe Handicaps (3) Programming concerns, teaching methodology, and curricula for functional living skills and vocational training skills for adolescents and adults with severe handicaps.

494 (G) Vocational Habilitation of Individuals with Severe Handicaps (3) Vocational habilitation of adolescents and adults with severe handicaps. Developing, training, and supporting employment options. The current status of vocational services. Supported employment alternatives.

497 (G) Curriculum Programming for Students with Severe Handicaps I (3) Program development and appropriate curricula for students with severe handicaps in reading, mathematics, and other academic areas. Emphasis on functional academic skills.

498 (G) Curriculum Programming for Students with Severe Handicaps II (3) Curriculum development for students with severe handicaps. Emphasis on programming longitudinal skill sequences in self-help, motor skills, social interaction, mathematics, reading, language arts, and personal management.

499 (G) Legal and Organizational Issues (3) Effective organization and management of classrooms serving students with severe disabilities. The critical noninstructional aspects of teacher responsibilities including federal, state, and local laws and regulations.

Graduate

501 Research (1-15R) P/N only. Research with Young Handicapped Children is a current topic.

502 Supervised College Teaching (1-9R)

503 Thesis (1-15R) P/N only

505 Reading and Conference: [Term Subject] (1-6R) R when topic changes.

507 Seminar: [Term Subject] (1-6R) Recent topics are Assessment and Evaluation of Infants and Young Children, Counseling Exceptional Youth, Developmental Curricula for At-Risk and Handicapped Young Children, Facilitating Mainstreaming, Grant Writing and Management, Independent Social Skills, Interdisciplinary Approach to Intervention with At-Risk and Handicapped Infants, Proseminar, Single-Subject Research Design, and Transdisciplinary Approaches. **R** when topic changes.

509 Practicum: [Term Subject] (1-15R) Current topics are Adult Services, College Teaching, Experience with Young Children with Handicaps, Developmental Disabilities, Research, Severely Handicapped Students, Supervision, and Supervision of Teachers of Students with Severe Handicaps.

526 Final Supervised Field Experience (1-15R) See description under SPER 426.

562 Advanced Psychology of Exceptionality (3) Psychological, sociological, physiological, and historical perspectives on identifying and treating exceptional individuals. Evaluation of educational service delivery systems for individuals with mild, moderate, and severe handicaps.

567 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.

Teacher Education

170J Education Building
Telephone (503) 686-3404
Judith K. Grosenick, Associate Dean

Teacher Education Faculty

Keith A. Acheson, Professor (program development, supervision). B.S., 1948, M.S., 1951, Lewis and Clark; Ed.D., 1964, Stanford. (1967)

Lynne Anderson-Inman, Associate Professor (secondary reading). B.A., 1970, Wisconsin, Madison; M.S., 1974, Wisconsin, Oshkosh; Ph.D., 1978, Oregon. (1982)

Barbara Blackwell, Instructor; Coordinator, ESCAPE Program. S.B., Illinois, 1964; M.S., 1972, J.D., 1975, Oregon (1986)

C. A. Bowers, Professor (philosophy of education). B.S., 1958, Portland State; Ph.D., 1962, California, Berkeley. (1967)

Christine Chaille, Associate Professor (early childhood development, psychology); Director, Graduate Studies. B.A., 1971, California, Berkeley; M.S., 1973, San Francisco State; Ph.D., 1977, California, Los Angeles. On leave 1988-89. (1980)

Leonora Cohen, Assistant Professor (talented and gifted). B.A., 1966, M.Ed., 1967, Oregon; Ed.D., 1984, Temple. (1985)

Edna P. DeHaven, Professor (elementary reading and language arts); Director, Reading Endorsement Program. B.S., 1951, Oregon College of Education; M.Ed., 1962, Ph.D., 1969, Oregon. (1968)

Gary W. Ferrington, Senior Instructor (educational technology); Coordinator, Instructional Systems Technology. B.S., 1964, Portland State; M.S., 1967, Southern California. (1967)

Lawrence Flick, Assistant Professor (science education, mathematics, computers). B.S., 1968, Purdue; M.A., 1973, Northwestern; Ph.D., 1985, Indiana. (1985)

David Flinders, Assistant Professor (design and evaluation of educational programs). B.A., Utah, 1978; M.A., 1981, Ph.D., 1986, Stanford. (1986)

Lory Freeman, Instructor. B.A., 1972, Sonoma State; M.A., 1986, Oregon. (1985)

Meredith Gall, Professor (instructional development, teacher education). B.A., 1963, M.Ed., 1963, Harvard; Ph.D., 1968, California, Berkeley. (1975)

Judith K. Grosenick, Professor (behavior disorders). B.S., 1964, Wisconsin, Oshkosh; M.S., 1966, Ph.D., 1968, Kansas. (1984)

William H. Harris, Associate Professor (social studies, inquiry, teaching strategies); Director, Certification. B.A., 1949, Willamette; B.S., 1951, M.S., 1953, Eastern Oregon; D.Ed., 1967, Oregon. (1969)

Ray E. Hull, Associate Professor (science education, supervision). B.S., 1958, M.S., 1962, Oregon State; D.Ed., 1969, Oregon. On leave fall 1988. (1970)

Janice A. Jipson, Assistant Professor (early childhood development and curriculum). B.S., 1967, M.S., 1969, Ph.D., 1974, Wisconsin, Madison. (1987)

William E. Lamon, Associate Professor (mathematics); Director, Psychological Research Laboratory of 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.S., 1960, Ph.D., 1963, Wisconsin, Madison. (1967)

Dennis Pataniczek, Associate Professor (group process, middle school education, curriculum); Director, Student Services. B.A., 1969, Michigan State; M.A., 1974, California, Santa Barbara; Ph.D., 1978, Michigan State. (1979)

Robert Proudfoot, Assistant Professor; Coordinator, Resident Teachers Field-Centered Master's Degrees, and Elementary Education. B.A., 1968, Fairfield; M.S., 1980, Ph.D., 1984, Oregon State. (1985)

Kathleen W. Pyfer, Instructor (academic advising). B.S., 1978, M.S., 1980, Oregon. (1985)

Robert A. Sylwester, Professor (elementary science education, elementary curriculum). B.S., 1949, Concordia Teachers; M.Ed., 1953, D.Ed., 1961, Oregon. (1968)

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

Adjunct

Marjorie DeBuse, Adjunct Assistant Professor; Coordinator, Super Summer. B.A., 1974, Reed; M.A., 1982, Oregon. (1981).

Emeriti

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)

Paul B. Jacobson, Professor Emeritus (current trends, issues, problems in education); Dean Emeritus, College of Education. B.A., 1922, Luther; M.A., 1928, Ph.D., 1931, Iowa. (1947)

Vernice T. Nye, Professor Emerita (elementary language arts, social studies, early childhood). B.S., 1944, North Alabama; M.A., 1948, George Peabody. (1956)

Henry Osibov, Associate Professor Emeritus (school finance, school law). B.A., 1939, Western Washington; M.Ed., 1950, D.Ed., 1961, Oregon. (1965)

Ione F. Pierron, Associate Professor Emerita of Librarianship. B.A., 1936, Puget Sound; M.A., 1955, Minnesota; M.S., 1960, Oregon. (1948)

Mildred C. Robeck, Professor Emerita (elementary reading, early childhood, child development). B.A., 1951, M.Ed., 1954, Ph.D., 1958, Washington (Seattle). (1967)

Oscar F. Schaaf, Professor Emeritus (secondary mathematics). B.A., 1942, Wichita State; M.A., 1946, Chicago; Ph.D., 1954, Ohio State. (1970)

Clarence W. Schminke, Professor Emeritus (elementary). B.A., 1950, M.A., 1954, Iowa State Teachers; Ph.D., 1960, Iowa. (1960)

Guy Shellenbarger, Professor Emeritus (supervision, secondary education). B.S., 1936, M.Ed., 1953, Oregon. (1965)

Nonda P. Stone, Senior Instructor Emerita (special education). B.S., 1945, Oregon College of Education; M.Ed., 1955, E.Ed., 1972, Oregon. (1965)

John E. Suttle, Professor Emeritus (curriculum, supervision). B.S., 1948, Texas; M.Ed., 1952, Colorado; Ed.D., 1960, Texas. (1970)

Ruth Waugh, Professor Emerita (special education, mildly handicapped). B.S., 1957, Southern Oregon State; M.S., 1963, Ph.D., 1971, Oregon. (1963)

Calvin J. Zigler, Professor Emeritus (continuing education). B.A., 1954, M.A., 1955, Denver; D.Ed., 1972, Oregon. (1968)

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

Special Education Faculty

Barbara D. Bateman, Professor (special education law). B.S., 1954, Washington (Seattle); M.A., 1958, San Francisco State; Ph.D., 1962, Illinois; J.D., 1976, Oregon. (1966)

Michael R. Benz, Research Associate (mental retardation, gerontology). B.S., 1974, California Lutheran; M.A., 1980, Chapman, Ph.D., 1983, Oregon. (1980)

Douglas Carnine, Professor (instructional design, technology, school change). B.S., 1969, Illinois; Ph.D., 1974, Utah. (1970)

Siegfried E. Engelmann, Professor (teaching low-performing learners, instructional design, supervision). B.A., 1955, Illinois. (1970)

V. Knute Espeseth, Associate Professor (student services, Standard Handicapped Learner endorsement, physically handicapped). B.S., 1955, North Dakota State Teachers; M.S., 1961, North Dakota; Ph.D., 1965, Wisconsin, Madison. (1964)

Russell M. Gersten, Associate Professor (instructional research, staff development, program evaluation). B.A., 1967, Brandeis; Ph.D., 1978, Oregon. (1977)

Mary Gleason, Assistant Professor (teacher training, supervision); Coordinator, Handicapped Learner Endorsement Program. B.S., 1973, Minnesota; M.Ed., 1980, Ph.D., 1985, Oregon. (1984).

Tracey Hall, Instructor (teacher training, curriculum-based measurement). B.S., 1977, M.A., 1983, Oregon. (1982)

Andrew S. Halpern, Professor (mental retardation, functional assessment, independent living); Coordinator, Secondary Special Education in Mild Disabilities Program. B.A., 1961, Carleton; M.A., 1963, Yale; Ph.D., 1966, Wisconsin, Madison. (1970)

Cynthia M. Herr, Assistant Professor (learning disabilities, secondary and postsecondary education, special education law). B.A., 1972, Gettysburg; M.A., 1973, Ph.D., 1979, Oregon. (1985)

George Sheperd, Professor (talented and gifted, mental retardation); Director, Talented and Gifted Institute for the Development of Educational Achievement. B.S., 1955, M.A., 1958, Colorado State; Ed.D., 1965, Illinois. (1965)

George Sugai, Assistant Professor (behavior disorders, behavior management); Coordinator, Special Education Programs. B.A., 1973, California, Santa Barbara; M.Ed., 1974, Ph.D., 1980, Washington (Seattle). (1984)

Gerald Tindal, Assistant Professor (consultation, program evaluation, applied behavior analysis). B.A., 1975, Ph.D., 1982, Minnesota. (1984)

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

Opportunities in Teacher Education

The Division of Teacher Education is primarily charged with coordinating the preparation of teachers for elementary and secondary classrooms. The Division seeks to prepare graduates who have a broad liberal arts background, strong subject matter preparation, understanding of theories of human development and the learning process, proficiency in communication skills and educational techniques, ability to meet the needs of handicapped students and pupils of diverse social and cultural backgrounds, and understanding of the professional obligations of a teacher.

Students should inquire at the College of Education Office of Student Services for information regarding specific programs and requirements for initial Oregon teacher certification.

The Division prepares reading specialists and teachers of mildly handicapped learners, and it offers programs leading to advanced teacher certification and endorsement as a School Supervisor with an Oregon Personnel Service certificate. Students should inquire at the College of Education Office of Teacher Certification for information regarding specific programs and requirements for advanced and specialist certification.

Graduate study in the Division is offered in two broad areas: curriculum and instruction, and special education. Options for specialization within each of these areas are described under Graduate Study in Teacher Education within this section of this bulletin. Degree programs at the master's and doctoral levels may be completed together with planned programs leading to advanced Oregon certification.

Both the Department of Art Education in the School of Architecture and Allied Arts and the Department of Music Education in the School of Music offer cooperative graduate degree programs through the Division of Teacher Education.

Specific information regarding graduate study may be obtained from the College of Education Graduate Student Records Office or from the director of graduate studies in Teacher Education.

New Teacher Education Programs

Increased interest in strengthening teacher education in recent years, both in Oregon and throughout the nation, has prompted the College of Education to restructure its teacher education programs and increase preparation requirements for entry into the elementary and secondary teaching professions. Prospective teachers must complete University general education requirements described in the **Registration and Academic Policies** section of this bulletin. These new programs are designed to broaden studies of the liberal arts and sciences, expand subject matter preparation to include a major and minor outside the College of Education, and strengthen professional preparation for teaching through integrated academic course work and expanded clinical experiences. The Division's new teacher education programs will take effect fall 1990.

This transition will affect all students seeking Basic Oregon certification for teaching in elementary or secondary schools who entered the University as freshmen winter term 1988 or later. As of January 1988, a major in education is no longer available to incoming freshmen, who must complete a new teacher education program leading to Basic Oregon certification.

The new teacher education programs also affect transfer and postbaccalaureate students entering the University during or after winter term 1988, depending on their status relative to current program requirements at the time they first enroll at the University of Oregon. To determine if new program requirements apply to them, transfer students are strongly encouraged to visit the College of Education Office of Student Support Services immediately upon enrollment at the University.

Elementary Teacher Education Program

At present prospective elementary teachers complete a four-year program of study designed to satisfy the requirements for a bachelor's degree and for certification as an elementary teacher in Oregon public schools. Students preparing to be elementary teachers typically complete a major in Elementary Education through the Division of Teacher Education and take course work in several other University departments to complete requirements for both the bachelor's degree and teacher certification.

Program Application and Admission

Students applying to the current Elementary Education program must meet the following criteria:

1. Eligibility for application and screening no later than fall term 1988
2. Completion of all program requirements other than the elementary professional education sequence by the end of winter term 1990
3. Completion of the entire professional program by spring term 1991

Students interested in the current Elementary Education program should apply for admission to the program two full terms before they enroll in the first professional sequence. In order to be considered for admission, students must pass the California Basic Educational Skills Test; have a cumulative GPA of 2.75 or better; and submit satisfactory letters of recommendation, an autobiography of approximately 500 words, and a completed student questionnaire. In addition, a schedule for completing all general education, allied professional, and preprofessional studies must be presented before enrolling in the first professional sequence.

Applicants are interviewed by teams of Elementary Education faculty members, who submit recommendations to the Elementary Education Admission and Retention Committee. Only students who meet the above criteria are considered for admission to the program.

Enrollment restrictions and the large number of applicants make admission to the Elementary Education program competitive. Applicants are ranked in four general areas: academic record, experience related to teaching, oral communication skills, and written communication skills. The applicants with the best overall records are admitted.

Accepted students are conditionally admitted to the program. Unconditional admission is granted upon satisfactory completion of the academic and field experience components of the first term's professional sequence. Transfer and postbaccalaureate students seeking Oregon elementary teacher certification undergo the same Elementary Education application and admission process.

Retention in the program depends on maintaining course grades of mid-C or better and on satisfactory performance in field experiences required for the Elementary Education major and certification.

Students denied admission to the program may reapply. Students who believe that their applications deserve review may appeal the decision to deny them admission. Information about reapplication, other program options, and the appeals procedure is available in the Division of Teacher Education Office of Student Services.

Advising

Prior to program admission, Elementary Education applicants should talk to either faculty or peer advisers in the College of Education Office of Student Services. The Elementary Education Advising Seminar (CI 407), in which students are encouraged to enroll their first term on campus, provides general program information and an opportunity to examine elementary education both as an academic pursuit and as a professional career. During the transition from current to new Elementary Education programs, incoming students will find this seminar useful for determining their status and planning appropriate programs of study.

A faculty adviser is assigned to each student formally admitted to the Elementary Education program. Student Services advising staff members can assist students when faculty advisers are unavailable.

Program of Study

At present, Elementary Education majors work toward either a bachelor of arts (B.A.) or a bachelor of science (B.S.) degree and include course work leading to Oregon teacher certification. The College of Education also offers a bachelor of education (B.Ed.) degree, which requires a 36 graded-credit concentration in professional education courses but does not lead to certification for teaching. See degree requirements for all University students under Bachelor's Degree Requirements in the Registration and Academic Policies section of this bulletin.

The current Elementary Education program includes allied professional course work in art, health, music, and physical education. Preprofessional studies offered in the College of Education include courses in educational psychology, social and cultural foundation courses, and preprofessional practica. The four-term professional sequence concentrates on preparation for teaching reading, mathematics, science, and social studies in elementary and middle schools. Included is substantial field experience taken concurrently with academic course work on teaching strategies and methodology. The professional sequence culminates in a term of full-time student teaching in a public school.

See also New Teacher Education Programs near the beginning of the Teacher Education section of this bulletin.

Secondary Teacher Education Program

The preparation of secondary school teachers (teachers in public, middle, junior, or senior high schools) is a joint venture of University colleges, schools, and departments. Students work with faculty members who are knowledgeable about the content and processes that are important for successful secondary school teaching.

At present, the secondary teacher education program requires work in one or more teaching fields and in professional education. To qualify for a secondary teaching certificate, students must complete University requirements in subject matter preparation—typically while earning a bachelor's degree from an academic department or professional school or college—and requirements in professional education. There is no University of Oregon undergraduate major in secondary education.

Subject matter teaching endorsements offered jointly through the Division of Teacher Education, College of Education, and the College of Arts and Sciences include Drama, Foreign Languages, Speech, Language Arts (English), Social Studies, Mathematics, and Sciences. Endorsements offered through other professional schools and colleges include Art, Health, Music, Journalism, and Physical Education. The Division of Special Education and Rehabilitation in the College of Education provides subject matter preparation for prospective teachers in Speech Pathology-Audiology.

See also New Teacher Education Programs near the beginning of the Teacher Education section of this bulletin.

Program Application and Admission

Students applying to the current Secondary Education program must meet the following criteria:

1. Eligibility for application and screening admission no later than fall term 1988
2. Completion of all program requirements other than the professional education sequence by the end of spring term 1989
3. Completion of the entire professional program by the end of spring term 1990

Advising

Each University school or department offering a secondary education endorsement program has a faculty endorsement adviser responsible for advising prospective teachers. Students interested in becoming secondary school teachers should request endorsement advisers at the College of Education Office of Student Services or the Office of Teacher Certification.

Postbaccalaureate students seeking Oregon secondary teacher certification should request information about subject area requirements from the College of Education Office of Student Services or the Office of Teacher Certification. They also need to consult an endorsement adviser.

A faculty member is assigned as an adviser to each student formally admitted to the professional program. Division of Teacher Education Student Services advising staff members are available to assist students if faculty advisers are unavailable.

Students seeking endorsements in Art, Health, Music, or Physical Education must consult endorsement advisers for these specialties in their respective professional schools and colleges for application procedures and admission criteria specific to each discipline.

Students pursuing teaching endorsements through departments in the College of Arts and Sciences apply for admission to the Secondary Education program in the Division of Teacher Education one or two terms before the term they plan to begin the professional sequence. In order to be considered for admission, students must pass the California Basic Educational Skills Test: have a cumulative GPA of 2.75 or better in all prior college and University course work; submit recommendations from endorsement advisers, a written autobiography, and a completed self-assessment of basic computer skills; and successfully complete (or have waived) the exploratory public school practicum and concurrent seminar.

The Secondary Education Admission and Retention Committee, composed of faculty members in the Division of Teacher Education, reviews all applications for admission to the Secondary Education program. Enrollment restrictions and the large number of applicants make admission to the program competitive. The selection process may include interviews to select the most qualified candidates from the group of applicants meeting admission criteria.

Transfer and postbaccalaureate students seeking Oregon secondary teacher certification must follow the same secondary education application and admission procedures. Students who are denied admission, but believe that their application deserves review, may appeal the decision. Information about program application, admission criteria and procedures, and the appeal process is available in the Division of Teacher Education Office of Student Services.

Students admitted to the program must meet program retention criteria throughout the three-term professional education sequence. These criteria include a minimum GPA of 2.75 to 3.00 in teaching endorsement courses (varies by endorsement), a minimum cumulative GPA of 2.75, and satisfactory grades of mid-C or higher in public school practica and professional education courses.

Program of Study

A student's individual program of study in general education and the teaching specialty depends on the requirements prescribed in the academic department or the professional school or college awarding the bachelor's degree. Careful study of the Requirements for Bachelor of Arts or Bachelor of Science in the Registration and Academic Policies section of this bulletin and consultation with an endorsement adviser in the subject matter area are encouraged.

In general, approximately one-third of the current undergraduate Secondary Education program is devoted to general education, one-third to subject matter preparation, and one-third to professional education and electives. The three-term professional education sequence concentrates on teaching strategies and methods, including techniques for teaching reading and writing in all secondary curriculum areas. The professional sequence includes a term of full-time student teaching in a public school. Successful completion of the professional preparation program leads to University recommendation for Basic teacher certification with one or more teaching endorsements. The University's requirements for both subject matter endorsement and the professional education component reflect certification rules adopted by the Teacher Standards and Practices Commission and are subject to change.

Teacher Certification and Endorsement

Upon satisfactory completion of the appropriate endorsement and certification program, candidates for Oregon teacher certification are recommended by the University to the Teacher Standards and Practices Commission. In addition to the elementary and secondary certification programs, the Division of Teacher Education offers other programs leading to recommendation for Oregon teaching or personnel service credentials.

Basic Teacher Certification

Upon satisfactory completion of the Elementary Education program, candidates are recommended for Basic teaching certificates with endorsements for general elementary teaching—preprimary through grade nine. Students successfully completing the Art, Foreign Language, Health, Music, or Physical Education teacher preparation programs are recommended for a Basic teaching certificate with subject endorsements for teaching in the preprimary through twelfth grades. Students who satisfactorily complete subject matter preparation in Drama, Journalism, Language Arts, Speech, Mathematics, Science, or Social Studies and the professional education program are recommended for a Basic teaching certificate with subject area endorsements for teaching in grades five through twelve.

Standard Teacher Certification

The University recommends candidates for Standard teaching credentials upon satisfactory completion of program requirements in advanced subject matter preparation and professional education. To ensure adequate preparation; a planned program for Standard certification must be prepared in consultation with endorsement advisers in the subject matter department and the Division of Teacher Education. The program planning forms may be obtained and filed in the Office of Teacher Certification prior to beginning the required work. This office refers students to an endorsement adviser.

Students seeking Standard teaching credentials may be interested in working toward a master's degree while completing the advanced certification program. Completion of work required for a master's degree does not satisfy requirements for either the Standard teaching certificate or endorsement unless the degree work also includes the required preparation in subject areas and professional education.

Reading Endorsement

The Division offers a Reading endorsement program that may be added to either elementary or secondary Basic teaching credentials. Teachers holding Reading endorsements diagnose and treat reading problems in individual students, advise classroom teachers of reading instruction, and help school staffs design, coordinate, and improve reading programs. A Reading endorsement is valid for teaching in the preprimary through twelfth grades.

Students interested in this program should inquire at the Division of Teacher Education Office of Student Services or the Office of Teacher Certification for information about requirements and admission procedures and for referral to a Reading endorsement adviser.

Personnel Service Certification with School Supervisor Endorsement

This graduate program leads to Oregon Basic or Standard Certification as a personnel service specialist with the School Supervisor endorsement. Students interested in earning a School Supervisor endorsement should inquire at the Division of Teacher Education Office of Teacher Certification for information on specific program requirements and admission procedures.

Handicapped Learner (HL) Endorsement

The Handicapped Learner endorsement program prepares teachers to work with mildly handicapped children in several settings: regular classrooms, self-contained special education classrooms, and special education resource rooms. the program also enhances the knowledge and skills of regular classroom teachers for systematic instruction of mainstreamed mildly handicapped students. Completion of the Handicapped Learner endorsement program qualifies teachers with elementary or secondary teaching credentials to work with mildly handicapped students in the preprimary through twelfth grades.

Curriculum

The endorsement curriculum is built around a three-term sequence of practica beginning with small-group instruction and progressing to classroom organization. Three preparatory methods courses are taken concurrently with 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 four courses on exceptional children and their roles in school, family, and community.

Information on requirements and admission procedures may be obtained from endorsement advisers for the Special Education Program, 275 Education Building, or from the Division of Teacher Education Office of Teacher Certification. Students interested in speech pathology-audiology and in working with severely handicapped learners should inquire at the Division of Special Education and Rehabilitation.

Basic Endorsement. To be eligible for the Oregon Basic HL Endorsement I, the student must hold, or be eligible for, an Oregon Basic elementary or secondary teaching certificate and have completed 33 credits of program requirements. Information about HL Endorsements I and II is available in the College of Education Office of Student Services.

Standard Endorsement. To obtain the Standard HL endorsement, the student is required to fulfill requirements for the Basic HL endorsement, complete the Standard HL endorsement courses, and file a planned program with the Office of Teacher Certification. With careful planning, students in the undergraduate elementary or secondary teacher education program can take some of the course work required for this endorsement while completing their undergraduate degree programs. Teacher Education students are encouraged to select courses from this area to enhance their ability to work with mainstreamed handicapped students.

See also New Teacher Education Programs near the beginning of the **Teacher Education** section of this bulletin.

Waiver of Endorsement or Certification Requirements

Students in teacher education programs may have previous course work or experience that they believe could substitute for one or more University program requirements. Petition forms to waive requirements are available at the Division of Teacher Education Office of Student Services or the Office of Teacher Certification. Supporting evidence is required in each case (e.g., transcripts of prior college or university work or verification of employment from a supervisor), as is recommendation by the appropriate endorsement adviser or faculty member responsible for instruction in the University of Oregon program. Approval of a waiver request does not substitute for credits needed to complete a degree and is not recorded on the transcript.

Students who believe they have education or experience that may be applicable toward program requirements and want to file a petition for waiver should begin the process shortly after initial enrollment at the University. It is important that this be done during the University's transition from the current four-year program of teacher education to the extended preparation program to allow adjustments to requirements and ensure progress through the appropriate program.

Secondary Special Education in Mild Disabilities

The Secondary Special Education in Mild Disabilities program prepares teachers to work in secondary and postsecondary settings serving individuals with mild disabilities. Through a combination of course work and extensive practicum experience in public schools and community service agencies, students develop knowledge and skills in the following areas: assessment of students with mild disabilities; methods of instruction; behavior and classroom management; administration and service coordination; program planning and evaluation; transition to community and work life; and educational and legal foundations.

Handicapped Learner (HL) Endorsement Programs

The program offers the Basic, Standard, and Alternate levels of the Handicapped Learner (HL) endorsement as well as a general master's degree. The Basic HL endorsement requires 37 credits of course work and practica for students currently holding teaching certificates. The program can be completed in three academic terms. The Standard HL endorsement program must be completed within six years of earning the Basic endorsement. It consists of 21 credits in Special Education courses chosen from those offered in the general master's degree program. Students who do not hold teaching certificates must enroll in the Alternate endorsement program that includes 48 credits in Special Education in addition to general education requirements.

Master's Degree Program

Students entering the 58-credit general master's degree program must complete the requirements for the Basic HL endorsement, 12 credits in Special Education, and an additional 12 credits to be negotiated. Master's degree candidates are encouraged to identify and develop specific areas of interest related to secondary and postsecondary special education services.

Graduate Study in Teacher Education

Graduate programs in the Division of Teacher Education for the preparation of teachers, supervisors, and other educational specialists lead to the master of arts (M.A.), master of science (M.S.), master of education (M.Ed.), doctor of philosophy (Ph.D.), and doctor of education (D.Ed.) degrees. See also the section on Graduate Study in Special Education following this section.

Areas of emphasis at the master's degree level are in computers in education, early childhood education, educational studies, elementary education, secondary education, curriculum and instructional leadership, instructional systems technology, reading and language arts, talented and gifted, resident teacher master's degree program, and special education.

Students in the doctoral program pursue individually designed programs with areas of emphasis jointly planned by students and their advisers.

Doctoral degrees emphasizing art education and music education are also administered through the Division. Specific information about these degrees is available in the Department of Art Education in the School of Architecture and Allied Arts or the Department of Music Education in the School of Music.

General Information: Master's Degree Programs in Curriculum and Instruction

Application and Admission. To be considered for admission, a prospective student must submit an Application for Graduate Admission, curriculum vita, statement of professional goals, transcripts, and recommendations. Application deadlines are June 1 for summer session admission, August 1 for fall term admission, December 1 for winter term admission, and March 1 for spring term admission. After each of the filing deadlines, area faculty members evaluate applicants. Advisers are assigned to newly admitted students.

Note: Students who have been admitted previously to the Graduate School at the University of Oregon must use a special form, Request for Permission to Reregister in the Graduate School, in place of the Application for Graduate Admission.

Program Planning. See the Graduate School section of this bulletin for general University admission requirements for advanced degree work.

For the master's degree, a planned program of at least 45 credits with a thesis, or 48 credits without a thesis, is required.

By careful planning, it is possible to complete a program of graduate study that meets requirements for Oregon Standard teacher certification and for a master's degree. However, completion of a master's degree program does not satisfy requirements for Standard certification unless the certification requirements are included as part of the degree program.

Students interested in graduate study for advanced certification should inquire at the Division of Teacher Education Office of Teacher Certification.

All work applicable to a program of study must be completed within seven years. Of the 45 to 48 credits, 30 must be in education, and no more than 12 credits in Workshop (508) may be applied to a degree program.

Obtaining Information. Students interested in one of the master's degree programs can obtain specific information by sending a request, along with a completed Application for Graduate Admission, to the Graduate Student Records Office, College of Education, University of Oregon, Eugene OR 97403; telephone (503) 686-3527.

Early Childhood Education. The master's degree specialization in early childhood education is designed for students interested in the education of children from birth through the primary grades. Graduate programs are individually planned with an adviser to meet the professional goals of the student and the requirements of the Division of Teacher Education. This specialization is for students interested primarily in the education of preschool children as well as for public school teachers who want more training in working with the younger child (kindergarten through second grade). Programs of study usually include course work in developmental theory, research, and curriculum development. Supervised practicum experiences at the Early Childhood Center, the laboratory preschool for the Division of Teacher Education, or in public school primary classrooms are encouraged.

Educational Studies. This specialization provides an opportunity for graduate students who want to pursue a liberalizing approach to the study of education. A specialization in educational studies examines the conceptual foundations of formalized educational practice (teaching and curriculum); provides the basis for understanding the social, cultural, historical, and ideological nature of schooling; and enhances the student's ability to think critically about the nature of educational theory and its relationship to classroom practice. Because the theories that influence the approaches to teaching, curriculum, and school administration generally are derived from outside the field of education, the specialization in educational studies requires interdisciplinary course work in the liberal arts as well as in different divisions of the College of Education. Students should consult an adviser in educational studies to plan programs of study incorporating liberal arts courses that strengthen understanding of the conceptual foundations of educational practice as well as subject areas appropriate to classroom teaching.

A specialization in educational studies is suited primarily for the graduate student who has had practical work experience in some area of public education and who wants to gain a deeper understanding of both the process and purpose of formal education.

Elementary Education. The Division offers programs of advanced study leading to either Standard elementary teacher certification or advanced degrees in curriculum and instruction with a specialty in elementary education or both.

Graduate programs in the field of elementary education are designed to provide continued study opportunities for professionals in the field. With the cooperation of other divisions of the University, these programs prepare master elementary school teachers, supervisors, and college teachers in the field of elementary education as well as other specialists with responsibilities for the education of elementary school-age children.

Secondary Education. The Division offers programs of advanced study leading to either Oregon Standard secondary teacher certification or advanced degrees in curriculum and instruction with a specialty in secondary education or both. The master's degree with a specialty in secondary education is designed to provide students with theoretical and applied knowledge appropriate to their individual professional goals and interests.

Instruction is directed toward developing advanced knowledge and understanding in curriculum, teaching strategies, and foundations of education. In addition to the course of study offered through the Division of Teacher Education, students are encouraged to pursue a second study area appropriate to their individual needs. It is anticipated that students entering this program will be experienced teachers seeking either to develop advanced skills as classroom teachers or to develop special skills and knowledge appropriate to a redefined professional role or both. Students completing the master's degree with a specialization in the secondary education program may be qualified for such positions as curriculum specialist, department chair, or coordinator.

Curriculum and Instructional Leadership. The master's degree program with a specialty in curriculum and instructional leadership provides continued opportunities for professional personnel in the field. Programs may be developed leading to positions as supervisors and curriculum consultants and to a doctoral degree. Also offered is a special program that leads to an Oregon Personnel Service Certificate with the School Supervisor endorsement. Programs of study emphasize theory, research, and skill development. Observation and field experiences are available in the public schools.

Instructional Systems Technology. Students may focus studies in one of the following four areas:

1. *Computers In Education: Teaching and Leadership* provides balanced study in computer science, computers in education, and curriculum and instruction. Emphasis is on computer-assisted learning and on using the computer as a teaching tool. This is a leadership-oriented practitioner's program, designed mainly for classroom teachers, school computer representatives, and district computer coordinators
2. *Instructional Systems Design* prepares instructional designers to work with all variables affecting the quality of instruction being developed. Emphasis is on the systematic design of instructional programs, supporting subsystems, logistics, management of instruction, formative field testing, and summative evaluation. The instructional systems development process is applicable in colleges, schools, business, industry, and other nontraditional education settings
3. *Instructional Product Development* trains specialists to work as members of a team to design educational and training products. Students develop competencies in both the design of instructional messages and the production of print, photographic, video, motion graphic, interactive video, audio, and computer graphic materials
4. *The IST General Program* is designed for individuals with limited background experience in the field of instructional systems technology, yet who want to prepare for an entry-level position in that field. A specific course of study prepares media management specialists to work in education, business, and industry

Reading and Language Arts. The Division offers a master's degree program with a specialty in reading and language arts instruction. Graduate reading and language arts courses are offered in elementary and secondary reading instruction and in diagnosis and correction of reading disabilities. Programs often include (1) preparation of reading and language arts consultants and supervisors at the elementary and secondary levels; (2) specialization in reading and language arts for elementary or secondary teachers; and (3) preparation of specialists in the diagnosis and correction of extreme learning problems in reading.

Talented and Gifted. The Division offers a graduate program leading to a master's degree with emphasis on talented and gifted children. The program is designed for students who want to strengthen their knowledge of learner characteristics and needs as well as measurement and evaluation techniques. It is also intended to improve students' ability to implement curricula and programs for talented and gifted children. The program seeks to increase program participants' knowledge of giftedness and to stress the use of multiple criteria to identify these children.

Students who want to enroll in the program have the option of completing their degrees in Curriculum and Instruction, Special Education, or Educational Psychology. They must complete core requirements for the talented and gifted specialization and also meet departmental requirements in their chosen area.

Resident Teacher Master's Degree

The Resident Teacher Master's Degree program, which received the 1982 Distinguished Program in Education award from the National Association of Teacher Educators, combines graduate study with a year of full-time public school teaching under the direction of both school district and College of Education faculty members. Clinical professors appointed jointly by the district and the College coordinate the program in each area, provide graduate instruction, and assist cooperating school district personnel in supervising program participants.

The program relates educational theory to classroom practice and develops personal teaching skills through cooperative planning and supervision on the job. Program participants are placed in elementary or secondary schools in one of the cooperating school districts. After successfully completing program requirements, students earn master's degrees. Careful program planning may also lead to qualification for Oregon Standard teaching certification.

Time Commitment. The initial term of study consists of a 6-credit, three- or four-week seminar and workshop on campus prior to the public school year. During the school year, resident teachers participate in additional required seminars and workshops carrying credit toward the degree. The final period of study takes place on campus.

Responsibilities. Resident teachers pay graduate tuition each term, maintain graduate-level academic standards, and fulfill contractual agreements with a school district.

Program Advantages. The resident teacher has a contract with the school district and receives the district's full base salary for beginning teachers—one-third of which covers the program and district expenses—while combining graduate study with actual classroom experience.

Field-Centered Courses. A three- to four-week combination of seminars and workshops convenes in August prior to the opening of public school. Resident teachers also attend seminar sessions throughout the school year. Course work may include the following:

Seminar: Communication Skills: Teachers and Learners *or* Diagnosis and Design for Instruction *or* Teaching-Learning Environment *or* Synthesis of Teaching Strategies (CI 507)

Workshop: Scope and Sequence of Instruction (CI 508)

Practicum: Analysis of Instruction *or* Classroom Observation Procedures *or* Evaluation of Instruction (CI 509)

Secondary School Curriculum (CI 522)

Elementary and Middle School Curriculum (CI 553)

Curriculum Materials (CI 567)

Qualifications for Admission. Selection of resident teachers is based on the following criteria:

1. Eligibility for admission to the Graduate School
2. Possession of an Oregon teaching certificate prior to the beginning of the school year
3. A background in an appropriate subject matter and in professional education
4. A high degree of commitment to teaching as a professional career as determined by references, conference, and interview

Application. Interested people should request an application from the Resident Teacher Master's Degree Program, Division of Teacher Education, 270 Education Building, College of Education, University of Oregon, Eugene OR 97403.

General Information: Doctoral Degree Programs

The Division of Teacher Education offers the doctor of education (D.Ed.) and doctor of philosophy (Ph.D.) degrees in curriculum and instruction. Both require the student to complete the equivalent of at least three years (normally 135 to 155 credits) of full-time study beyond the bachelor's degree. A minimum of three consecutive terms must be spent in residence, and the student's planned academic and research program frequently requires a longer consecutive period of on-campus residence.

Doctor of Education. The D.Ed. degree is granted in recognition of mastery of theory, practice, and research in professional education. It culminates in a dissertation that makes a significant contribution to professional knowledge or shows that the student can interpret effectively and disseminate knowledge already available. The dissertation may take the form of the development and evaluation of a major curricular work (e.g., text, guide, film, book) that results from the student's studies and research.

The D.Ed. degree in curriculum and instruction is best suited to those who want to work primarily as practitioners. Typically, practitioners work with classroom teachers, as district or state curriculum consultants and supervisors, or as college and university teachers with primary emphasis on practical concerns such as teaching methods courses and supervising student teachers.

Doctor of Philosophy. The Ph.D. degree in education is granted in recognition of mastery of knowledge in a specialized subject or subject field. It culminates in a dissertation that demonstrates original scholarship and an ability to advance professional knowledge significantly through the use of research tools.

The Ph.D. degree in curriculum and instruction is best suited to those who want to work primarily in research and development. Such work includes planning and supervising research in universities and laboratories, teaching advanced and theoretical courses in curriculum and instruction, or administering research-oriented programs.

Admission and Selection of Candidates. Information regarding application procedures and admission requirements is available from the College of Education Graduate Student Records Office.

The number of people admitted to doctoral programs is limited. Selection criteria include personal qualifications, academic background and scholarship, experience, purpose, and likelihood of placement.

Applications are considered by an admissions committee each term of the academic year. It is the applicant's responsibility to see that his or her file is complete and ready for review by February 1. A second review occurs May 15 and a third November 1 for those applying for later terms. An applicant may call the College of Education Graduate Student Records Office at (503) 686-3527 for information concerning the status of an admissions file.

Financial Assistance. An applicant for a graduate assistantship should request the appropriate forms from the College of Education Graduate Student Records Office. Announcement of the availability of specific graduate assistantships is generally made in the spring. Interested applicants should request additional information directly from the Division of Teacher Education, 170 Education Building.

Applicants interested in applying for fellowship awards offered by the University should request information and application forms from the Graduate School of the University. Loan applications are made through the University Office of Student Financial Aid.

Planning the Degree Program. Additional information regarding doctoral study, including adviser assignment, program planning, research requirements, transfer credits, residency requirements, comprehensive examinations, and dissertation committee, is available from the College of Education Graduate Student Records Office and the University Graduate School.

Graduate Study in Special Education

The Division of Teacher Education offers special education programs in which students specialize in working with mildly handicapped (traditionally called mentally retarded, learning disabled, and emotionally disturbed) and talented and gifted pupils. Students interested in working with severely handicapped learners, early childhood (special education), or adult services should consult the **Special Education and Rehabilitation** section of this bulletin.

Currently, undergraduates may begin taking Special Education course work as electives in their bachelor's degree programs.

Graduate study in the Special Education area may lead to a Handicapped Learner endorsement, a master's degree, or a doctoral degree. Graduate credits taken toward the Handicapped Learner endorsement can be applied toward the master's degree.

Students being admitted to or beginning study in the Special Education or Handicapped Learner endorsement programs after fall 1989 need to get information about either a transitional or a new program. See New Teacher Education Programs near the beginning of the **Teacher Education** section of this bulletin.

Master's Degree Program

Master's degree requirements and procedures are the same as those for other divisions within the College of Education. Applicants should also complete the Special Education area's Application for Admission and indicate the specific area and program to which they are applying; they may apply to more than one area. Specific details and admission forms are available in the College of Education Graduate Student Records Office.

General Master's Degree in Special Education, Mildly Handicapped. Students entering the general master's degree program in Special Education are encouraged to identify and develop specific areas of interest related to general special education. The definition of an emphasis area and the development of a program of study are developed in consultation with the student's adviser. Possible areas of emphasis include effective methods of teaching mathematics, reading, and language arts to mildly handicapped students; instructional design; resource consultancy; and behavior disorders.

All master's degree candidates in Special Education must complete a required set of courses covering the psychology of the exceptional learner, behavior management, instructional design, and research and professional writing. In addition, each degree candidate must complete one of the area options for a master's degree project or thesis.

Specialization in Resource Consultancy. The goal of the resource consultant program is to train graduate-level students to move beyond their basic training in implementing programs for handicapped students. Participants develop consulting and negotiating skills in order to become facilitators and resource personnel for both regular and special school personnel.

All students beginning the resource consultant sequence should have taken, or should take concurrently, courses related to (1) diagnosis and prescription in the basic skills of reading, mathematics, and language; (2) behavior management techniques; (3) psychology of the exceptional child; and (4) the historical and legal basis of special education or the equivalent.

Specialization in Behavior Disorders. Offered by the Special Education area, this program is designed to prepare teachers to work with behavioral disordered children and youth. Based on a strong applied and behavioral approach, teachers receive advanced training in assessment, intervention, and social-skill training procedures. Both theoretical and practical course work is required.

Specialization in Talented and Gifted. The Special Education area offers a graduate program leading to master's and doctoral degrees with emphasis on the talented and gifted child. The program is designed for students who want to know more about learner characteristics, needs, measurement and evaluation techniques, and implementation of curricula and programs for talented and gifted pupils.

The program has three components: 19 credits of required courses in psychology and education of the talented and gifted, practicum, and research; requirements specified by the Mildly Handicapped area; and elective courses in related areas of study.

Doctoral Program

The objective of the doctoral program is to prepare leaders for college or university teaching and research in special education, administration of state or local programs for

exceptional learners, or fieldwork with exceptional populations. Most program offerings develop skills and competencies applicable to children of school age.

The doctoral program in Special Education emphasizes the development of expertise in service (direct-service delivery to selected clientele), training (dissemination of knowledge and skills), and research. Demonstration of expertise in these areas is more important than completion of specific courses.

A program advisory committee is appointed to help each doctoral student plan a program and monitor progress toward the degree. Completion of the degree requirements normally takes three years of study beyond the master's degree.

Admission

Although each area of the College is responsible for selecting doctoral candidates, areas use similar admission criteria and procedures. With minor variations, doctoral admission criteria are the following:

1. The applicant's academic record including undergraduate and previous graduate work
2. Prior professional experience
3. Recommendations by colleagues, peers, and supervisors
4. Aptitude for graduate work as indicated by either the Miller Analogies Test (MAT) or the Graduate Record Examinations (GRE) or both
5. Evidence of writing ability
6. Statement of professional goals

Dates and general admission procedures are coordinated across all areas in the Division; however, applicants apply to and are accepted into a specific area program rather than into the Division at large. The number of admitted students varies yearly according to available resources. Students interested in more than one area program should so indicate on their applications, and their files will be reviewed by all relevant committees.

Admission forms are available in the College of Education Graduate Student Records Office. All doctoral students are admitted conditionally. To be considered for conditional admission, a prospective student's complete dossier must be on file in the College of Education Graduate Student Records Office. It is the student's responsibility to ensure that the dossier is complete. Applications are reviewed four times annually: February 15, May 1, July 15, and October 15.

Curriculum and Instruction Courses (CI)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

327 Social Foundations of Teaching (3) The school as a social institution. Social science theory and research as related to education, the process of socialization, and alternatives for educational change.

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Recent topics include Direct Instruction Mathematics, ESCAPE Leadership Training, ESCAPE Public Volunteer Training, Existentialism and Education, Ideology and Education, Instructional Design, Interpersonal Communication, Interpersonal Influence, and Social and Educational Ideas of Dewey and Freire.

408 (G) Workshop (Arr,R)

409 (G) Practicum: [Term Subject] (Arr,R) P/N only. Current topics include Elementary School, ESCAPE, ESCAPE Middle Schools, ESCAPE Public Schools, Pre-Student Teaching, and Teaching Reading I: Early Childhood Elementary, Primary, Intermediate, or Secondary.

410 (G) Experimental Course: [Term Subject] (Arr,R) Current topics include Computer Applications in Reading and Writing, Computer-Assisted Instruction, Computer Graphics, Learning and Teaching Styles, Presentation Media, and Teaching Logo.

414 (G) Educational Media Center (3)

418 (G) Children's Literature (3) Selection and evaluation of children's books suitable for school libraries; reading guidance in relation to both personal and curricular needs.

419 (G) Storytelling (3) Not offered 1988-89.

420 (G) Developing Student Leadership in the Secondary School (3) Not offered 1988-89.

422 (G) Media for Young Adults (3) Not offered 1988-89.

425 (G) Final Supervised Field Experience (Arr,R) P/N only. Enrollment limited to students completing the final field experience for basic certification reading endorsement. For details consult the Office of Field Experience Programs.

428 (G) Psychology of Reading Instruction (3) Nature of the reading process; developmental factors in reading achievement; psychological foundations of methods and materials of reading instruction; nature and treatment of reading and reading disability.

433 Individualized Reading in the Elementary School (3) Not offered 1988-89.

435 (G) Educational Media (3) Selection, evaluation, and utilization of instructional resources. Design and development of visual and audio materials. Prereq: upper-division standing. Recommended for noneducation majors in telecommunication, film studies, graphics, leisure studies, business.

437 (G) Sound Slide Systems I (3) Design, production, and evaluation of sound-slide media presentations; preplanning, visualization processes, scriptwriting, production, and evaluation; specialized recording, photographic processes, and presentation systems.

438 (G) Sound Slide Systems II (3) Design and development of multiple-image presentations using concepts and technologies related to the simultaneous projection of multiple still and motion image arrays. Prereq: CI 437.

439 (G) Overhead Projection Materials Design (3) Conceptualization, design, and production of professional-quality overhead projection materials for business and education. Emphasis on visual communication design and advanced production techniques. Prereq: CI 435 or SEED 436.

440 (G) Educational Film and Television (2) Nonproduction course that explores the dimensions and unique contribution of the motion image in the instructional process.

441 (G) Individualized Instruction in the Kindergarten (3) Observation of learning abilities in four- and five-year-old children. Analysis of diagnostic procedures, teaching strategies, and organizational patterns of programs for individual learning.

442 (G) Audio Product Design (3) Advanced audio product design, planning, and evaluation as applied to instructional products. Emphasis on quadraphonic recording and audio mixing. Undergraduate prereq: instructor's consent.

445 (G) Modern Philosophy of Education (3) Critique of ideas of Skinner, Freire, Adler, and Illich; language and culture as aspects of classroom socialization; educational foundations of communicative competence.

446 (G) Ideology and Education (3) Examination of ideological foundations of educational policy, criticism, and educational practice; forms of conservatism and liberalism; technism as ideology; modernization and tradition. Prereq: CI 445 or instructor's consent.

451 (G) Early Childhood Education (3) Trends and innovative programs; formulation of objectives; organization of curricula, methods, resources, learning environments; development of evaluation procedures for ages three to seven. Prereq: EPSY 322, 323 or instructor's consent.

454 (G) Child Abuse and Neglect (3) Identifying, investigating, and reporting abuse; impact on child, home, school; review of exemplary programs.

471 (G) Education in Anthropological Perspective (3) Examination of education as cultural process. Emphasis on cultural acquisition rather than cultural transmission in societies with and without schools.

484 (G) The Middle School (3) Origins and functions of the junior high school; characteristics and needs of the early adolescent; administration of the junior high school; curriculum and instruction; guidance; school activities; evaluation.

491 (G) Basic Concepts of Community Education (3) Not offered 1988-89.

493 (G) Community Resources for Education (3) Explores the selection, use, and integration of community resources including volunteers, social service agencies, community organizations, and information networks in educational programs. Not offered 1988-89.

Graduate

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent topics include Analysis of Teaching, Beyond School Effectiveness, Constructivist Theory and Its Application, Curriculum for the Gifted Child, Infant and Child Development, Instructional Systems Design, Issues in Early Childhood Education, Middle School Issues and Planning, Program Evaluation, and Research on Teaching and Learning.

508 Workshop (Arr,R)

509 Practicum: [Term Subject] (Arr,R) Recent topics are Reading III, Standard; College Teaching; Early Childhood Education Evaluation Laboratory; Guided Field Experience; Instructional Development Projects; and Internship in Instructional Technology.

510 Experimental Course: [Term Subject] (Arr,R) Personal Computers in Graduate Education is a current topic.

512 Introduction to Research Design (3) Provides instruction in the research methods and techniques that doctoral students in teacher education need to know in order to do dissertation research. Prereq: instructor's consent.

520 Introduction to Instructional Technology (4) Applied instructional design and product development in education and other instructional environments. Diversity of thought and activity within the instructional technology field. Problems of technology and learning.

521 Mass Media and the Curriculum (3) The relationship between mass media and the schools; emphasis on the different ways in which mass media and schools define and communicate cultural values.

522 Secondary School Curriculum (3) Various subject fields; organization of the school or curriculum development; educational objectives; the course of study; evaluation of the secondary school curriculum.

525 Final Supervised Field Experience (Arr,R) P/N only. Enrollment limited to students completing the final field experience for a School Supervisor endorsement on a Basic certificate. For details consult the Office of Field Experience Programs.

530 Comparative Primary Education (3) Comparative study of distinctive programs for primary education. Focus is on individual and societal needs as expressed in early education. Prereq: graduate standing, teaching experience.

534 Science in Elementary and Middle School (3) Science in the elementary school and its value in children's lives. Selecting and organizing content; coordinating science with elementary school activities; methods, materials, rooms, and equipment.

535 Social Studies in Elementary and Middle School (3) Social education objectives; children's social problems; unit development; work-study skills; organization of the program; materials; research on the social education of children.

536 Language Arts in Elementary and Middle School (3) Role of language arts in the elementary school program; objectives; language development research; teaching spelling, writing, and speaking-listening skills; newer instructional materials; testing and evaluation.

537 Reading in Elementary and Middle School (3) Nature of the reading process; organization of a desirable reading program; developing children's reading abilities; diagnosing difficulties and evaluating progress; research findings on teaching children to read. Prereq: ELED 335 or instructor's consent.

538 Mathematics in Elementary and Middle School (3) Number abilities needed by children; research findings in mathematics education; designing number experiences; theories of teaching, desirable teaching procedures, selection and use of materials.

541 Cognitive Development of the Child (3) Conceptualization in children; Piaget's theory of cognitive development; practice in Piaget-Inhelder interview techniques; design of learning strategies for early childhood education.

542 Affective Development of the Child (3) Emotional and social growth in early childhood; implications for family and school education. Erikson's stages of affective development in relation to theories of motivation, acculturation, and social interaction.

543 Survey of Research in Early Childhood (3) Scientific knowledge about infants and children; evaluation of previous investigations; organization or research summaries; manuscript form. Prereq: CI 541, 542, and instructor's consent.

553 Elementary and Middle School Curriculum (3) Curricular implications of recent scientific and technological developments and social issues. The development of curricular models, programs, and metaphors appropriate to the elementary and middle school.

554 Curriculum for the Gifted (3) Learning characteristics of the gifted and talented, models of curriculum, teaching strategies, and resources.

560 Inquiry Development in the Classroom (3) Review of inquiry strategies from the perspective of research in natural concept formation. Applying and evaluating concept mappings as an inquiry strategy.

565 Curriculum Foundations (3) Examines curriculum decisions, curriculum design, and instructional organization patterns from the perspective of various social, philosophical, and psychological positions.

566 Curriculum Development (3) The process whereby curriculum decisions and change are made. Topics include needs assessment, goal setting, problem solving, management of group involvement, use of resources and consultants, and evaluation.

567 Curriculum Materials (3) Effective use and organization of curriculum materials: text and reference books, supplementary pamphlets, films and slides, records and recordings, pictures, radio, programmed learning, techniques of unit construction. Not offered 1988-89.

571 Middle School Curriculum (3) Instructional programs appropriate for the early adolescent years with emphasis on the various subject fields.

573 Clinical Supervision (3) Review and practice of skills needed for effective supervision of classroom teachers. Coreq: CI 509 Practicum: Clinical Supervision.

574 School Supervision (3) The function of instructional leadership in improving, through cooperative efforts, the teaching-learning situation. Prereq: teaching or administrative experience.

575 Classroom Observations and Conferences with Teachers (3) Techniques for recording data during teaching observations. Planning with teachers what kinds of data to collect and providing information on ways to improve teaching competence.

582 Anthropology and Education I (3) Education as a cultural process from an anthropological perspective. The anthropology of teaching; anthropology in the curriculum. Education in cross-cultural settings. Prereq: CI 471, prior course work in Anthropology, or instructor's consent.

583 Anthropology and Education II (3R) In-depth exploration of some problem or issue central to the field of anthropology and education. Topic announced in advance. Prereq: CI 582 or instructor's consent.

585 Ethnographic Research in Education (3) The descriptive and interpretive approach of the ethnographer for applications in educational research; includes fieldwork. Prereq: CI 582, prior course work in Anthropology, or instructor's consent.

586 Instructional Systems Design (3) Contemporary curriculum and instructional development as influenced by research and development and by instructional technology. Emphasis on design and development of instructional programs and products.

592 Reading and Its Application in the Content Areas (3) Explores questions concerning the definition, levels, and attainment of reading comprehension to assist students, including poor readers, in reading comprehension. For secondary school teachers from all subject endorsement areas.

593 Methods in Secondary School Language Arts (3) Problems of teaching language arts in secondary schools; observation and participation in demonstrated teaching of literature, grammar, and composition. Designed for administrators, supervisors, and classroom teachers. Prereq: teaching experience or instructor's consent.

594 Methods in Secondary School Mathematics (3) The problem-solving approach to teaching all levels of high school mathematics; other teaching methods also discussed. The heuristics of discovery and a laboratory approach to instruction. Prereq: teaching experience.

595 Methods in Secondary School Science (3) Materials for secondary school science teaching; demonstrations, science test construction, instructional devices; use and care of microscopes, meters, and other equipment. Prereq: teaching experience or instructor's consent.

596 Methods in Secondary School Social Studies (3) Recent developments in curriculum and teaching. Inquiry method is discussed, illustrated, and practiced. Preparation of materials for use in secondary school. Prereq: teaching experience or instructor's consent.

Elementary Education Courses (ELED)

Upper Division

333 Teaching Mathematics in the Elementary School (3) Mathematical concepts and their relationship to elementary school mathematics programs. Analysis of commercially prepared curricular materials. Techniques and procedures in teaching elementary school mathematics.

335 Teaching Reading in the Elementary School (3) Introduction to the reading process. Theory and practice in word recognition, comprehension, assessment, teaching strategies, instructional materials, and program implementation. Coreq: ELED 409 Practicum: Teaching I.

337 Elementary Teaching Strategies I (3) Introduction to teaching; includes lesson planning, student evaluation, record keeping, and the role of the teacher. Coreq: ELED 335, 342 or 343, 409 Practicum: Teaching I. Prereq: admission to the program.

338 Elementary Teaching Strategies II (3) Advanced strategies a teacher trainee needs to plan, implement, and evaluate a unit or block of classroom instruction. Coreq: ELED 341 and ELED 342 or 343.

339 Teaching Language Arts/Children's Literature in the Elementary School (4) Prepares teacher trainees to teach the language arts to all elementary children, including those with special needs. Coreq: 6 credits of ELED 409 Practicum: Teaching II; prereq: Professional Term I.

340 Classroom Management (3) Options for efficient classroom management, the implementation of reinforcement techniques, and the identification of professional responsibilities of the student teacher in instruction. Coreq: Professional Term II; prereq: Professional Term I.

341 Elementary Curriculum in the Natural and Social Sciences (8) Introduction to curriculum development; focus on current elementary school natural and social science curricular issues and programs. Prereq: admission to the program, Professional Term I; Professional Term II recommended.

342 Teaching Mathematics in the Primary Grades (3) Trends in methods and current practices, mathematics concepts and skills, psychology and philosophy related to the improvement of mathematics instruction in the primary grades. Not offered 1988-89.

343 Teaching Mathematics in the Intermediate and Middle School (3) Trends in methods and current practices, mathematics concepts and skills, psychology and philosophy related to the improvement of mathematics instruction in grades four, five, and six. Prereq: ELED 333. Not offered 1988-89.

CI 407 (G) Seminar: [Term Subject] (Arr,R) Student Teaching is one topic. Student Teaching coreq: ELED 415.

409 (G) Practicum: [Term Subject] (Arr,R) Topics include September Experience, Teaching I, and Teaching II. **R** when topic changes.

415 Student Teaching: Elementary K-9 (5-15) Prereq: completion of all certification requirements.

431 (G) Teaching Reading in the Primary Grades (3) Continues study of topics introduced in ELED 335, including further explanation of word recognition instruction, comprehension instruction, diagnosis and assessment, materials, instructional procedures, classroom organization, and program implementation. Prereq: ELED 335, field experience.

432 (G) Teaching Reading in Intermediate and Middle School (3) Word recognition, comprehension, reading in the content areas, recreational and self-guided reading, instructional materials, diagnosis, program implementation, and classroom organization. Coreq: practicum; prereq: ELED 335.

Graduate

507 Seminar: [Term Subject] (Arr,R) Student Teaching: Elementary. Student Teaching coreq: ELED 415.

Secondary Education Courses (SEED)

Upper Division

310 Exploring Teaching (1) P/N only. Explores secondary-level teaching as a career. Examines the nature of schools and secondary-level students, the roles of the teacher and the curriculum. Coreq: SEED 409 Practicum: Exploring Teaching.

312 Introduction to Teaching (2-3) Explores teaching as a career. Emphasizes instructional planning, basic teaching strategies, educational issues, and secondary school curriculum. Includes microteaching experiences. Prereq: admission to secondary teacher education program; coreq: SEED 436.

314 Teaching Strategies (3) Selection and implementation of basic and advanced teaching strategies; adaptation of teaching strategies to meet the needs of exceptional students; instructional evaluation and modification. Prereq: admission to secondary teacher education program, SEED 312, 436, and 460; coreq: SEED 469, SEED 409 Practicum: Strategies of Reading.

407 Seminar: [Term Subject] (Arr,R) Secondary Student Teaching is a current topic.

409 Practicum: [Term Subject] (Arr,R) Recent topics are ESCAPE: Exploring Teaching and ESCAPE: Strategies of Reading.

410 Experimental Course: [Term Subject] (Arr,R)

417 Student Teaching: Secondary (Departmentalized) (5-15) Opportunity to combine knowledge and theory with classroom techniques and procedures under direction of cooperating teacher and University supervisors. Prereq: clearance for student teaching; coreq: student teaching seminar.

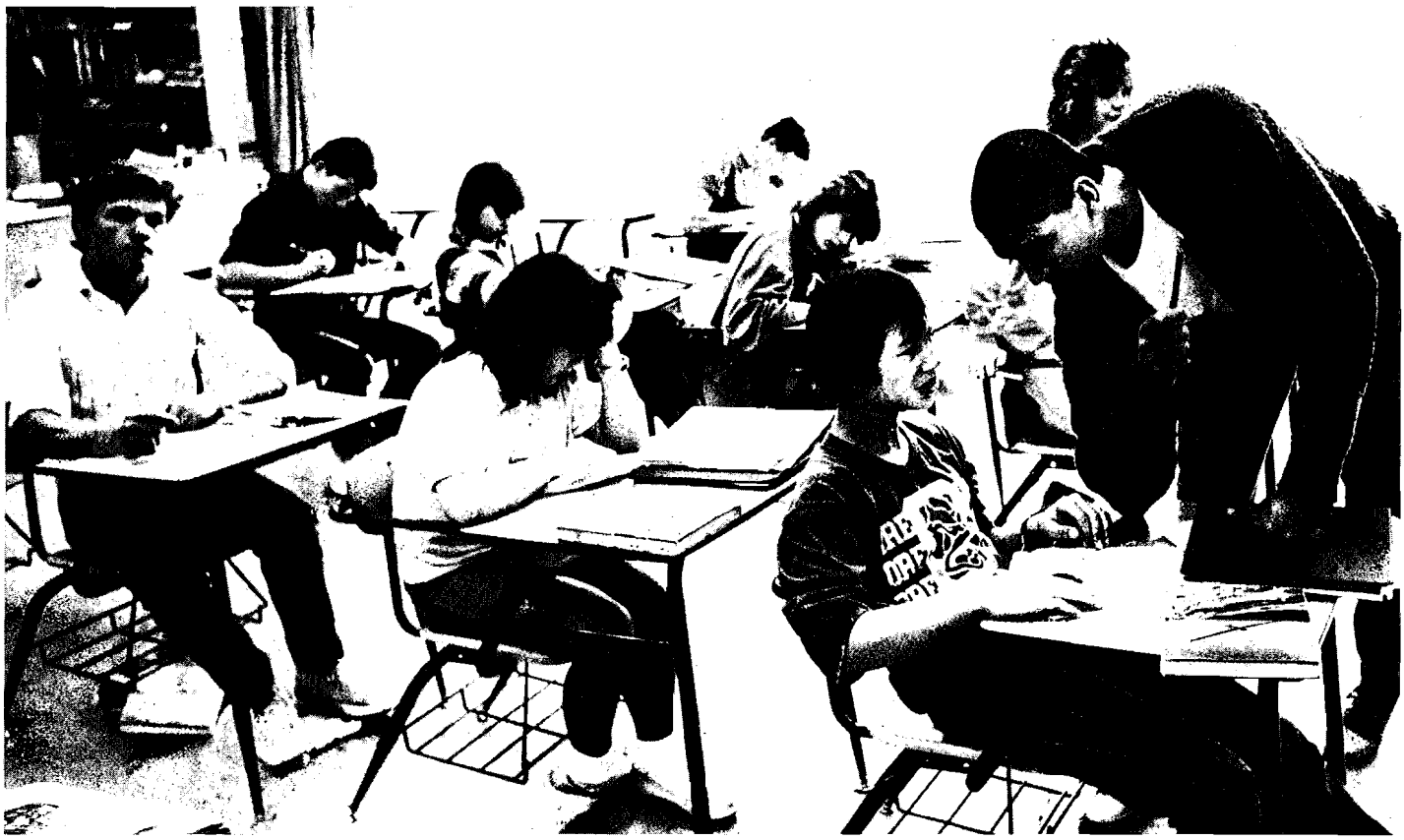
436 (G) Secondary Educational Media (3) Design and production laboratory for nonprint educational materials for secondary teaching. Includes attention to audio recording, video-tape recording, using heat process material, overhead transparencies, photographic slides, and visual displays.

460 (G) Ecology of the Classroom (3) Explores the social and instructional dynamics of classrooms. Emphasis on the nature of communication and the role of language. Analysis of teacher-student interactions. Applications relate to classroom management. Prereq: admission to secondary teacher education program or instructor's consent.

469 (G) Teaching Reading and Writing in the Secondary School (3) Intended for prospective and practicing teachers in grades 7-12. The reading process and its relationship to writing at the secondary level. Prereq: SEED 312, SEED 409 ESCAPE Practicum: Exploring Teaching, admission to secondary education program; coreq: SEED 314, SEED 409 Practicum: Strategies of Reading. Special sections for students in art, music, physical education, and health.

495 (G) Special Methods in Secondary Education (3R) R when topic changes.

Note: Other special methods courses are offered within respective departments, such as Art Education, School and Community Health, Journalism, Music, and Physical Education and Human Movement Studies.



Special Education Courses (SPED)

Lower Division

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

400 Innovative Education: [Term Subject] (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) Topics include Career Education for Handicapped Children; Direct Instruction, Reading; Guidance and Counseling of Gifted Parents; and Professional Seminar.

408 (G) Workshop (Arr,R)

409 (G) Practicum: [Term Subject] (Arr,R) Recent topics include Administration of Special Education, Direct Instruction, Handicapped Learner I and II, Supervision, and Teaching the Talented and Gifted.

426 Final Supervised Field Experience (Arr,R) Enrollment limited to students in handicapped learner program for Basic certification endorsement.

430 (G) Introduction to the Exceptional Child (3) The characteristics of handicaps as well as other implications for families and community agencies. For students who do not plan to major in Special Education.

439 (G) Introduction to the Talented and Gifted (3) Major theoretical and research literature pertaining to talented and gifted students.

440 (G) Underachieving Gifted Children (3) Definition, identification, and causes of underachievement; dynamics of underachievement; alternative education programs and programming.

461 (G) Communication and Counseling for Teachers of Exceptional Children (3) Basic theory and principles of communication and counseling that are necessary to assist the exceptional child and his or her family.

462 (G) Psychology of the Exceptional Child (3) Survey of knowledge about exceptional children and youth. Primarily for elementary or secondary classroom teachers and other nonmajors.

463 (G) Introduction to Behavior Disorders (3) Examination of theoretical and historical roots, definition and terminology issues, classification and diagnosis, service delivery, and behavioral characteristics.

464 (G) Introduction to Mental Retardation (3) Problems, issues, and concepts related to the definition and measurement of mental retardation.

465 (G) Diagnostic Procedures in Education (3) Use of norm-referenced, criterion-referenced, and teacher-made tests in the placement, grouping, and evaluation of students. Emphasis on academic progress.

466 (G) Introduction to Learning Disabilities (3) Introduces the history and current practices in the diagnosis and remediation of learning disabilities.

467 (G) The Physically Handicapped (3) Introduction to the etiology, incidence, and prevalence of major physically handicapping conditions and their psychological, emotional, social, and vocational implications. Basic medical terminology. Psychosomatic and somatopsychological reactions.

471 (G) Administration of Special Education (3) Organizing, financing, housing, equipping, staffing, and supervising the special education program; desirable educational provisions for each type of handicapped child; legal provisions for special education.

480 (G) Reading Instruction for the Handicapped (3) Methods course designed to increase knowledge of the components of reading, systematic instructional methods for the disabled reader, and commercial and teacher-prepared materials.

481 (G) Language Arts Instruction for the Handicapped (3) Handwriting, spelling, written expression, and language instruction for the mildly and moderately handicapped; analyzing error patterns in children's performance and designing appropriate programs to meet individual needs.

482 (G) Mathematics Instruction for the Handicapped (3) Instruction of mathematics skills for the mildly handicapped; evaluation of mathematics textbooks and possible modifications needed for use with handicapped children.

483 (G) Career Education for the Handicapped (3) Reviews development of education of handicapped individuals and of career education. Explores curricular options and teaching strategies and techniques. Explores multiple resources for implementation.

485 (G) Behavior Management with Exceptional Individuals (3) Examination of behavioral assessment and evaluation procedures, behavior change and teaching strategies, and behavior maintenance and generalization techniques.

486 (G) Design of Instruction for the Handicapped (3) Design, development, and evaluation of instructional material for handicapped children. Emphasis on the construction of educational sequences for various learning tasks. Selection, sequencing, teaching procedures, and assessment.

Graduate

501 Research (Arr,R) P/N only. A recent topic is Design of Special Education Research.

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Recent topics include Advanced Design of Instruction; Compliance Training; Critique Writing; Law and Special Education; Supervision I, II, and III; Secondary Gifted and Talented; Issues in Special Education; and Instructional Research I and II.

509 Practicum: [Term Subject] (Arr,R) Topics include Advanced Special Education, College Teaching, Research, Role of the Resource Consultant III, Supervision of Teachers of Handicapped Learners, and Teaching the Talented and Gifted.

563 Diagnosis of Mental Retardation (3) Trends in diagnosis and classification of mental retardation. Differential diagnosis as it relates to placement. Observation and participation in clinical conference on case study.

580 Role of the Resource Consultant I (3) The role of the resource consultant; developing needed competencies; various models for support services to regular classes; observation of instructional practices.

581 Role of the Resource Consultant II (3) Develops concepts introduced in SPED 580; evaluation and development of media packages and modules related to delivery of services to students and school personnel.

College of Human Development and Performance

104 Esslinger Hall
Telephone (503) 686-4103
Celeste Ulrich, Dean
Norval J. Ritchey, Assistant Dean

The College of Human Development and Performance offers the required University health course; courses in Dance, Physical Education and Human Movement Studies, and School and Community Health; and both undergraduate and graduate professional study in Dance, Human Services, Leisure Studies and Services, Physical Education and Human Movement Studies, and School and Community Health. The College also provides intramural sports for men and women as well as open recreation programs. The UO Center for Gerontology offers study opportunities in conjunction with other University offerings.

Graduates of the College are teachers of physical education and health education; athletic coaches; directors of athletics; supervisors of health and physical education; community agency leaders; gerontologists; community recreation and leisure directors; leaders in YMCA, YWCA, and other youth organizations; directors of restricted and corrective physical education; workers in the field of recreation therapy and physical therapy; college and university professors and researchers in growth and development, biomechanics, biometrics, human performance, athletics, park management, leisure studies, health education, human movement studies, recreation, and dance.

Each department within the College has its own policies regarding premajors. Interested students are encouraged to consult department heads for details. It is College policy that all juniors consult their assigned faculty advisers at the beginning of the year. The Department of Dance requires Dance majors to confer with advisers at the beginning of *every* term.

Both single-discipline and interdepartmental programs are available.

The College of Human Development and Performance offers several cross-discipline courses under the HDEV prefix. These courses may be used to satisfy requirements for majors in every College department. Required courses, including those with an HDEV prefix, are listed in each department's section of this bulletin. Human Development and Performance courses are cross-listed in the departments offering them.

Human Development and Performance Courses (HDEV)

Upper Division

344 Administration of Aquatic Programs (3) Organization and administration of aquatic programs. Open to nonmajors with instructor's consent.

392 Principles of Outdoor Leadership (3) Standards and principles of administration of outdoor pursuits. Administration and leadership practices.

406 Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R)

408 (G) Workshop (Arr,R)

410 (G) Experimental Course: [Term Subject] (Arr,R) Recent topics include Current Problems in Health, Physical Education, Recreation, and Dance; Mind-Body Dualism; The Olympic Movement; Reification of the Body; and Sport in America.

431 (G) Evaluation Procedures in Health (3) Introduction to fundamental procedures in collection, summarization, presentation, and basic analysis of health data. Includes test construction and techniques of evaluation.

437 (M) Volunteerism (3) Philosophy and historical perspective of the volunteer movement; practical aspects of developing and maintaining effective volunteer programs.

459 (G) Nutrition and the Quality of Life (3) The role of nutrition in an optimal health paradigm. Emphasis on the balance between intellectual and intuitive approaches to food choices.

460 (G) Nutrition and Athletic Performance (2) Fuel metabolism, fluids, electrolytes, vitamins, minerals, and ergogenic aids as they relate to optimizing human performance.

467 (G) 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. Halberg.

468 (G) Organization of Senior Leisure Services (3) Overview of the continuum of services available to older people. Emphasis on leisure services. Includes legislative influences, common organizations and agencies, and programming principles and issues. Halberg.

471 (G) Health Aspects of Aging (3) Demographic aspects of aging: normal aging changes and deviations of the normal aging process (pathophysiology); health maintenance; implications of research on aging. Smith.

Graduate

506 Special Problems (Arr,R)

507 Seminar: [Term Subject] (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R) Recent topics include Gender in Sport, Human Well-Being, Movement and Meaning, Movement Forms, Olympicism, and Outdoor Pursuits.

521 Research Methods in Health and Leisure (3) Application of social research methods to leisure settings; procedures in study design, methods of data collection, interpretation and presentation.

563 Adult Development (3) Physical and psychophysiological developmental processes during adulthood and normal aging. Relationships of the physical and socioenvironmental interactions in the stages of adult life. Recommended for gerontology and interdisciplinary students interested in adulthood.

Dance

161 Gerlinger Annex
Telephone (503) 686-3386
Janet W. Descutner, Department Head

Faculty

Lisa Codman Arkin, Assistant Professor (folk, ballroom, history of dance). B.A., 1976, California, Los Angeles; M.A., 1978, San Francisco State. (1987)

Jenifer P. Craig, Assistant Professor (modern and jazz technique, history, dance production); Coordinator, Graduate Studies. B.A., 1971, M.A., 1973, Oregon; Ph.D., 1982, Southern California. (1986)

Janet W. Descutner, Associate Professor (modern and tap techniques, composition, dance cultures). B.A., 1963, M.A., 1965, Ohio State. (1971)

Bruno V. Madrid, Senior Instructor (accompaniment, basic rhythms, music for dance). B.Mus., 1955, Santo Tomas Conservatory of Music, Philippines; M.Mus., 1963, Oregon. (1966)

Joellen A. Meglin, Assistant Professor (modern and ballet technique, notation, body fundamentals). B.A., 1973, New York, Binghamton; M.F.A., 1977, New York. (1982)

Jeffrey Stolet, Instructor (music for dancers, accompaniment for dance, basic rhythms). B.Mus., 1977, M.Mus., 1979, New Mexico. (1988)

Susan Zadoff, Senior Instructor (classical ballet, ballet-vocabulary and staging). Ballet Russe de Monte Carlo. (1976)

Adjunct

Julie Finnott, Adjunct Assistant Professor (movement for theater; modern, tap, and jazz techniques; administration). B.S.S., 1979, Cornell; M.A., 1983, Oregon; C.M.A., 1987, Washington (Seattle). (1988)

Emeritae

M. Frances Dougherty, Professor Emerita (philosophy, aesthetics, history). B.A., 1935, M.A., 1940, Northern Colorado; Ph.D., 1959, New York. (1959)

Linda S. Hearn, Associate Professor Emerita (folk, production, curriculum). B.S., 1962, M.A., 1965, Texas Woman's. (1965)

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

The primary aim of the Department of Dance is to enrich the lives of both major and nonmajor students of Dance through course work and extracurricular activities. Dance is explored as an art form and as one of the humanities within a liberal arts education. Dance majors and minors experience the rigorous professional discipline that is inherent in studio (DP) classes as well. The Department emphasizes modern dance with a strong supporting area in ballet.

Auditions

All majors and minors must audition. Auditions are conducted in the form of a class, in which faculty adjudicators observe and place students in technique courses according to their knowledge and skill level in that dance style. Students who want to enroll in Professional Dance (DP) technique courses must audition each year. Failure to audition eliminates a student from registration in DP courses. Auditions are held spring term and during New Student Week prior to registration. Dates of the spring and fall auditions are available in the Department office.

Dance Service Program

An interesting variety of dance experiences is provided to nonmajors for enjoyment and enrichment through the Dance Service (DS) program. Auditions are not necessary to enroll in these courses. Lower-division courses generally offer beginning or elementary instruction; upper-division courses provide intermediate and more advanced instruction. These courses may each be repeated once for credit. It is recommended that a student take each level twice before advancing to the next level. A total of 12 credits in DS courses may be applied to the 186, 220, or 231 credits required for a bachelor's degree.

Facilities

The University provides three dance studios and one gymnasium for classes and special activities in dance. Each studio has a piano; each teaching facility has a complete sound system. One multipurpose studio with mirrors for ballet, jazz, modern, and tap dance is located in Gerlinger Hall. In Gerlinger Annex two large studios with mirrors are used for ballet, modern, and jazz dance classes, and a large gymnasium is used for ballroom, folk, and square dance classes. In addition to serving as classrooms and rehearsal spaces, the studios in Gerlinger Annex convert into the attractive M. Frances Dougherty Dance Theatre, which has modern lighting and stage equipment for concert productions and seats 350 people.

Performing Opportunities

Dance Oregon! A student organization partially funded by the Associated Students of the University of Oregon, Dance Oregon! is headed by a steering committee composed of students interested in dance. A paid student administrative assistant and faculty advisers provide managerial, artistic, and technical support and guidance for its production activities. These include concerts and informal showings choreographed and directed by students. Dance Oregon! brings professional guest artists in modern dance, ballet, folk, and tap dance to campus each year to give concerts and teach master classes; it sponsors a film and video series on dance; and it is active in student-faculty relations, nominating students to serve on Department and College committees.

Concert Dance Theatre. Cosponsored by Dance Oregon! and the Department of Dance, Concert Dance Theatre's repertory is primarily the work of faculty and guest artists.

It offers performing opportunities to advanced students in modern, ballet, jazz, ethnic, folk, historical, and tap dance. Membership is open to all University students by audition and carries academic credit. On-campus concerts are held each year, with occasional tours throughout Oregon and the Northwest. The touring dance programs include concert performances as well as master classes and lecture-demonstrations for public schools, colleges, universities, civic organizations, and community concert series.

Additional Dance Opportunities. Advanced dance students are eligible for practicum credit in dance choreography and workshop credit for performance in student choreography. Through this program, a student may audition a dance for performance in student concerts or gain experience in performance, teaching, lighting, costuming, makeup, management of productions, or a combination of these.

For students interested in musical theater, other performance outlets are available. The Jazz Dance Line, a cooperative project of the School of Music and the Dance Department, performs at athletic and recreational events. Musical theater productions in Robinson Theatre provide performance opportunities incorporating acting, singing, and dancing. These activities also carry academic credit.

Undergraduate Studies

Curricula in Dance leading to the bachelor of arts (B.A.) or bachelor of science (B.S.) degrees provide theoretical and technical preparation in ballet, folk, and modern dance forms. Courses are offered in three core areas within the Department: technique, studio-theory, and theory. These and selected curricula in related fields enable students to specialize in performance, choreography, teaching, recreation, notation, or ethnology.

Preparation. The serious study of dance involves spiritual and intellectual as well as physical development. High school students planning to specialize in dance should try to include preparation in music, drama, art, and dance. Additional studies in personal health and biology are strongly recommended.

Students transferring as Dance majors following two years of college work elsewhere should have completed two terms of college biology with laboratories; such social science courses as cultural anthropology and great religions; two terms of college-level English composition; and courses in acting and basic music.

Careers. Career opportunities in one or more specializations are growing rapidly, particularly for performers in regional dance companies and for teachers in universities, colleges, community colleges, community centers, and private studios. Opportunities in business and technical theater management, as well as dance research and dance criticism, writing, and review, are also expanding. Students seeking teacher certification for elementary and secondary schools must take a second major in a certifiable subject, as dance currently is not certified by the State of Oregon. Many alumni of the Department, however, are teaching dance in public schools in Oregon, and there is considerable demand for dance teachers.

An interdisciplinary independent study program combining dance, music, and theater arts may be arranged with an adviser in one of the three disciplines.

Admission

Students eligible for admission to the University are admitted to professional courses in Dance as Dance premajors. Entering freshmen should have a basic knowledge of music as well as experience in ballet, folk, or modern dance techniques. Students transferring from two-year colleges must have a 2.75 cumulative grade point average (GPA); in addition, they should have met the University's English composition and health course requirements and completed a majority of the University's group requirements. The 2.75 GPA includes all graded credits and pass/no pass (P/N) courses for which a student received an N. Any deficiencies in lower-division professional courses must be met either by proficiency examination or by

completion of these courses. During the first year, freshmen and transfer students must pass either Basic Rhythms (DP 152) or Introduction to Dance (DP 251) *and* Fundamentals of Rhythm (DP 252) to become Dance majors and be eligible to continue in professional technique courses.

A student is reviewed for continuation as a Dance major upon completion of the following requirements: passing with a grade of C– or better the DP 152, 251, and 252 professional theory courses, and passing with a grade of mid-B or better ballet technique, modern technique, and couple dance (all DP 192). If, upon auditioning, a student is placed above the DP 192 level of technique in any of these idioms, DP 192 in that idiom is waived.

Advising. Students admitted as majors or minors must meet with a Dance faculty adviser prior to registration each term. Appointment schedules for advising are posted at departmental offices. Students must have an adviser's signature to enroll in Professional Dance courses, except those that satisfy University group requirements (DP 251 and 257).

Bachelor's Degree

Candidates for the bachelor's degree with a major in Dance must satisfy all general University requirements, elect appropriate courses in related areas, and complete the professional course requirements of the Department of Dance.

University requirements are English composition (two courses) and Personal Health (HES 250) or an approved alternative health course.

Department Requirements

Lower Division **32 credits**

Basic Rhythms (DP 152)	2
Dance Improvisation (DP 153)	2
Ballet Vocabulary (DP 154)	2
Dance Laboratory: Couples (DP 192)	2
Introduction to Dance (DP 251)	3
Fundamentals of Rhythm (DP 252)	3
Dance Production (DP 255)	3
Body Fundamentals (DP 256)	3
Dance Laboratory: Modern (DP 292), three terms	6
Dance Laboratory: Ballet (DP 292), two terms	4
Dance Laboratory: Folk, Tap, *or* Jazz (DP 292)	2

Upper Division **47-50 credits**

Movement Notation (DP 341)	3
Intermediate Movement Notation (DP 342)	3
Dance Composition I, II (DP 351, 352)	6
Dance Accompaniment (DP 353)	3
Theoretical Foundations of Modern Dance (DP 354, 355, 356) *or* three terms in Dance Laboratory: Modern *or* Ballet (DP 392)	6-9
Music for Dancers (DP 358)	3
Seminar: Dance Films (DP 407), three terms (with DP 452, 453, 454)	3
Workshop: Production	1
Practicum: Choreography (DP 409) *or* Group Choreography (DP 455)	3
Dance Cultures of the World (DP 452) (with Dance Films seminar)	3
Ballet from the Courts to Balanchine (DP 453) (with Dance Films seminar)	3
Evolution of Modern Dance (DP 454) (with Dance Films seminar)	3
Teaching Dance (DP 491)	3
Dance Apprenticeship (DP 492)	4

Additional Requirements **21-22 credits**

Human Biology: Physiology (BI 103), Cells and Inheritance: Life of the Cell (BI 113), *or* Cells and Inheritance: Physical Basis of Life (BI 114)	3-4
Great Religions of the World (R 201)	3
Acting I (TA 250)	3
Introduction to Cultural Anthropology (ANTH 120)	3
Human Anatomy (BI 391, 392)	6
Kinesiology (PEP 372)	3

Electives to complete 186 credits **82-86 credits**

University group requirements for professional students are three approved courses in each of the three groups—arts and letters, social science, science—and three additional courses from any of the groups. These 12 courses must include a cluster in each of two different groups.

Requirements for the B.A. and B.S. degrees are as follows: B.A., 36 credits in language and literature including proficiency in a foreign language equivalent to two years of study; B.S., 36 credits in science or social science and three terms of college mathematics or proficiency as explained under Bachelor of Science in the **Registration** and **Academic Policies** section of this bulletin.

All DP-prefix courses required for a Dance major or minor must be taken graded when that option is available. Each graded course must be passed with a grade of C- or better. A grade of P must be earned in courses designated pass/no pass only. A grade of D in any course (Dance or other) required for the Dance major does not constitute a passing grade and the course must be repeated for an acceptable grade. The pass/no pass (P/N) option should be exercised sparingly by students who plan to pursue a graduate degree in Dance.

Dance majors must be enrolled in advanced technique courses the three terms prior to graduating.

Sample Program

The sample program below provides an idea of a typical course load during the first two years of study. Individual programs may vary according to placement scores, audition results, interest, and course work load capacity.

Freshman Year

Fall term **17-18 credits**

Basic Rhythms (DP 152)	2
Ballet Vocabulary (DP 154)	2
Dance Laboratory: Modern *and* Ballet (DP 192)	4
English Composition (WR 121)	3
Group requirement	3
Foreign language (for B.A.) *or* mathematics (for B.S.)	3-4

Winter term **18-19 credits**

Dance Laboratory: Modern *and* Ballet (DP 192)	4
Fundamentals of Rhythm (DP 252)	3
Introduction to Dance (DP 251)	3
Dance elective	2
Personal Health (HES 250)	3
Foreign language *or* mathematics	3-4

Spring term **17-19 credits**

Dance Laboratory: Modern *and* Ballet (DP 192)	4
Group requirements	6
Foreign language *or* mathematics	3-4
Introduction to Cultural Anthropology (ANTH 120)	3
Dance elective	1-2

Sophomore Year

Fall term **19 credits**

Dance Laboratory: Couples (DP 192)	2
Dance Laboratory: Modern *and* Ballet (DP 292)	4
Dance Production (DP 255)	3
Body Fundamentals (DP 256)	3
Great Religions of the World (R 201)	3
Foreign language *or* group requirement	4

Winter term **17-18 credits**

Dance Laboratory: Modern *and* Ballet *and* Folk (DP 292)	6
Workshop: Production	1
Acting I (TA 250)	3
Group requirement	3-4
Foreign language *or* group requirement	4

Spring term **16-18 credits**

Dance Improvisation (DP 153)	2
Dance Laboratory: Modern *and* Ballet (DP 292)	4
Group requirements	6
Foreign language *or* group requirement	3-4
Dance elective	1-2

Honors College Degree in Dance

See the **Honors College** section of this bulletin for specific Honors College requirements. Departmental requirements for Dance majors enrolled in the 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 10 minutes) with written description and discussion or an honors essay on a selected research topic.

Minor Requirements

The Dance minor requires 30 credits in technique, studio-theory, theory, and upper-division electives, distributed as follows. Of the 30, at least 15 credits must be upper division. All courses must be passed with a minimum grade of C– except those offered P/N only.

Area I—Technique **6 credits**

Three courses in one idiom (ballet, folk, or modern) at the DP 192* level or above. The DP 192 level must be attained with a mid-B or better by the end of the first year in the program 6

*Admission to DP technique classes is by audition only.

Area II—Studio and Theory **6 credits**

Basic Rhythms (DP 152)	2
Dance Production (DP 255)	3
Workshop: Production	1

Area III—Theory **3 credits**

Introduction to Dance (DP 251)	3

An additional 15 credits, to complete the total of 30, are to be selected in consultation with the Dance minor adviser.

Graduate Studies

Both master of science (M.S.) and master of arts (M.A.) degrees in Dance are available. Candidates generally complete a master's degree program in two years.

Admission

Students seeking admission to a master's degree program should obtain an application form from the Department of Dance. An official transcript of the student's college record must be submitted with the application form. Enrollment is open to anyone who has graduated from an accredited college or university and has a 2.75 cumulative undergraduate GPA. In addition, all applicants must submit three letters of recommendation, an up-to-date vita, evidence of a score of at least 35 on the Miller Analogies Test (MAT) or 470 on the Verbal portion of the Graduate Record Examinations (GRE), and a statement of purpose addressing why they intend to pursue graduate studies in Dance.

A student with a GPA below 2.75 may be admitted upon review of credentials and an acceptable score on either of the graduate examinations. Those seeking admission to the graduate program are required to audition prior to entering the program.

Adequate undergraduate preparation in dance theory and technique is a prerequisite for admission to graduate programs in Dance. Master's degree candidates who have not completed the following undergraduate courses or their equivalents prior to graduate study may be admitted as postbaccalaureate students until they are completed, depending upon the number of deficiencies:

Fundamentals of Rhythm (DP 252)

Dance Production (DP 255)

Movement Notation (DP 341)

Dance Composition II (DP 352)

Dance Accompaniment (DP 353) *or* Music for Dancers (DP 358)

These prerequisite requirements may also be met by (1) passing proficiency examinations provided by the Department or (2) presenting evidence of acceptable practical experience in all aspects of dance production. Movement notation must be taken at the first opportunity after entering the program. A correspondence course does not meet the requirement.

Graduate Awards. A limited number of graduate teaching fellowships (GTFs) are available. Applicants must submit a 1/2-inch VHS video tape demonstrating their skills in axial and locomotor work in at least two dance idioms (i.e., modern, folk, ballet, tap, jazz). Deadline for application is April 1.

Master's Degrees

Three master's degree programs are available: (1) the general master's degree with 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, of which a minimum of 30 must be earned in residence after admittance to the graduate program. A student seeking the master of arts (M.A.) degree must demonstrate proficiency in one foreign language by submitting evidence of two years of college-level study within the previous seven years or by taking an examination prepared by the department offering that language.

All work for the master's degree must be completed within a period of seven years. This includes transfer credit from another institution, the thesis, and the final examination.

Required Courses and Examinations

Dance as a discipline at the graduate level requires an understanding of research methodology and theoretical issues. Two required courses provide this understanding. Seminar: Dance Research (DP 507) and Aesthetic Bases for Dance in Art and Education (DP 593). Upon completion of the required courses, all graduate students must take a written comprehensive qualifying examination. Successful performance on this examination qualifies the student to develop the proposal for the thesis or research project. The examination is usually given early in the fall term of the student's second year. A final oral comprehensive examination is administered by the student's faculty committee following completion of the thesis or project.

All graduate students must be enrolled in a technique class, Workshop: Technique (DP 508), every term during their studies in residence, with a minimum of three terms at the intermediate or advanced level. Only 6 technique workshop credits can be applied toward the degree.

Graduate students are required to take two terms of Supervised College Teaching (DP 502). This provides an opportunity to develop mentor relationships with faculty members. A maximum of 4 credits in DP 502 may count toward the degree.

Other limitations on degree-satisfying credits include a maximum of 6 credits in Reading and Conference (DP 505) and 9 credits in Practicum (DP 509). Only 2 credits of Workshop: Performance (DP 408G or 508) may be applied toward the degree.

General Master's Degree with Thesis (54 credits). In addition to the requirements described above, a minimum of 9 credits are required in Research (DP 501) and Thesis (DP 503). At least 9 credits are required in another field related to an approved thesis topic. Selections must be approved by the major adviser.

The thesis proposal must be approved by a committee of at least three faculty members representing the fields of study relating to the program and thesis topic. Graduate School requirements are to be followed in the preparation and defense of the thesis. A minimum of 22 credits must be selected from the following Dance course work:

Specific Courses and Seminars

Seminar: Dance Films (DP 407G), with DP 452G, 453G, 454G

Experimental Courses: Kinesiology for Dance, Notation Reconstruction, Scientific Aspects (DP 410G)

Dance Cultures of the World (DP 452G)

Ballet from the Courts to Balanchine (DP 453G)

Evolution of Modern Dance (DP 454G)

Group Choreography (DP 455G)

Teaching Dance (DP 491G)

Administration of Dance in Education (DP 493G)

Seminar (DP 507)

Independent Study Courses

Special Problems (DP 406G)

Research (DP 501)

Supervised College Teaching (DP 502)

Reading and Conference (DP 505)

Special Problems (DP 506)

Practicum (DP 509)

General Master's Degree without Thesis (54 credits). In addition to the general requirements, examinations, and limitations on credits stated earlier, the nonthesis option requires 20 to 22 credits selected from the list of courses set forth in the thesis option above, a minimum of 9 credits in another field related to dance, and 9 credits elected from within or outside the Department of Dance. All course selections and field choices must have the approval of the student's major adviser.

For the student electing the nonthesis option, a major project is required in the area of concentration. The project might take the form of a written research article suitable for publication, a reconstruction from a notated score, or a reconstruction from a historical dance treatise (i.e., from original language or notation to article or performance). The proposal must be approved by a project adviser representing the area of dance concentration.

Master's Degree with Emphasis in Dance Science (54 credits). The Department of Dance offers the master's degree with emphasis in dance science. A bachelor's degree in Dance with a foundation in kinesiology and exercise physiology is a desirable background for this special program. Adequate preparation in dance theory, dance technique, and movement analysis is also necessary for admittance. Specific undergraduate prerequisites include:

Movement Notation (DP 341)

Dance Composition I (DP 351)

Human Anatomy (BI 391, 392)

Kinesiology (PEP 372)

Physiology of Exercise (PEP 473)

Candidates for the master's degree with emphasis in dance science are required to complete the undergraduate prerequisites, or equivalents, prior to or early in their graduate study. These requirements may be waived by demonstrating ability in composition through video tape or live presentation for faculty review *or* by passing proficiency examinations in anatomy, kinesiology, or exercise physiology. These examinations are provided by the Department of Physical Education and Human Movement Studies.

Students in this program may choose to focus on one of three areas: (1) kinesiology for dance—for the dance kinesiologist and pedagogue; (2) fitness in dance—for the student interested in aerobic dance; or (3) movement repatterning—for the student interested in neuromuscular mechanisms in dance. The student will work closely with his or her graduate adviser in selecting appropriate courses for one of these areas.

A thesis is required for a master's degree with emphasis in dance science. However, the requirements and timing of qualifying examinations differ from those in the general thesis program. The core consists of Seminar: Dance Research (DP 507), Statistical Methods (PEP 540), and Critique and Interpretation of Research (PEP 544). Other requirements parallel requirements in the general master's program with thesis; 19 credits in DP-prefix courses are to be selected from the elective courses listed under the thesis option. The qualifying examination is taken after completion of the core area.

Dance Service Courses (DS)

Note: Not all courses can be offered every year. A list of courses offered each term is in the current *Time Schedule of Classes*. Each course requires a laboratory fee.

Lower Division (DS)

101-199 Dance Service Courses for Men and Women I (1R) 170: Modern I, **171:** Improvisation, **172:** Ballet I, **175:** Jazz I, **176:** Tap I, **178:** International Folk I, **179:** Balkan and Central European Folk, **180:** Near East Folk, **181:** Western European Folk, **183:** North American Folk, **184:** Ballroom I. **R** once for maximum of 2 credits each.

201-299 Dance Service Courses for Men and Women II (1R) 270: Modern II, **272:** Ballet II, **275:** Jazz II, **276:** Tap II, **278:** International Folk II, **284:** Ballroom II. **R** once for maximum of 2 credits each.

Upper Division (DS)

301-399 Dance Service Courses for Men and Women III (1R) 370: Modern III, **372:** Ballet III, **375:** Jazz III, **376:** Tap III. **R** once for maximum of 2 credits each.

Dance Professional Courses (DP)

Note: Not all courses can be offered every year. A list of courses offered each term is in the current *Time Schedule of Classes.*

Lower Division (DP)

152 Basic Rhythms (2) Music notation and elementary musical devices used in the dance.

153 Dance Improvisation (2) Laboratory; development of personal movement vocabulary; emphasis on spontaneity and exploration of dynamics (time, space, force, flow). Meglin.

154 Ballet Vocabulary (2) Studio-theory course; discussion and application of basic ballet terminology. Coreq: DP 192 Dance Laboratory: Ballet. Zadoff.

192 Dance Laboratory (2R) Techniques in couple dance, ballet, ballroom, pointe, modern, jazz, and tap. For Dance majors and minors. Prereq: audition prior to registration. **R** for maximum of 6 credits in any one idiom.

199 Special Studies: [Term Subject] (1-3R) Recent topics include Character Dance and The Expressive Mover.

200 Innovative Education: [Term Subject] (1-3R)

251 Introduction to Dance (3) Overview of dance as a cultural and artistic experience and its roles and impact on contemporary society. Descutner.

252 Fundamentals of Rhythm (3) Rhythmic and metric principles in dance. Identification of dance forms through their rhythmic structures. Prereq: DP 152. Madrid.

255 Dance Production (3) Production problems of staging, lighting, and costuming for the dance concert. Laboratory required. Craig.

256 Body Fundamentals (3) Introduction to anatomical and kinesiological analysis of movement: Bartenieff's Correctives and Sweigard's ideokinetic facilitation, with a view to prevention and care of injuries. Meglin.

257 Cultural Backgrounds of Folk Dance, Music, and Art (3) Investigation of origins and development of dance culture and related folk arts in selected European and North American regions and countries. Arkin.

292 Dance Laboratory (2R) Intermediate dance technique in ballet, pointe, modern, jazz, and tap. For Dance majors and minors. Prereq: DP 192 or equivalent; audition prior to registration. **R** for maximum of 6 credits in any one idiom.

Upper Division (DP)

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. Prereq: DP 152 or instructor's consent. **S** with DP 342. Descutner, Meglin.

342 Intermediate Movement Notation (3S) Theory and application of intermediate principles of Labanotation. Introduces Effort-Shape, a system for describing dynamic qualities and a performer's use of time, space, weight, and flow. **S** with DP 341. Descutner, Meglin.

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. Prereq: DP 153, 252; coreq: DP 358. **S** with DP 352. Craig, Meglin.

352 Dance Composition II (3S) Compositional forms and styles in dance. Structural forms derived from music, fine arts, poetry, theater. **S** with DP 351. Descutner.

353 Dance Accompaniment (3) Function of accompaniment for dance skills and composition. Types of accompaniment—instrumental, electronic, percussion, voice. Prereq: DP 252; coreq: DP 491.

354, 355, 356 Theoretical Foundations of Modern Dance (3,3,3R) A studio-theory course in modern dance techniques. Analysis of theoretical framework, stylistic emphasis, and aesthetic significance of that style in technique and in composed works. Prereq: DP 392 level; audition prior to registration. Each number **R** once. Craig, Descutner, Meglin.

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. Descutner, Zadoff. Open to nonmajors.

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: DP 252 or instructor's consent; coreq: DP 351.

359 Renaissance Dance (2R) Studio-theory course in dance styles of the late 15th through early 17th centuries. Prereq: DS 172 Ballet I or instructor's consent. Open to nonmajors; of interest to musicians, actors, and historians. **R** once.

392 Dance Laboratory (2R) Advanced dance techniques in ballet, modern, jazz, and pointe. For Dance majors and minors. Prereq: audition prior to registration.

400 Innovative Education: [Term Subject] (1-3R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 (G) Special Problems (Arr,R)

407 (G) Seminar (Arr,R) Recent topics include Classical Dances of Asia, Dance Films, Dance in Literature and the Arts, and Dance Careers. **R** when topic changes.

408 (G) Workshop (Arr,R) Topics include rehearsal and performance of ballet, ethnic, folk, jazz, modern, and tap dance in repertory companies, musicals and student choreographies. Prereq: audition for performance experiences, DP 255 for production.

409 (G) Practicum (Arr,R) Current topics are Choreography and Stage Management.

410 (G) Experimental Course (Arr,R) Current titles include Notation Reconstruction and Scientific Aspects of Dance.

452 (G) Dance Cultures of the World (3) How function, form, movement, performers, and expressive content of dance communicate world views of selected African, native American, and Asian dance cultures. Open to nonmajors. Prereq: R 201, ANTH 120; coreq: DP 407 Seminar: Dance Films. Descutner.

453 (G) Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. Open to nonmajors. Coreq: DP 407 Seminar: Dance Films. Arkin.

454 (G) Evolution of Modern Dance (3) Influences of leading dance artists; dance in education; new directions in concert and theater forms; emphasis on the dance in the United States. Open to nonmajors. Coreq: DP 407 Seminar: Dance Films. Craig.

455 (G) Group Choreography (3R) Problems and special considerations of group choreography; introduction to the communication of personally created movement to other dancers. Prereq: DP 352 or instructor's consent. Craig, Descutner, Meglin. **R** once.

456 (G) Ballet Staging (2R) Laboratory to include elements of solo, pas de deux, and corps techniques. Short movement segments drawn from standard ballet repertory. Coreq: DP 392 Dance Laboratory: Ballet. Zadoff. **R** once.

457 Baroque Dance (2R) A studio-theory course in dance styles of the 17th and 18th centuries. Prereq: DS 172 Ballet I or instructor's consent. Open to nonmajors; of interest to musicians, actors, and historians. **R** once.

491 (G) Teaching Dance (3) Helps prepare the Dance major to apprentice teach in a University Dance class. Investigates teaching progressions, film use and sources, accompaniment, record sources and use, and teaching manuals. Prereq: junior standing, DP 292; coreq: DP 353. Craig, Descutner.

492 Dance Apprenticeship (2R) Directed activities related to the teaching of dance; selection of materials, class organization and management; student teaching in a University dance class. For Dance majors and minors. Prereq: DP 491.

493 (G) Administration of Dance in Education (3) Organization and administration of a dance program in colleges and universities. Prereq: DP 491 or instructor's consent.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R) Topics include Solo Composition and Formal Compositional Structure. Limited by faculty work load and availability.

507 Seminar: [Term Subject] (Arr,R) Current topics include Choreographic Analysis and Criticism, Dance Research, and Movement Pattern Analysis.

508 Workshop (Arr,R) Topics include Technique (studio work in ballet, pointe, modern, ethnic, jazz, folk, tap), Performance, and Production. **R** for maximum of 6 credits.

509 Practicum: [Term Subject] (Arr,R) Current topics include Choreography and Production Management.

510 Experimental Course: [Term Subject] (Arr,R)

HDEV 551 Administration of Physical Education (3) See description under Human Development and Performance.

593 Aesthetic Bases for Dance in Art and Education (3) Dance as an art form; function of the dance in the changing social milieu; elements of dance criticism. Craig.

Gerontology

122 Esslinger Hall
Telephone (503) 686-4207
Christopher R. Bolton, Director

Executive Committee

Michael R. Benz, Special Education and Rehabilitation
Aletta A. Biersack, Anthropology and Religious Studies
Carl W. Carmichael, Speech
Lawrence R. Carter, Sociology
Judith H. Hibbard, School and Community Health
Robert E. Kime, School and Community Health
Peter M. Lewinsohn, Psychology
Larry L. Neal, Leisure Studies and Services
Norman Sundberg, Psychology
Clarence E. Thurber, International Studies and Political Science
Saul Toobert, Counseling Psychology
Marjorie Woollacott, Physical Education and Human Movement Studies

Faculty

Cynthia Adams, Assistant Professor (psychology of aging, life-span cognitive development). B.A., 1978, M.A., 1982, California State, Long Beach; Ph.D., 1986, Wayne State. (1988)

Christopher R. Bolton, Associate Professor (academic gerontology, older learners, counseling the aged). B.M.E., 1966, Drake; M.A., 1968, Northern Iowa; Ph.D., 1974, Oklahoma. (1983)

Delpha Camp, Assistant Professor; Director, Widowed and Family Grief Counseling Program. B.Ed., 1959, Gonzaga; M.S., 1977, Oregon. (1979)

Starlus Showalter, Research Assistant. B.S., 1953, M.A., 1960, Southern California. (1983)

Courtesy

Gary Glasser, Courtesy Assistant Professor. A.B., 1971, California, Berkeley; M.D., 1975, California, Irvine. (1986)

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

Emerita

Frances G. Scott, Professor Emerita. B.A., 1953, M.A., 1954, Texas; Ph.D., 1960, California, Los Angeles. (1962)

Participating

Michael R. Benz, Special Education and Rehabilitation
Aletta A. Biersack, Anthropology and Religious Studies
Jan Broekhoff, Physical Education and Human Movement Studies
Carl W. Carmichael, Speech
Lawrence R. Carter, Sociology
Lorraine G. Davis, School and Community Health
Diane M. Dunlap, Education
Jerry V. Finrow, Architecture
Richard P. Francisco, Educational Policy and Management
Robert M. Hackman, School and Community Health
Judith H. Hibbard, School and Community Health
Robert E. Kime, School and Community Health
Peter M. Lewinsohn, Psychology
Warren E. Smith, School and Community Health
Norman Sundberg, Psychology
Saul Toobert, Counseling Psychology
Marjorie Woollacott, Physical Education and Human Movement Studies

The study of aging prepares graduates for careers in aging, for responsible citizenship, and for personal growth and understanding. The University of Oregon Center for Gerontology offers many undergraduate and graduate options in instruction, research, and service. The Gerontology curriculum is professionally oriented and drawn from departments throughout the University. Gerontology courses are offered throughout the year including summer session. Brochures listing summer session Gerontology courses are available the preceding winter term.

The diverse academic backgrounds of gerontology students include psychology, sociology, public affairs, speech pathology-audiology, health, biology, architecture and landscape architecture, physical education, leisure studies, and law. Students vary in age from 18 to 80. Many have previous professional work experience and some are embarking on second or third careers. Some are prepared to provide direct services; some to develop and implement policies regarding care and service to the aged; some to design, administer, or evaluate programs; and some to do research on aging from one of several perspectives.

People age 65 or older may audit Gerontology—and all other—courses at the University free of charge on a space-available basis.

Careers. Career opportunities in aging exist in local, state, and national government; service agencies; professional organizations; colleges and universities; and the private sector. Specialists in aging work in residential environments designed for the elderly, recreation facilities, health care settings, art centers, consulting firms, public agencies, nongovernmental organizations, businesses, and education and research centers. Job opportunities in virtually every discipline are enhanced by specialization in gerontology.

With a bachelor's degree, the Gerontology major is qualified for most positions involving direct-service delivery to the elderly, for entry-level technical positions, and for supervised research. A master's degree usually qualifies the holder for mid-level supervisory or administrative positions, teaching in public and vocational schools or community colleges, planning and program development positions, and advanced research assignments.

Community Education Program

Most courses in the Gerontology curriculum are available for credit through the University's Community Education Program. Community education (nonmatriculated) students interested in gerontology may call (503) 686-4207 for information regarding courses and (503) 686-5614 for information regarding the community education option.

Undergraduate Studies

Options available to undergraduates who want to study gerontology include (1) a bachelor of arts (B.A.) or bachelor of science (B.S.) degree in Gerontology (with the possibility of a double major); (2) a second bachelor's degree in Gerontology; (3) a B.A. or B.S. degree in Gerontology while simultaneously completing Honors College requirements; (4) a Certificate in Gerontology at the undergraduate level; and (5) a minor in Gerontology. Faculty and peer advisers in Gerontology can discuss these options with potential students.

Bachelor's Degree

Prospective Gerontology majors can be admitted to the bachelor's degree program after successful completion of lower-division University group requirements, 90 credits of college or university work with a 2.75 cumulative grade point average (GPA), and at least one full term of course work at the University of Oregon. On satisfying these requirements, students may apply for admission to the major program by completing an Application for Change of Major form, available in the Office of the Registrar.

University group requirements vary for students who pursue a double major, depending in part on the department of the second major. For instance, if a student's second major is in the College of Arts and Sciences, the student must satisfy all requirements for the bachelor's degree in that college as well as those for the College of Human Development and Performance.

Center for Gerontology requirements for the B.A. or B.S. include a minimum of 45 credits in Gerontology or in other courses approved by the Center. Gerontology courses—except those available pass/no pass (P/N) only—must be taken for grades of mid-C or better. A minimum cumulative grade point average (GPA) of 2.75 is required.

All Gerontology majors must complete the following core courses.

Core Requirements	**35 credits**
Perspectives in Aging (GERO 380)	3
Practicum: Human Aging (GERO 409)	12
Experimental Course: Foundations of Social Gerontology (GERO 410M)	3
Prepracticum Theory-Practice Integration (GERO 411)	1
Concurrent Theory-Practice Integration (GERO 412)	1
Evaluation Procedures in Health (HDEV 431G)	3
Health Aspects of Aging (HDEV 471G)	3
Psychological Aspects of Aging (GERO 481M)	3
Principles and Practices of Services for the Elderly (GERO 482M)	3
Sociological Aspects of Aging (GERO 483M)	3

A minimum of 10 elective credits must also be selected from a Center-approved list of courses offered in various departments. No course applied toward the major in Gerontology may simultaneously be applied toward a major in another discipline.

Second Bachelor's Degree

Students who hold a bachelor's degree from an accredited institution may earn a B.A. or B.S. degree in Gerontology at the University if they maintain an overall GPA of 2.75 or better. If the initial degree was awarded by the University, the student needs to complete 36 Gerontology credits in residence. Unless equivalents of the required core courses listed above have already been taken, students pursuing this option are expected to take these core courses. Students who received their initial bachelor's degree at another institution must complete at least 45 credits in residence, including the 35 in core courses required for the bachelor's degree.

Honors College

The Robert Donald Clark Honors College is an alternative for students who want to participate in a small liberal arts college within the larger University. Students fulfill major requirements for a bachelor's degree from one of the University's academic departments or professional schools. Due to its emphasis on lifelong inquiry

and personal growth, this program is attractive to the self-directed student. Details may be obtained from the Honors College.

Certificate in Gerontology

The undergraduate certificate is available to matriculated UO students. Non-Gerontology majors may want to complete the requirements for the Certificate in Gerontology at the undergraduate level. It is awarded only upon or following receipt of the bachelor's degree with a 2.75 or better overall GPA. Students seeking the Certificate in Gerontology must declare their intention by making application for admission to the Center for Gerontology. Each student should seek the advice of a Gerontology peer adviser early in his or her program.

The Certificate in Gerontology at the undergraduate level requires completion of a 24-credit program, including the following core courses, prearranged with a Gerontology faculty adviser.

Undergraduate Certificate Core **21 credits**

Perspectives in Aging (GERO 380)	3
Experimental Course: Foundations of Social Gerontology (GERO 410M)	3
Evaluation Procedures in Health (HDEV 431G)	3
Health Aspects of Aging (HDEV 471G)	3
Psychological Aspects of Aging (GERO 481M)	3
Principles and Practices of Services for the Elderly (GERO 482M)	3
Sociological Aspects of Aging (GERO 483M)	3

In addition, the student must complete 3 credits in Gerontology electives, chosen with the approval of his or her assigned faculty adviser. All Gerontology course work must be completed with grades of mid-C or better; 18 credits must be graded. A maximum of 9 credits may be transferred by petition from other academic institutions. All work toward the undergraduate certificate must be completed in four years.

Minor Requirements

Three options for a minor in Gerontology are available to students with junior or senior standing who maintain a 2.75 or better overall GPA and have been in residence at the University of Oregon for one or more terms: professional, research, and elective. Each option requires 24-27 credits and grades of mid-C or higher. Core courses required for all three minor options are: Perspectives in Aging (GERO 380), Experimental Course: Foundations of Social Gerontology (GERO 410M), Psychological Aspects of Aging (GERO 481M), and Sociological Aspects of Aging (GERO 483M). Further information about each option may be obtained from the Center for Gerontology.

Graduate Studies

Students who have a bachelor's degree from an accredited college or university and want to do graduate work in gerontology have three options: (1) a Certificate in Gerontology at the graduate level, (2) an interdisciplinary master's degree program, or (3) a supporting area in gerontology in addition to a master's or doctoral degree program in another academic discipline.

Certificate in Gerontology

For the graduate Certificate in Gerontology, the following courses are prerequisites: Special Problems: Perspectives in Aging (GERO 506) and Experimental Course: Foundations of Social Gerontology (GERO 410M). These must be taken for credit and may not be counted toward the graduate certificate. A maximum of 9 credits may be transferred, by petition to the Gerontology faculty, from another institution of higher education.

Students seeking the graduate Certificate in Gerontology should apply before or upon completion of 9 credits in Gerontology courses, must be enrolled at the University, and may be working toward a master's or doctoral degree.

In addition to the required 6 credits of prerequisite course work, a graduate Certificate in Gerontology requires Psychological Aspects of Aging (GERO 481M), Sociological Aspects of Aging (GERO 483M), and Seminar: Current Trends in Gerontological Research (GERO 507). Also required are 18 credits in approved courses, to be prearranged with a Gerontology faculty adviser. Twelve credits must be selected from the following courses:

Experimental Course: Biological Aspects of Aging (GERO 410M) *or* Health Aspects of Aging (HDEV 471G)

Experimental Course: Diagnosis and Intervention in Clinical Gerontology (GERO 410M)

Principles and Practices of Services for the Elderly (GERO 482M)

Confrontations of Death (GERO 487M)

Any one of the three 500-level courses offered as part of the graduate concentration in adult development and aging by the Department of Physical Education and Human Movement Studies

Research (GERO 501), up to 6 credits of supervised, aging-related research

Seminar: The Classics in Gerontological Research (GERO 507)

Public Policy Issues and Aging (GERO 582)

The remaining 6 elective credits may be selected from 400M- or 500-level courses listed in the Gerontology Curriculum Document or summer session brochure available from the UO Center for Gerontology.

Graduate students in Gerontology must maintain a 2.75 GPA, take at least 18 graded credits in Gerontology, and earn grades of mid-B or better in all courses required for the certificate.

Interdisciplinary Master's Degree

The interdisciplinary master's degree program is individualized for students whose educational goals cannot be met by existing programs. The Interdisciplinary Study: Individualized Program (IS:IP) usually consists of 15 or more credits in each of three University academic units. Of the three areas included in the IS:IP program, no more than two may be from the same college or school. An additional 9 credits, chosen from two or three of the participating departments, are required for the completion of the graduate project. For Gerontology to be one of the three areas of study under the IS:IP option, students must either (1) earn the graduate Certificate in Gerontology (33 credits including prerequisites) *or* (2) take 15 credits in Gerontology courses and comprehensive examinations. Special Problems: Perspectives in Aging (GERO 506) and Experimental Course: Foundations of Social Gerontology (GERO 410M) are the only prerequisites and must be completed with a grade of mid-B or better.

Students interested in the IS:IP option should request application forms and information about requirements and admission from the Graduate School, 125 Chapman Hall, University of Oregon, Eugene OR 97403.

They should then apply for admission to the director of the Center for Gerontology. At that time, they should choose between options (1) and (2) above. Applications should include full transcripts and a copy of the IS:IP purpose statement. Further information on requirements for the IS:IP master's degree with Gerontology as an area of study may be obtained from the Center for Gerontology.

Gerontology as a Supporting Area

Students pursuing a master's or doctoral degree in another academic unit may choose gerontology as a supporting area. Such students are required to take at least 18 credits in Gerontology. Special Problems: Perspectives in Aging (GERO 506) and Experimental Course: Foundations of Social Gerontology (GERO 410M) are the prerequisites and must be completed with a grade of mid-B or better.

Master's or doctoral degree students interested in declaring a supporting area in gerontology should apply for admission to the director of the Center as early as possible. The student's major adviser must also sign the student's application and curriculum plan in Gerontology.

Students must take Psychological Aspects of Aging (GERO 481M), Sociological Aspects of Aging (GERO 483M), Health Aspects of Aging (HDEV 471G), and 9 credits approved in advance by the minor adviser. Students working toward a supporting area in gerontology may receive a Certificate in Gerontology at the graduate level by following the guidelines provided above for the certificate.

Doctoral students with a supporting area in gerontology must take written comprehensive examinations in gerontology. These examinations are offered during the regularly scheduled examination periods for the College of Human Development and Performance. Details on the number and content of questions are negotiated by the student and the minor adviser.

Further information on requirements for a supporting area in gerontology may be obtained from the Center for Gerontology.

Gerontology Courses (GERO)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

380 Perspectives in Aging (3) Theories of aging, health and physiological aspects, psychological and psychiatric aspects, family and sex roles of the aged, environmental design issues, leisure and recreation possibilities, political and economic approaches, death. Bolton.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R)

406 Special Problems (Arr,R)

407 (M) Seminar: [Term Subject] (Arr,R)

408 (M) Workshop (Arr,R)

409 Practicum: [Term Subject] (Arr,R) Prereq: GERO 411 and instructor's consent; coreq: GERO 412. Bolton.

410 (M) Experimental Course: [Term Subject] (Arr,R) Current topics are Biological Aspects of Aging, Counseling the Bereaved, Diagnosis and Intervention in Clinical Gerontology, Educational Gerontology, Foundations of Social Gerontology, and Grief and Bereavement.

411 Prepracticum Theory-Practice Integration (1) Basic skills development in preparation for placement in the community. Prereq: GERO 380.

412 Concurrent Theory-Practice Integration (1) Problem solving, budgeting, and planning. Prereq: GERO 380, 411; coreq: GERO 409.

HDEV 431 (G) Evaluation Procedures in Health (3) See description under Human Development and Performance.

HDEV 467 (G) Leisure and Retirement (3) See description under Human Development and Performance.

HDEV 468 (G) Organization of Senior Leisure Services (3) See description under Human Development and Performance.

HDEV 471 (G) Health Aspects of Aging (3) See description under Human Development and Performance.

481 (M) Psychological Aspects of Aging (3) Age-related changes over the life span including cognition, perception, motivation. Prereq: GERO 380 or instructor's consent.

482 (M) Principles and Practices of Services for the Elderly (3) Sociohistorical background; individual and group methods of working with the aged and their families; assessing and meeting the needs of the elderly; community resources.

483 (M) Sociological Aspects of Aging (3) Consideration of some of the social gerontological theories and contexts applicable to older adulthood in modern society. Prereq: GERO 380 or equivalent, Experimental Course: Foundations of Social Gerontology (GERO 410M). Bolton.

484 (M) Preretirement Education (3) Preretirement education as an intervention in a crisis period of adult life; models and strategies of counseling preretirees. Not offered 1988-89.

485 (M) Contemporary Issues in Death and Dying (3) Inquiry into various issues in dying, death, and bereavement: research, theory, relevant social organization and processes, philosophical and ethical questions. Camp.

487 (M) Confrontations of Death (3) P/N only. Feelings and attitudes toward the death of others and of one's self. Includes a weekend group experience under the guidance of human relations trainers. Prereq: senior or graduate standing and instructor's consent. Francisco.

488 (M) Mid- and Late-Life Transitions (3) Major life transitions, coping skills, adaptation, stress. Positive aspects of growing older. Psychosocial frameworks relevant to the middle years. Prereq: GERO 380 or instructor's consent. Bolton.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R)

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Current topics are The Classics in Gerontological Research and Current Trends in Gerontological Research.

508 Workshop (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R)

HDEV 521 Research Methods in Health and Leisure (3) See description under Human Development and Performance.

HDEV 563 Adult Development (3) See description under Human Development and Performance.

582 Public Policy Issues and Aging (3) Processes leading to and following from particular kinds of aging-related legislation, public policies, and services. Information systems avaiilable to decision makers, service providers, and agency staffs.

Human Services

115 Hendricks Hall
Telephone (503) 686-3803
Sally Fullerton, Department Head

Faculty

Robert Coiner, Associate Professor (special population service delivery, theory-practice integration, organizational development). B.S., 1967, M.S., 1969, Ed.D., 1975, Oregon. (1974)

Mollie Davidson, Instructor (human service delivery, organizational development, mental health). B.S., 1965, Oregon; M.Ed., 1967, Arizona State. (1987)

Sally Fullerton, Associate Professor (human service delivery, mental health, prevention). B.S., 1956, Oregon State; M.A., 1960, Cornell; Ph.D., 1970, Oregon. (1970)

Duncan Lindsey, Associate Professor (research methodology and data analysis, children and youth services, sociology of science). B.A., 1969, California, Santa Cruz; M.A., 1971, Antioch; Ph.D., 1973, Northwestern. (1980)

Garry Oldham, Instructor (organizational development, mental health, human service delivery). B.S., 1972, M.S., 1980, Oregon. (1984)

Anita Runyan, Associate Professor (preventive mental health, human service delivery, field instruction); Director, University Community Action. B.S., 1956, Pacific Union; M.S., 1968, Ph.D., 1972, Oregon. (1972)

Kenneth Viegas, Associate Professor (administration of justice, social work); Director, Master's Program in Corrections. B.S., 1956, Oregon; M.S.W., 1963, California, Berkeley. (1967)

Emerita

Myra Miller, Associate Professor Emerita (field instruction). B.A., 1937, Washington (Seattle); Diploma, 1939, New York School of Social Work. (1967)

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

The Department of Human Services offers an interdisciplinary professional education program for undergraduates as well as an interdisciplinary studies master's degree program in corrections. Majors take specified and elective courses from several professional and liberal arts disciplines. Assisted by the Human Services faculty, they then integrate this knowledge and use it to help resolve social problems encountered in professional practice. The primary methods used for these processes of integration and application are supervised field study, theory-practice integration courses, core courses, and individual advising.

Undergraduate Studies

The undergraduate program in Human Services is designed to (1) prepare students for entry-level professional positions in various human service organizations, particularly in the fields of corrections; mental health; and child, youth, and family services; (2) provide background preparation for graduate studies; (3) provide opportunity for midcareer students to enhance their competence and credentials; and (4) provide opportunity for mature students to change careers.

Degrees offered are the bachelor of science (B.S.) and the bachelor of arts (B.A.) in Human Services.

A basic philosophy of the Human Services Department program is that the development, functioning, and problems of individuals result from their interactions with their social and physical environments. Human service professionals, in order to operate within this basic philosophy, need to have a broad range of skills and knowledge of societal and individual change. The curriculum of the Human Services Department reflects this philosophy.

Research conducted by Human Services faculty members also reflects this psychosocial orientation. Knowledge from various disciplines is used in applied research on such issues as social welfare policy, services for victims of crime, burnout among human service workers, treatment of the chronically mentally ill, and preventive mental health. Broad social-policy as well as individual service-delivery issues are explored.

Preparation. Professional education in human services is based on a strong liberal arts background that has both breadth and depth. Social and individual problems are too complex to be successfully addressed within a single discipline.

High school students planning a career in human services should develop written and oral communication skills and conceptual skills. They should also obtain volunteer experience in a human service agency if possible. Conceptual skills are developed through courses that require independent and analytical thinking. Communication skills are developed through such courses as English, foreign languages, and speech, and through practical experience.

University students in their freshman and sophomore years are encouraged to develop further their communication and conceptual skills and to acquire a broad liberal arts foundation. Completion of all University general requirements and Human Service foundation area requirements is encouraged during this period.

Students are also encouraged to acquire more field experience during their freshman or sophomore year. An excellent means of doing this at the University is to enroll in an ESCAPE community services placement, in which the student may earn up to 9 credits a term for supervised work in a community-service agency. Students taking ESCAPE field placements are also expected to enroll in an introductory 1-credit seminar on the integration of theory and field experience. Most community colleges also offer supervised field experience in human services programs.

Careers. Professional roles for Human Services majors include direct-service and case management for individuals or groups, advocacy, program development, management, and other organizational roles in human service programs. Settings include child welfare agencies, day-care programs, group homes for adolescents, drug and alcohol programs, crisis intervention programs, programs for former psychiatric patients, parole and probation offices, community action programs, emergency housing programs, and health-related social services.

The field of human services is continually changing, partly as a result of priorities and allocations of the various funding sources, and partly because of the increasing body of knowledge about human needs and the various ways these might be met. The Human Services Department attempts to anticipate these changes and to prepare students for emerging as well as existing roles.

At present most human services work takes place in various types of publicly funded agencies, although opportunities in private nonprofit agencies are increasing. In addition, a growing number of private organizations are beginning to offer social services.

Admission and Advising

Prior to formal admission as majors, students may declare themselves Human Services premajors. This status gives students beginning program identification, preliminary advising, and help in applying for the degree program.

Peer advisers are available to provide information about Human Services program requirements, general University requirements, and resources available to students. They help premajors plan what courses to take each term, and they are trained to do unofficial analyses of students' transcripts to determine what requirements remain to be completed. A peer adviser may be reached through the Department office. Any Human Services major may apply to become a peer adviser. Academic credit is given for the skills and knowledge peer advisers gain through training sessions, helping others, and working on other projects within the Department.

Students who have successfully completed at least 40 credits of course work may apply for formal admission to the program. Application materials are available in the Department office. Criteria for selection include academic preparation, grades, evidence of communication skills, and appropriateness of career goals and personal qualifications. Admission selections take place twice a year. Application deadlines are October 15 and January 30.

When a student is formally admitted to the program, he or she is assigned a faculty adviser whose interests, whenever possible, match those of the student. Advising plays a key role in an interdisciplinary program. Since students take courses from many different departments and professional schools at the University, they usually need assistance in integrating and applying what they learn to their own career interests.

Major Requirements

All students admitted as Human Services majors may earn bachelor's degrees by completing the requirements in effect at the time of their admission. If requirements change, a student may elect to fulfill the new set of requirements.

Human Services majors are required to complete the following courses or approved substitutes:

Foundation Area Requirements: 18 credits
Fundamentals of Small-Group Communication (RHCM 123)

Fundamentals of Interpersonal Communication (RHCM 124)

American Government (PS 201)

Introduction to Sociology (SOC 201)

Psychology as a Social Science (PSY 204, 205)

Core Requirements: 12 credits
Introduction to Human Services (HS 310)

Experimental Course: Applied Research and Evaluation (HS 410)

Two of the following three courses:

Experimental Course: Mental Health (HS 410)

Child Welfare Services (HS 446)

Juvenile Justice (HS 462)

University Community Action (UCA) Program: 38 credits
The UCA program is required of all Human Services majors. It includes:

Supervised Field Study (HS 409)

Introduction to Community Action (HS 413)

Individual and Small-Group Intervention (HS 414)

Organizational Intervention (HS 415)

Community Intervention (HS 416)

Concentration Area: 18 credits
In consultation with an adviser, each student selects 18 additional credits in a concentration area related to his or her career goals. Courses may be taken in other departments as well as Human Services and must include at least 15 upper-division credits. Unless an exception is granted, the concentration area must be chosen from the following:

Children, Youth, and Families
Juvenile and Criminal Justice
Mental Health

Minor Requirements

The minor program in Juvenile and Criminal Justice is inactive.

Special Programs

University Community Action Program. The University Community Action (UCA) program is central to the undergraduate Human Services major. It provides students the opportunity to study important principles of human service work and to apply these principles in the field setting. It also provides students opportunity to apply what they have learned in course work to their work in the community.

In these field placements, students gain experience in direct service delivery and also work to expand services and develop new programs. The programs in which they work serve children and youth, senior citizens, and adult special populations such as the mentally and emotionally disturbed, the developmentally disabled, and clients of the correctional system.

The UCA program involves attending the preservice workshop in September, working in the field placement 32 hours a week for nine months, and attending a seminar each week. The program must be taken in its entirety, beginning in September and ending in June. Interviews and placement arrangements are completed the preceding year. Students receive a monthly stipend and 38 credits for participation in UCA.

Admission to the UCA program is open to upper-division and graduate students. Students who are not majors in Human Services are admitted when space is available and may negotiate some of the credit to be offered through their own departments. Students interested in more information or admission should consult the director, Anita Runyan, or visit the UCA office in 109 Hendricks Hall; telephone (503) 686-3813.

Workshops. The Human Services Department offers a series of workshops for students and practitioners. The continuing justice series has examined such topics as Child Abuse, Family Violence, Intervention, Modern Crisis, and Women and Crime.

Graduate Studies

Interdisciplinary Studies: Corrections is a professional master's degree program that is directed by a Human Services faculty member and managed by an interdisciplinary committee. Students admitted to this program work with a faculty adviser to develop an individual course of study with clearly defined goals. They draw from courses offered in various departments and professional schools.

For more information see the descriptions of interdisciplinary programs in the Graduate School section of this bulletin, or consult Kenneth Viegas, director of the interdisciplinary master's degree program in corrections, 111 Hendricks Hall; telephone (503) 686-3896.

Human Services Courses (HS)

Lower Division

199 Special Studies: [Term Subject] (1-3R) Introduction to Administration of Justice is a current topic.

Upper Division

310 Introduction to Human Services (3) Issues, problems, programs, methods, and trends in human services. Involves visits to human service agencies.

324, 325 Applied Research Evaluation I, II (3,3) Introduction to the use of research to provide information for making decisions in management and delivery of human services. Prereq: MTH 95 or equivalent and a social science research methods course.

399 Special Studies: [Term Subject] (1-4R)

400 Innovative Education: [Term Subject] (1-3R)

401 (M) Research (Arr,R)

403 (M) Thesis (Arr,R)

405 (M) Reading and Conference: [Term Subject] (Arr,R)

406 (M) Special Problems (Arr,R) ESCAPE Community Services is a current topic; coreq for first time volunteers: Seminar: ESCAPE Volunteer Training (HS 407). Graduate credit not available for ESCAPE courses.

407 (M) Seminar: [Term Subject] (Arr,R) Current topics are ESCAPE Volunteer Training and ESCAPE Field Supervision. Graduate credit not available for ESCAPE courses.

408 (M) Workshop (Arr,R) Current topics are The Chronically Mentally Ill, Corrections Issues, Domestic Violence, Marital Relationships, and Victim Services.

409 (M) Supervised Field Study: [Term Subject] (Arr,R)

410 (M) Experimental Course: [Term Subject] (Arr,R) Current topics are Computer Use in Human Services and Family Interdependent Systems.

413 (M) Introduction to Community Action (2) Knowledge and skills needed for fieldwork placement in human service agencies. Limited to students in the University Community Action program.

414 (M) Individual and Small-Group Intervention (4) Linkage of theoretical concepts regarding work with individuals and groups to students' University Community Action field placements. Readings, case examples, presentations, role playing, discussion. Prereq: HS 413.

415 (M) Organizational Intervention (4) Theoretical concepts of how human service agencies are structured, managed, and changed to meet clients' needs. Application to students' University Community Action field placement agencies. Prereq: HS 414.

416 (M) Community Intervention (4) Analysis of current community problems and integration of theoretical concepts. How community-centered intervention can affect human service needs. Application to University Community Action field placements.

428 (M) Human Service Delivery (3) Examination of counseling, social work, and other theories and methods for application to various human problems and services.

430 (M) Group Work Methods (3) Theory and techniques of working with groups in human service programs; emphasis on development of practical group work skills.

431 (M) Counseling Interview (3) Experience-based skill development for counseling in a variety of human service settings. Emphasis on acquiring a practical, integrative framework for counseling. Prereq: one term in University Community Action program.

435 (M) Developmental Counseling (3) Not offered 1988-90.

HDEV 437 (M) Volunteerism (3) See description under Human Development and Performance.

440 (M) Social Welfare Institutions (3) Not offered 1988-90.

441 (M) Current Social Welfare Policies (3) Not offered 1988-90.

442 (M) Prevention Methods and Strategies (3) Developing programs to prevent family violence, delinquency, suicide, rape, substance abuse, and other problems. Focus on primary prevention before problem symptoms develop.

443 (M) Family Policy (3) Family policy from philosophical, empirical, and practical perspectives. Primary objective is to link family structural elements to family policy needs, programs, and proposals.

446 (M) Child Welfare Services (3) History, analysis, and development of child welfare services in the West. Focus on values and philosophy. Critique of agencies in Oregon and the United States.

447 (M) Community Organization and Social Planning (3) Not offered 1988-90.

448 (M) Community Mental Health (3) Examines the role of the community in providing services, such as crisis services, to people with mental and emotional disorders; support for the chronically mentally ill. Not offered 1988-89.

450 (M) Burnout and the Professional (3) Stress and burnout theory, identification of stress producers in human service work, methods of managing stress, and teaching stress management.

460, 461 (M) Correctional Systems (3-5,3-5) Corrections systems analyzed in terms of theoretical, philosophical, and legal foundations. Prevention, diversion, deterrence, and rehabilitation. Research data evaluated in terms of correctional effectiveness.

462 (M) Juvenile Justice (3) Juvenile court system; alternatives to the court. Theoretical, philosophical, and research bases for policy; intervention strategies. Human service professional involvement with communities, families, and youth.

463 (M) Community Corrections (3) Analysis of institutionalization in the United States. The philosophical issues, economic burdens, and effectiveness of corrections policy. Community corrections as an alternative.

475 (M) Supervision in Human Services (3) Examines a generic model for supervision in the helping professions and facilitates supervisory skill development. Includes case examples, role playing, and video tape recording.

Leisure Studies and Services

180 Esslinger Hall
Telephone (503) 686-3396
Christopher R. Edginton, Department Head

Faculty

Gaylene Carpenter, Assistant Professor (programming, leadership, social psychology of leisure). B.A., 1965, M.S., 1973, California State, Long Beach; Ed.D., 1979, Temple. (1983)

Maureen Dayton, Instructor (therapeutic recreation, internships, professional foundations). B.S., 1972, Indiana; M.S., 1985, Illinois. (1984)

Christopher R. Edginton, Associate Professor (management, program and leadership). B.A., 1969, San Jose State; M.S., 1971, Illinois; Ph.D., 1975, Iowa. (1980)

Dennis R. Howard, Associate Professor (tourism, private and commercial recreation, administration). B.S., 1966, Oregon; M.S., 1968, Illinois; Ph.D., 1974, Oregon State. (1982)

Larry L. Neal, Associate Professor (administration, Pacific Rim studies, supervision). B.S., 1961, M.S., 1962, D.Ed., 1969, Oregon. (1968)

Charles J. Rittman, Instructor (management, internship, armed forces recreation). B.S., 1960, M.S., 1970, Missouri. (1986)

Adjunct

Leigh Files, Adjunct Instructor (art therapy). B.A., 1973, Oregon; M.Ed., 1980, Rutgers; M.A., 1981, New York. (1985)

Mel Jackson, Adjunct Instructor (outdoor recreation). B.S., 1975, Oregon. (1987)

Cynthia Wooten, Adjunct Instructor (tourism). (1987)

Courtesy

Kyohei Kawamura, Courtesy Visiting Associate Professor (outdoor education and recreation). B.A., 1976, Tokyo University of Education; M.Ed., 1979, Tokyo Gakygei University.

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, College of Health, Physical Education, and Recreation. B.A., 1936, M.A., 1938, Washington State; Ph.D., 1955, Michigan. (1955)

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

Participating

Michael J. Ellis, Physical Education and Human Movement Studies

The Department of Leisure Studies and Services offers a well-rounded, well-developed program of professional education in leisure services at both the undergraduate and graduate levels. It also provides complementary leisure service courses for the University through electives, offers an academic minor in Leisure Studies and Services, promotes research on the phenomenon of leisure, and promotes current leisure-service practices and policies among service providers.

The Department's major function is to prepare students for professional careers in leisure services. Programs lead to bachelor's, master's, and doctoral degrees. Strong emphasis is placed on courses that provide a broad liberal education as well as those having a professional focus. Students apply the knowledge gained through practical service.

The Department attempts to develop the student's social and personal attitudes and responsibilities, ethical standards, sense of cultural balance, and commitment to service.

Its program, therefore, includes courses intended to promote an appreciation of the traditions of a free society, to foster attitudes of critical observation and judgment, and to equip the prospective professional in leisure services with the necessary technical knowledge and specialized skills. Graduates of the Department of Leisure Studies and Services become coordinators and managers of public, private, commercial, and therapeutic leisure services.

Accreditation. The Department is one of 71 colleges and universities currently accredited by the National Council on Accreditation sponsored by the National Recreation and Park Association/American Association of Leisure and Recreation.

Institute of Recreation Research and Service

The Institute of Recreation Research and Service, a part of the College of Human Development and Performance, promotes scholarly endeavors and community service by coordinating the diverse human, fiscal, and physical resources of the Department of Leisure Studies and Services. The Institute encourages basic and applied research on the phenomenon of leisure and the delivery of leisure services. It publishes a series of technical and research reports and leisure-related monographs, and it contributes to community service through demonstration projects, referrals to consultants, and information dissemination.

Project TRENDS. Project TRENDS (Therapeutic Recreation for New and Enhanced Delivery of Services) is federally funded through the United States Department of Education to provide preservice education in therapeutic recreation at the master's degree level. As the only program in the Northwest training students at both master's and doctoral levels, Project TRENDS follows a rich tradition of other timely University of Oregon projects of the past 15 years. These projects have helped produce graduate-level trainees who currently hold many key therapeutic recreation positions in the state and in the Northwest. A primary emphasis of Project TRENDS is the development and training of students in the use of computer-assisted methodologies, especially assessment, record keeping, and referral.

Twelve tuition waivers for master's degree students and graduate teaching fellowships (GTFs) for doctoral students are provided each year. Each graduate application is reviewed after the student's file is complete.

Pacific Rim Studies in Leisure. Cross-cultural interaction between students from America, East Asia, and other Pacific Rim countries forms the basis for a sequence of courses at the upper-division and graduate levels. Courses, special studies, guest lectures, and internships are included in this program, which is designed to establish cooperative links between students from the various Pacific Rim countries.

Undergraduate Studies

The Department of Leisure Studies and Services offers major curricula leading to the bachelor of science (B.S.) and bachelor of arts (B.A.) degrees and provides a foundation for graduate work leading to advanced degrees.

The undergraduate program provides the student with a generalist's view of the career field. Many students combine this with a specific interest in public, commercial, private, military, or other recreation agency setting.

Admission

To be considered for admission as a Leisure Studies and Services major, all students must demonstrate a minimum grade point average (GPA) of 2.30 on all college-level work attempted. Application to the Department must be made prior to the term for which admission is sought. Application deadlines are August 21 for fall term, December 1 for winter term, and March 1 for spring term.

Students with GPAs of 2.00 to 2.29 may submit petitions for admission to the Department as majors. The approval of petitions is not automatic. Admission is granted based on evaluation of the petition and the availability of space in the program. Students without the required GPA for majors may enroll as minors.

Students must complete all of the following requirements for admission to the Department:

1. Confer with a peer adviser
2. Fill out an application for admission
3. Formally declare Leisure Studies and Services as a major
4. Provide up-to-date transcripts of all college-level work

Major Requirements

Requirements for a bachelor's degree in Leisure Studies and Services include 64 credits in approved LSS-prefix courses offered in the following order:

Preprofessional **7 credits**

Professional Foundations of Leisure (LSS 251) ... 3
Programming and Leading Leisure Services (LSS 270) ... 4

LSS 251 and 270 are prerequisites for taking other degree requirements.

Professional Core **24 credits**

Leisure and Special Populations (LSS 353) ... 3
Managing Leisure Services (LSS 370) ... 3
Leisure Behavior (LSS 380) ... 3
Leisure and Natural Resources (LSS 390) ... 3
Issues in Leisure Services (LSS 444) ... 3
Financing Leisure Services (LSS 445) ... 3
Evaluating Leisure Services (LSS 446) ... 3
Marketing Leisure Services (LSS 447) ... 3

LSS 444 must be taken two terms before the internship

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.

Students who choose to specialize in therapeutic recreation complete Introduction to Therapeutic Recreation (LSS 481), Facilitation of Leisure Education (LSS 482), and Therapeutic Recreation Processes (LSS 483) as electives in addition to an internship in a therapeutic recreation setting. These graduates are eligible for certification through the National Council of Therapeutic Recreation Certification.

Internship **12 credits**

Leisure Service Internship (LSS 415, repeatable once) ... 1-12

The Department also requires at least one course in each of the following: group processes, sociology, psychology, and physical education. These courses may also be applied to University graduation requirements. First aid certification and cardiopulmonary resuscitation (CPR) are strongly recommended.

Students must earn grades of C- or better in Leisure Studies and Services courses to satisfy major requirements.

Transfer Students

Students transferring from other institutions without previous Leisure Studies and Services courses or their equivalents must follow the application procedure for admittance into the Department (see above). Completion of major requirements takes approximately six terms, or two academic years.

Students who transfer from an institution with leisure studies and services course work already completed should, at the time of application, send an unoffical transcript to the Department for review. If it is determined that the student has had a course of study similar to that required by this Department, the student should complete a minimum of 15 credits in LSS courses (excluding open-ended numbers) and 12-15 credits in practica or field studies (LSS 409 or 415) at the University of Oregon. Transfer students must have a 2.50 grade point average (GPA) or better.

Minor Requirements

The minor program is intended for those who want to augment their majors by leisure-oriented courses germane to their area of study as well as for those wanting to investigate the phenomenon of leisure in society.

The minor in Leisure Studies and Services requires a minimum of 24 credits, 15 of which must be upper division, distributed as follows:

9-10 credits

Three courses selected from the following: Professional Foundations of Leisure (LSS 251), Programming and Leading Leisure Services (LSS 270), Leisure and Special Populations (LSS 353), Leisure and Natural Resources (LSS 390) ... 9-10

LSS 251 and 270 are prerequisites to other degree requirements.

14-15 credits

Five additional LSS courses, *excluding* the following: Managing Leisure Services (LSS 370), Leisure Behavior (LSS 380), Issues in Leisure Services (LSS 444), Financing Leisure Services (LSS 445), Evaluating Leisure Services (LSS 446), Marketing Leisure Services (LSS 447), courses numbered LSS 400-409, 415 ... 14-15

Peer Advising

The Department of Leisure Studies and Services peer advising program helps students interested in obtaining curriculum information or in applying to the Department for admission, and it offers advising on general University and departmental requirements. The peer advising office is located in 187-A Esslinger Hall.

Graduate Studies

Master of science (M.S.), master of arts (M.A.), doctor of education (D.Ed.), and doctor of philosophy (Ph.D.) degrees in Leisure Studies and Services are available through the College of Human Development and Performance. Information on University regulations governing graduate admission is in the Graduate School section of this bulletin.

The master's degree programs prepare graduates for professional positions in public, private, and commercial leisure service organizations. Students may choose to complete a thesis. All master's degree candidates must take a comprehensive examination.

The doctoral degree programs prepare students for research and teaching positions at universities and colleges and for top-level executive positions.

Admission

Students seeking admission to the graduate program should write to the Department graduate coordinator.

A committee of Department faculty members reviews all applications for graduate admission. Graduation from an accredited college or university and a total cumulative undergraduate grade point average (GPA) of 2.75 or higher is required. Master's degree applicants must score at least 35 on the Miller Analogies Test (MAT) or 470 on the Verbal portion of the Graduate Record Examinations (GRE) and score at least 470 on the Test of English as a Foreign Language (TOEFL). Students must also submit three letters of recommendation completed on appropriate forms. A file is started as soon as an applicant submits a completed admission form and pays the required application fee. This form can be obtained from the Department

A doctoral program applicant should have a master's degree, a 3.50 GPA, and at least two years' professional full-time work experience in recreation or leisure services. Minimum acceptable scores for doctoral candidates are 50 on the MAT or 520 on the Verbal portion of the GRE and 520 on the TOEFL.

Master's Degree Programs

Educating for innovation is the central theme of the master's degree curriculum. The intent of the academic program is to integrate the concept of entrepreneurship into all graduate-level courses. Entrepreneurship is an approach to the management of organizations, whether public, private, or commercial, that uses initiative, creativity, and calculated risk-taking to generate opportunities for innovation. This orientation reflects the current need in the leisure service industry for managers who are capable of meeting its continually changing demands. Most students begin fall term. The deadline for completed applications is May 1.

Degree Requirements. Both the M.S. and the M.A. degrees require completion of 58 credits, of which 34 must be in Leisure Studies and Services courses. The M.A. degree requires a demonstrated proficiency in a foreign language. A total of 15 credits may be transferred from other colleges and universities upon approval of the Graduate School.

Program Structure. A core curriculum of 22 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 theme area to be approved by the student's adviser, and 15-18 credits of electives

from any department. Candidates who have not completed an undergraduate degree in recreation and parks or leisure services must take an additional 15 credits in Leisure Studies and Services courses prior to or during their graduate program of study. The Department offers seven study emphases: management and program development, therapeutic recreation, tourism, outdoor recreation, Pacific Rim studies in leisure, commercial leisure services, and leisure and human development.

Program Requirements

Core **22 credits**

Seminar: Leisure Professions (LSS 507) 3
Workshop: Statistics (HEP 508) 1
Experimental Course: Innovation and Entrepreneurship in Leisure Services (LSS 510) 3
Philosophical Foundations of Leisure (LSS 511) . . . 3
Historical Concepts of the Leisure Profession (LSS 515) 3
Social Psychology of Leisure (LSS 518) 3
Research Methods in Health and Leisure (HDEV 521) 3
Fundamentals of Statistics in Health (HEP 531) . . . 3

Study Emphases **9-12 credits**

Electives **15-18 credits**

Course work in Leisure Studies and Services or another department

Supporting Area Outside the Department **9 credits**

Course work in another University department or theme area with adviser's approval

Comprehensive Examination

Students may elect to write a 9-credit thesis, which may be substituted for 9 credits in the elective area. All candidates must take a comprehensive examination, consisting of two four-hour sessions, in which they complete essays on the historical and philosophical foundations of leisure, research and statistics, and study emphases.

All work for the master's degree must be completed within a period of seven years. This includes work for which credit is transferred from another institution, the comprehensive examination, and the thesis.

Doctoral Program

The objective of the doctoral program is to prepare a selected number of qualified students for careers in university-level teaching and research and for senior management positions in leisure industry agencies and businesses.

Program Guidelines

1. Three years of intensive study beyond the master's degree are normally required
2. Candidates are required to assume primary responsibility for an undergraduate course in Leisure Studies and Services sometime during their program
3. Candidates are required to demonstrate high-level competence in scholarly research

Admission

For admission to the doctoral program, a student must:

1. have completed requirements for a master's degree
2. achieve a minimum score of 50 on the Miller Analogies Test (MAT) or 520 on the Verbal portion of the Graduate Record Examinations (GRE)

To ensure optimum distribution of faculty support, each application must be endorsed by a faculty member whose research interests coincide with the applicant's. During the second term on campus the student, in collaboration with a faculty adviser, presents a program of study for approval by the Department's graduate faculty.

The deadline for application to the Ph.D. program for fall term is March 1. Early application increases the possibility of financial support.

Program Structure

Doctoral students must complete a minimum of 150 credits beyond the bachelor's degree. Specific program and credit requirements follow.

Core **15 credits**

Research (LSS 501) 3
Supervised College Teaching (LSS 502) 3
Philosophical Foundations of Leisure (LSS 511) 3
Leisure Service Program Development (LSS 530) *or* Experimental Course: Leisure Management: Theory and Research (LSS 510) 3
Leisure Studies in Higher Education (LSS 555) 3

The Research requirement consists of three 1-credit courses in which students and graduate faculty members work as teams on research projects in which they share areas of interest.

Research and Statistics

Students must complete with grades of B- or better a minimum of 15 graduate credits, or at least four courses, 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 four courses must be completed at the University after admission to the doctoral program.

Areas of Concentration

Primary Area. Each student is expected to master the literature and techniques, and complete 30 credits, in at least one primary area of leisure study: leisure behavior, leisure management, or—with approval—an interdisciplinary area.

Leisure behavior covers the meaning and experience of leisure, recreation, and play in individuals and groups and the development of leisure experiences for all ages. Leisure management refers to the provision of leisure services through program development, marketing, planning, financial development, and leadership.

Support Area. Each student must take 21 credits in a support area consisting of three or four courses outside the Department of Leisure Studies and Services that are related to the student's primary area of concentration. The courses must be taken at the University after admission to the doctoral program. Typically, courses in the support area are from one academic department, but they may be interdisciplinary if organized around a common theme and approved by the student's academic adviser.

Advancement to Candidacy

In addition to completing the core, research and statistics, and primary and support areas, a student must pass two written comprehensive examinations—one on the core and the primary area of concentration, the other on the support area. The student is advanced to candidacy upon completion of all these requirements.

Dissertation

The candidate must complete 18 credits in Thesis (LSS 503) by writing and successfully defending a doctoral dissertation.

Foreign Language or Computer Proficiency

Candidates must demonstrate proficiency in a foreign language, which may be demonstrated by completion of two years of study in the language.

Computer proficiency may be substituted for a foreign language by completing 12 credits in computer science courses or 9 credits in advanced statistics and research design. Course selection is subject to approval by the student's adviser.

Electives

The doctoral program includes 36 credits in elective courses, usually drawn from courses completed for the master's degree.

Graduate Assistants and Trainees

A few teaching and administrative assistantships are available, primarily to full-time students who have completed several years of teaching or other full-time professional field experiences. Stipends include a salary for nine months and reduced tuition. Graduate teaching fellowships or fee waivers are available to students specializing in therapeutic recreation. This support is provided by Project TRENDS. Some students with outdoor pursuit leadership skills may be eligible for graduate teaching fellowships through the Department of Physical Education and Human Movement Studies Outdoor Pursuits Program. Applications may be obtained from the graduate coordinator, Department of Leisure Studies and Services.

Leisure Studies and Services Courses (LSS)

Lower Division

150 Leisure in Society (3) Concepts of community recreation; scope of recreation in American life; the role of recreation, parks, and sports in human experience and in the structure of community living.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

251 Professional Foundations of Leisure (3) Introduction to the basic historical and philosophical foundations of leisure and recreation.

270 Programming and Leading Leisure Services (4) Principles and practices associated with the leisure programming process including needs assessment; program development, implementation, evaluation, and modification. Leadership theory and application to programming.

290 Camp Counseling (3) Orientation to youth in camps; values and objectives of organized camps; understanding campers, camp programs, and staff responsibilities.

Upper Division

HDEV 344 Administration of Aquatic Programs (3) See description under Human Development and Performance.

353 Leisure and Special Populations (3) Service foundations for providing therapeutic recreation services to people with special conditions. The relationship of leisure behavior to special conditions; similarities and differences among the helping therapies.

370 Managing Leisure Services (3) Management of leisure service delivery systems in public and private sectors. Planning, organizing, staffing, directing, and controlling.

371 Human Relations in Supervision of Personnel (3) Supervision of personnel in public recreation and park services provided by municipal, district, county, state, and federal recreation and park departments.

380 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.

390 Leisure and Natural Resources (3) The role of natural resources in the pursuit of leisure activities; developing a land ethic, ecological awareness, and minimum-impact programs.

HDEV 392 Principles of Outdoor Leadership (3) See description under Human Development and Performance.

395 Volunteer Management (3) In-depth investigation of administrative and leadership considerations in service organizations. Includes direct contact with leaders of and participation in local service organizations.

396 Recreation Programs (3) Development, analysis, and evaluation of content, public relations, funding, facilities, and leadership of leisure programs for municipal, voluntary, private, church, and commercial agencies.

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (Arr,R) Prereq: department head's approval.

406 Special Problems (Arr,R) Topics include Camp Programs, Cultural Arts, Environmental Programs, School-Community Programs, Special Populations, and Youth Programs.

407 (G) Seminar: [Term Subject] (Arr,R) Facilitation of Leisure Education is a current topic.

408 (G) Workshop (Arr,R)

409 (G) Practicum: [Term Subject] (Arr,R) Current topics include Outdoor Education, Recreation Programs, Therapeutic Recreation, and Youth Agencies.

410 (G) Experimental Course: [Term Subject] (Arr,R) Current topics are Adult Leisure Leading and Programming, Leading and Programming Special Events and Festivals, Leisure in the Pacific Rim, The Leisure Market, Microcomputer Applications in Leisure Services, and Oregon Tourism: Issues and Opportunities.

415 Leisure Service Internship (1-12R) Prereq: completion of core requirements, practicum, three courses in area of concentration, introduction to field study seminar, and instructor's consent.

HDEV 437 (M) Volunteerism (3) See description under Human Development and Performance.

444 Issues in Leisure Services (3) Examination of issues critical to the leisure profession; preparation for internship and entering the profession.

445 Financing Leisure Services (3) Analysis of traditional and contemporary sources for financing leisure service organizations; property taxes, bonds, user fees, fund-raising methods, joint-venture agreements.

446 Evaluating Leisure Services (3) Methods, techniques, and application of evaluation in recreation and park service functions: clientele, programs, personnel, facilities, and organization.

447 Marketing Leisure Services (3) Application of marketing concepts and methods, including market segmentation and target marketing, to public and private leisure service organizations.

451 Private and Commercial Recreation (3) Current status and future prospects of private and commercial recreation enterprises; entry opportunities, operational and financial management, and market orientation. Prereq: completion of Phase II courses.

452 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. Prereq: completion of Phase II courses.

HDEV 467 (G) Leisure and Retirement (3) See description under Human Development and Performance.

HDEV 468 (G) Organization of Senior Leisure Services (3) See description under Human Development and Performance.

470 (G) Leisure in the Armed Forces (3) Overview of military morale, welfare, and recreation services. Includes history, philosophy (mission statements), staffing, funding, program management and objectives.

481 (M) Introduction to Therapeutic Recreation (4) Introduction to basic historical, philosophical, and professional foundations of therapeutic recreation and the nature and etiology of illness and disability. Prereq: LSS 251, 270, 380, or instructor's consent.

482 (G) Facilitation of Leisure Education (4) Examination of leisure education and leisure counseling including models, content, issues, and intervention strategies; assessment of leisure functioning; and the relationship of leisure to wellness. Includes laboratory. Prereq: LSS 380, 481, or instructor's consent.

483 (M) Therapeutic Recreation Processes (4) Development of therapeutic recreation programs from a continuum perspective within the context of health care and human service delivery systems. Prereq: LSS 481.

484 (G) Mainstreaming and Integration in Leisure Services (4) In-depth examination of the mainstreaming-integration process and the normalization principle as philosophical bases throughout the therapeutic recreation continuum. Emphasis on professional roles. Prereq: LSS 481.

490 (G) Principles of Outdoor Education (3) Development of outdoor education and school camping; theories, practices, educational significance; organization, administration, and methodology.

492 (G) Recreation and Natural Resources (3) Administration of natural resources at the national, state, local, and private levels. How outdoor recreation affects and is affected by the resources, management philosophy, and policies of the agencies. Prereq: LSS 390.

496 (G) Recreation Areas and Facilities (3) The planning, construction, and operation of recreation areas, facilities, and buildings.

499 (G) School and Community Recreation Programs (3) Principles of program planning for school and community in relation to sex, age, and individual interests, needs, and abilities. Community educational processes and the role of community schools. Not offered 1988-89.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R) Prereq: department head's approval.

506 Special Problems (Arr,R) Master's Project is a current topic. Prereq: department head's approval.

507 Seminar: [Term Subject] (3R) Recent topics are Current Literature in Leisure, Issues in Therapeutic Recreation, Leisure Education and Counseling, Leisure Professions, Professional Issues, Program Design and Evaluation in Therapeutic Recreation, and Therapeutic Recreation Curriculum.

508 Workshop (Arr,R)

509 Practicum: [Term Subject] (1-12R)

510 Experimental Course: [Term Subject] (Arr,R) Current topics include Innovation and Entrepreneurship in Leisure Services, and Tourism.

511 Philosophical Foundations 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.

515 Historical Concepts of the Leisure Profession (3) Key historical events, figures, and factors that have provided a basis for the development of the organized park and recreation movement in the United States.

518 Social Psychology of Leisure (3) Social psychological dimensions of human leisure behavior. Motivational determinants of leisure behavior and applications to leisure program and service delivery systems.

HDEV 521 Research Methods in Health and Leisure (3) See description under Human Development and Performance.

530 Leisure Service Program Development (3) Concepts and theory of recreation and leisure programming. Relationship between community organization theory and recreation programming. Processes of planning, implementing, and evaluating recreation programs.

540 Measurement in Leisure Services (3) Application of data analysis and measurement to leisure service administration, research, and planning models; use of descriptive and inductive measurement techniques for recreation-related variables.

545 Studies and Surveys of Leisure (3) Analysis from a philosophical, historical, survey, or experimental perspective of current research related to the leisure phenomenon.

550 Tourism Research (3) Examines the organization of the tourism industry and its social and economic impacts. Emphasis on evaluating and applying current tourism research.

551 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.

552 Leisure Service Supervision (3) Supervisory methods in leisure services. Techniques of supervision, human relations, interpersonal relations, personnel management, time management, and coping with organizational barriers. Training and staff development strategies.

553 Leisure Service Management (3) Organization and management of leisure services in the public, private, and commercial sectors. Organizational culture, history, motivation, organizational structure, managerial leadership, communications, decision making, and organizational development.

554 Management of Organized Camps (3) In-depth examination of management aspects of organized day and resident camps. Includes professional standards, marketing, personnel selection and supervision, program design, current research, and risk management.

555 Leisure Studies in Higher Education (3) The role of the educator in leisure studies including current issues and realities in higher education and curriculum design and evaluation. Prereq: doctoral standing or instructor's consent.

Physical Education and Human Movement Studies

186 Esslinger Hall
Telephone (503) 686-4105 or -4107
Michael J. Ellis, Department Head

Faculty

Barry T. Bates, Professor (biomechanics). B.S.E., 1960, Princeton; M.Ed., 1971, East Stroudsburg; Ph.D., 1973, Indiana. (1974)

Z. Diane Baxter, Senior Instructor (movement photography, self-teaching methods). B.S., 1956, Western Illinois; M.A., 1960, Colorado State. (1967)

Toby G. Bedford, Assistant Professor (physiology of exercise). B.S., 1972, Southwest Missouri State; M.S., 1976, Eastern Illinois; Ph.D., 1983, Iowa. (1986)

James Blanchard, Senior Instructor (wilderness pursuits). B.S., 1967, M.S., 1979, Oregon. On leave fall 1988, fall 1989. (1979)

Elizabeth S. Bressan, Associate Professor (significance and meaning of movement, children's physical education). B.S., 1970, M.S., 1974, North Carolina, Greensboro; Ph.D., 1978, Southern California. (1980)

Jan Broekhoff, Professor (research, growth and development, statistics). M.O.P., 1958, Academy of Physical Education; M.S., 1963, Ph.D., 1966, Oregon. (1973)

Janet Dufek, Assistant Professor (biomechanics). B.S., Wisconsin-Superior; M.S., 1982, Illinois State. (1988)

Michael J. Ellis, Professor (research, play). D.L.C., 1959, Loughborough; M.S., 1965, Ph.D., 1968, Illinois. (1978)

Elizabeth G. Glover, Assistant Professor (aquatics, adapted physical education). B.S., 1959, Tufts; M.S., 1963, Ed.D., 1974, North Carolina, Greensboro. On leave 1989-90. (1964)

Kim Graber, Assistant Professor (children's physical education). B.S., 1979, Iowa; M.A., 1981, Columbia; Ed.D., 1988, Massachusetts. (1988)

Steven Keele, Professor of Psychology (human learning and performance, motor skills). B.S., 1962, Oregon; M.S., 1965, Ph.D., 1966, Wisconsin, Madison. (1968)

Gary A. Klug, Associate Professor (physiology of exercise). B.S., 1970, M.S., 1973, Wisconsin State; Ph.D., 1980, Washington State. (1985)

Janice Lettunich, Instructor (fitness management). B.S., 1978, M.S., 1985, Oregon. (1986)

Lani Loken-Dahle, Senior Instructor (gymnastics); Division Head, Service Physical Education. B.S., 1971, Michigan; M.A., 1973, Arizona State. On leave winter, spring 1990. (1979)

Edward McAuley, Assistant Professor (social psychology of sport). Cert. Ed., 1972, Worcester; M.Ed., 1980, Virginia; Ph.D., 1982, Iowa. (1986)

Dennis Monroe, Instructor (aquatics). B.S., 1972, Walla Walla; M.S., 1975, Dayton. (1988)

Louis R. Osternig, Professor (sports medicine, exceptional child); Division Head, Graduate Studies. B.S., 1965, M.S., 1967, California State, Hayward; Ph.D., 1971, Oregon. (1972)

Edward R. Reuter, Associate Professor (professional preparation). B.S., 1948, Washington State; M.S., 1949, Ph.D., 1957, Illinois. (1958)

Karla S. Rice, Senior Instructor (recreational programs); Division Head, Recreation and Intramural Sports. B.S., 1962, Central Michigan; M.A., 1965, Michigan State. (1967)

Norval J. Ritchey, Professor (administration). B.S., 1953, M.S., 1956, Oregon. (1956)

Richard N. Robertson, Assistant Professor (anatomy, kinesiology). B.P.E., 1975, Ottawa; M.H.K., 1979, Windsor; Ph.D., 1985, Illinois. (1983)

Paul G. Schempp, Assistant Professor (teaching physical education). B.S., 1976, Bridgeport; M.S., 1977, Ithaca; Ed.D., 1981, Boston University. (1985)

Becky L. Sisley, Associate Professor (administration, coaching); Division Head, Undergraduate Studies. B.A., 1961, Washington (Seattle); M.S.P.E., 1964, Ed.D., 1973, North Carolina, Greensboro. On leave winter, spring 1989. (1965)

Michael Strong, Instructor (wilderness pursuits). B.P.E., 1976, Alberta; M.S., 1986, Oregon. (1986)

Richard K. Troxel, Senior Instructor (sports medicine, athletic training). B.S., 1975, M.S., 1977, Oregon. (1975)

Celeste Ulrich, Professor (significance, meaning, and behavioral bases of physical education); Dean, Human Development and Performance. B.S., 1946, M.A., 1947, North Carolina; Ph.D., 1956, Southern California. (1979)

Donald P. Van Rossen, Associate Professor (sports psychology). B.S., 1953, M.Ed., 1954, Ph.D., 1968, Illinois. (1958)

Maureen R. Weiss, Associate Professor (social psychology of sport). B.A., 1974, M.A., 1976, California, Santa Barbara; Ph.D., 1981, Michigan State. On leave 1989-90. (1981)

Marjorie Woollacott, Associate Professor (motor performance and control). B.A., 1968, Ph.D., 1973, Southern California. (1980)

Lois J. Youngen, Associate Professor (professional preparation). B.S., 1955, Kent State; M.A., 1957, Michigan State; Ph.D., 1971, Ohio State. (1960)

Adjunct

Stanley L. James, M.D., Adjunct Associate Professor (sports medicine research). B.S., 1953, M.D., 1962, Iowa. (1979)

Donald C. Jones, Adjunct Associate Professor (sports medicine research). B.S., 1969, Centenary (Hackettstown); M.D., 1973, Louisiana State. (1983)

Thomas Kerns, M.D., Adjunct Associate Professor (human anatomy). B.S., 1941, M.D., 1943, Creighton. (1983)

Steven P. Roy, M.B., Adjunct Associate Professor (sports medicine research). M.B., 1967, University Capetown Medical School. (1981)

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, Professor Emeritus (administration, philosophy). B.S., 1940, LaCrosse; M.A., 1951, Ph.D., 1966, Iowa. (1948)

William J. Bowerman, Professor Emeritus; Assistant Athletic Director Emeritus. B.S., 1933, M.S., 1951, Oregon. (1948)

H. Harrison Clarke, Professor Emeritus (research). B.S., 1925, Springfield; M.S., 1931, Ed.D., 1940, Syracuse. (1953)

Betty F. McCue, Professor Emerita (history, philosophy). B.S., 1945, Pittsburgh; M.S., 1948, MacMurray; Ph.D., 1952, Iowa. (1968)

Fred N. Miller, M.D., Professor Emeritus; Director Emeritus, Health Service. B.A., 1914, M.A., 1916, Lafayette; M.D., 1924, Chicago; F.A.C.P., 1941, American College of Physicians. (1925)

Marian H. Miller, M.D., Professor Emerita; Assistant University Physician Emerita. B.A., 1925, M.D., 1930, Oregon. (1931)

Corlee Munson, Associate Professor Emerita (professional physical education). B.A., 1948, Northern Colorado; M.S., 1956, Washington (Seattle); Ph.D., 1966, Iowa. (1959)

Jessie L. Puckett, Professor Emerita (professional preparation). B.S., 1931, M.S., 1937, Oregon. (1952)

William P. Rhoda, Professor Emeritus (administration). B.S. 1939, Pennsylvania; M.S., 1947, D.Ed., 1951, Oregon. (1948)

Richard J. Smith, Associate Professor Emeritus (teacher education, coaching). B.S., 1949, M.Ed., 1953, Springfield; Ph.D., 1968, Oregon. (1962)

Vernon S. Sprague, Professor Emeritus (professional preparation). B.S., 1937, Oregon; M.A., 1942, Ph.D., 1951, Michigan. (1946)

Janet G. Woodruff, Professor Emerita (administration, service programs). B.S., 1926, M.A., 1929, Columbia. (1929)

Edna P. Wooten-Kolan, Professor Emeritus (anatomy). B.S., 1945, M.A., 1946, Ph.D., 1961, Ohio State. (1965)

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

Physical education is concerned both with understanding the role of movement in the lives of humans and with using that understanding to improve the quality of human life. The programs of the Department of Physical Education and Human Movement Studies express both interests.

The Division of Recreation and Intramural Sports and the Division of Service Physical Education deliver physical education services to members of the University and surrounding communities. The first is aimed at improving the informal life of the University and the community with recreational and competitive activities. The second offers an extensive variety of learning activities (credit or noncredit) as an integral part of every individual's liberal preparation for life.

The Department also offers carefully structured undergraduate programs leading to the bachelor of science (B.S.), bachelor of arts (B.A.), or bachelor of physical education (B.P.E.) degrees. Students can prepare for careers through one or more of the following programs: adapted physical education, biomechanics, fitness management, interdisciplinary studies, motor learning and motor control, physiology of exercise, preathletic training, prephysical therapy, social psychology of sport, sport management, and teacher preparation.

Through the Department's large and prestigious graduate program, new knowledge is added to the physical education and human movement fields. Students prepare for careers in research on human movement phenomena or in advanced teaching, coaching, athletic training, or fitness and lifestyle management.

Opportunities and services are also available to people with special educational needs.

Facilities. The University's buildings and playing fields devoted to physical education occupy a 42-acre tract at the southeast corner of the campus. Esslinger Hall provides gymnasiums and court facilities, offices, classrooms, study areas, and research laboratories. The main offices for graduate studies and for service physical education courses are in Esslinger Hall. The building also meets the instructional and recreational needs of the entire University population.

Gerlinger Hall houses classrooms, a dance studio, and an instructional and recreational gymnasium. The Recreation and Intramural Sports office is located in this building.

Gerlinger Annex has well-equipped gymnasiums and dance studios. The main offices of the undergraduate professional physical education program and the Department of Dance undergraduate and graduate programs are in this building.

Leighton Pool, a college short-course competition pool located next to Esslinger Hall, and Gerlinger Pool, in Gerlinger Hall, are used for instruction and recreation.

Adjoining Esslinger Hall on the south is McArthur Court, basketball pavilion and athletic center of the Associated Students of the University of Oregon. McArthur Court seats more than 10,000 spectators. Playing fields located east and south of Esslinger Hall and on the south bank of the Willamette River provide excellent

facilities for outdoor class instruction and for intramural and intercollegiate sports. Hayward Field provides track-and-field facilities for intercollegiate athletics, classes, and recreational programs. There are six standard plexipave tennis courts north of Hayward Field and nine covered courts east of Leighton Pool. Autzen Stadium, a 41,000-seat football stadium, is located across the Willamette River from the main campus.

Service Courses and SHAPE

Emphasis in all service courses is on learning recreational and physical skills while contributing to the physical, mental, and social development of the individual. Courses are open to University of Oregon students and to faculty, staff, and community members. Most classes meet two or three times a week for 1 credit. Several courses in the Outdoor Pursuits Program include three-day field sessions in addition to a few on-campus sessions.

Noncredit enrollment in service courses is available to students in the NCS (noncredit student) program and to everyone else in the SHAPE (Sport, Health, and Personal Excellence) program.

Sports Medicine and Fitness Assessment. The Slocum Sports Medicine and Fitness Research Laboratory, located in 71 Esslinger Hall, provides clinical athletic training and injury management services. It also provides fitness assessment and consulting services for additional fees.

Fees. The payment of special fees entitles students and others to the use of gymnasiums, pools, showers, activity uniforms and towels, and laundry service, whether or not they are registered for Physical Education courses. Students are urged to use the gymnasium facilities for exercise and recreation.

Recreation and Intramurals

The Department of Physical Education and Human Movement Studies sponsors recreation and intramural programs for members of the University community. The purpose of these programs is to provide opportunities for students, staff and faculty members, and their families to enjoy formal and informal recreation activities. The Division of Recreation and Intramural Sports provides competition and recreational activities in an atmosphere of relaxation and enjoyment.

Opportunities for sports participation include all-campus tournaments, intramurals, and special events. Some of the most popular events are aerobics, badminton, basketball, bowling, cross-country, flag football, fun runs, golf, handball, racquetball, softball, soccer, swimming, tennis, track and field, volleyball, and wrestling.

Recreation Classes. Recreation classes provide high-quality but inexpensive instruction without academic pressure. Available classes include aerobics, weight workout, water aerobics, dance, and tae kwon-do. These noncredit classes are open to all students and to all members of the faculty and staff.

Open Recreation. Departmental facilities and equipment are available for open recreation when not scheduled for class use. These include the gymnasiums, courts, pools, and weight center in Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available.

Rentals, reservations, and inquiries should be directed to the recreation and intramurals office, 103 Gerlinger Hall; telephone (503) 686-4113.

Employment. Many part-time student jobs are generated by the Department and College operation of a large variety of programs, services, and facilities. Physical Education majors and Physical Education premajors are well qualified for these positions by virtue of their experience. They are invited to apply to department offices for referral.

The Department also assists community agencies in finding qualified students for leadership opportunities.

Division of Undergraduate Studies

The undergraduate curriculum in Physical Education and Human Movement Studies, leading to the bachelor of science (B.S.), bachelor of arts (B.A.), or bachelor of physical education (B.P.E.) degree, provides a high-quality program of professional study. A strong high school background in English composition, biology or chemistry, and physical education is desirable. During the freshman and sophomore years, the student obtains a sound foundation in liberal arts and basic sciences. This is supplemented by a core of physical education activities and introductory instruction in physical education theory. The upper-division program is devoted principally to studies of physical education: motor learning, kinesiology, growth and motor development, physiology of exercise, social psychological and philosophical perspectives, and courses specific to a particular career direction.

Admission

Students eligible for admission to the University may be admitted to professional courses as Physical Education premajors. Transfer students must have a 2.50 grade point average (GPA) for admission as Physical Education premajors. Enrollment in these courses is dependent on meeting the prerequisites for each course.

All students must make formal application for advancement to major status. In order to apply, students must have completed two full terms as a Physical Education premajor and must have accumulated 90 credits, including at least 6 credits in professional activity laboratory courses and 12 credits in professional theory courses. Advancement to major status requires a 2.50 grade point average (GPA) in all University of Oregon course work. Selected 400-level courses require major status as a prerequisite. Physical Education premajors should consult their assigned departmental advisers for additional information regarding major status.

Students transferring to the University as Physical Education premajors should have completed course work to meet the University general requirements including one year of chemistry or one year of general biology as well as one year of mathematics, if they plan to earn a B.S. degree. Course work equivalent to that listed below under Theory Core and a minimum of three professional activity laboratories should also be completed.

Degrees. The degree sought places constraints on the course work undertaken. Students seeking B.A. degrees must satisfy foreign language, University, and group requirements for that degree in addition to taking extensive course work in the sciences required by the Physical Education core program. The B.S. degree in Physical Education requires that students complete 36 credits in social science or science, one year of mathematics, and the group requirements to meet other University regulations. The heavy concentration of science credits in the major makes this degree a convenient choice for many students. The B.P.E. degree does not require foreign language, mathematics, or 36 credits in social science or science, but students must still satisfy the other University group and departmental requirements.

After spring 1990 the B.P.E. degree will be available only to students in the disciplinary/interdisciplinary program. Students must declare their intent to earn a B.P.E. degree during their junior year, before they have earned 140 credits, or before they begin their last year of course work.

The Department confers graduation with honors upon those students whose cumulative GPA for all college and university work is 3.50 or above and who have completed at least 90 credits at the University of Oregon.

Note: Effective spring 1990 a student must have a 2.50 cumulative University GPA at the time of graduation in order to graduate.

Core Program

The core program is the set of courses required of all majors in Physical Education. Beyond the core, students take additional course work in a specific program. A variety of curricula appropriate to specific career directions is offered. The majority of students earning the bachelor's degree prepare for careers in athletic training, coaching, fitness management, prephysical therapy, sport management, teaching, a combination of these, or related professions. The exercise and sport science program is primarily designed for students who want to continue their studies in a graduate program. Listed below are the courses that comprise the core program.

Theory Core **43-46 credits**

General Biology I: How Cells Work (BI 201), General Biology II: How Organisms Function (BI 202), General Biology III: The Living World (BI 203) and laboratory-discussions (BI 207, 208, 209) *or* General Chemistry (CH 104, 105, 106) and laboratories (CH 107, 108, 109) 12-15
Additional science courses: Human Physiology (BI 321, 322) *and* Human Anatomy (BI 391, 392) 12
Social Psychological Aspects of Physical Activity (PEP 331) 3
Motor Learning (PEP 332) 3
Philosophical Dimensions of Physical Activity (PEP 333) 2
Physical and Motor Changes during the Stages of Life (PEP 343) 5
Kinesiology (PEP 372) 3
Physiology of Exercise (PEP 473) 3

Activity Core **10-11 credits**

Professional Activities: Aquatics Foundation (PEP 194) 2
Professional Activities: Dance Heritage (PEP 194) . 2
Professional Activities: Fundamentals (PEP 194) . . 2
Professional Activities: Conditioning (PEP 294) . . . 2
Professional Activities: Elective (PEP) 1-2
Wilderness Survival (PEOL 285) 1

Physical Education Programs of Emphasis

Physical Education majors are required to select one program of emphasis. They must complete the courses listed for that specific program as well as the core of theory and activity courses. The programs are described below.

Disciplinary/Interdisciplinary Program

This program accommodates students who want a degree emphasis not currently offered in the Department or a combination of a Physical Education major with a second major or second emphasis in business, journalism, or another academic discipline. A minimum of 25 additional credits beyond the core is required. Based upon the student's academic and career goals, these credits are used to design an individualized program under the guidance of a departmental adviser. A copy of the projected course work must be included in the student's advising file before he or she accumulates 140 credits or begins the last year of course work needed for graduation.

Exercise and Sport Science

The objective of the exercise and sport science program is to provide students with a broad background in science courses pertinent to areas such as adapted physical education, biomechanics, exercise physiology, athletic training, sport psychology, physical therapy, and motor learning and control. These courses attempt to expose students to the entire spectrum of scientific inquiry. The exercise and sport science student should have a strong interest in pursuing graduate study and a career as a researcher, teacher in higher education, sports medicine practitioner, or therapeutic professional. The required courses listed below, in combination with the PEP core and University requirements such as mathematics and health, provide a rich source of knowledge in exercise and sport sciences.

Required Courses **57-68 credits**

General Biology (201, 202, 203) 9
Psychology as a Social Science (PSY 204, 205) *and* Personality and Psychopathology (PSY 310) or Child Development (PSY 311) 12
General Chemistry (CH 104, 105, 106) 9-14
General Physics (PH 201, 202, 203) *or* General Physics with Calculus (PH 211, 212, 213) 12
Except for students with credit for CH 101, 102, 103: General Chemistry Laboratory (CH 107, 108, 109) *or* Introductory Physics Laboratory (PH 204, 205, 206) *or* General Biology: Laboratory-Discussion (BI 207, 208, 209) 3-6
Computer applications (one course selected with adviser's recommendation) 3
Tests and Measurements in Physical Education (PEP 466) 3
Scientific and Technical Writing (WR 320) 3
Reading and Conference (PEP 405), Special Problems (PEP 406), *or* Practicum (PEP 409) 3
One of the following:
Fundamentals of Speech Communication (RHCM 121) 3
Fundamentals of Public Speaking (RHCM 122) . . . 3
Fundamentals of Interpersonal Communication (RHCM 124) 3

Physical Therapy. Admission requirements in standard schools of physical therapy, which are usually operated in conjunction with medical schools, strongly emphasize foundation work in the basic sciences. The exercise and sport science program provides excellent preparation for physical therapy training. It is recommended that students take at least 6 credits in Practicum: Prephysical Therapy (PEP 409).

Athletic Training. Students interested in being admitted to the Department's graduate program in Athletic Training should select the exercise and sport science program. A descriptive pamphlet entitled *Undergraduate Placement Toward the Graduate Athletic Training Program* is available from the Division of Graduate Physical Education. Recommended electives are Introductory Nutrition (HEP 252) or Nutrition in Health and Disease (HEP 553), Advanced First Aid (HEP 260), Pathophysiology (HEP 352), Care and Prevention of Injuries (PEP 371), Physical Education for the Exceptional Student (PEP 444), and Drugs in Society (HEP 453). The coeducational clinical work is supervised by athletic trainers certified by the national Athletic Trainer Association (NATA).

Fitness Management

This program emphasizes the academic and technical knowledge necessary to conduct fitness programs in public and private agencies. Students are prepared to assume leadership and management positions within the health and physical fitness industries. The program blends academic and clinical study in the areas of fitness assessment, exercise prescription, and rehabilitation. Interdisciplinary course work and clinical experiences in departmental laboratories and local agencies comprise this program.

Students in this program must take BI 201-203 and 207-209 in the theory core.

Effective fall 1989, a 2.75 GPA is required to register for Practicum: Fitness Management Internship (PEP 409).

Cardiopulmonary resuscitation (CPR) certification is required in addition to the following:

Required Courses **56-70 credits**

Physical education. 27-39 credits:
Care and Prevention of Injuries (PEP 371) 3
Professional Activities: Aerobics (PEP 394) 1
Sport Management Concepts (PEP 453) 3
Fitness Appraisal and Prescription I (PEP 474) . . . 4
Fitness Appraisal and Prescription II (PEP 475) . . . 4
Corporate and Adult Fitness (PEP 476) 3
Practicum: Fitness Management (PEP 409) 3-6
Practicum: Fitness Management Internship (PEP 409) 6-15

Human development and performance. 18-19 credits:
Introductory Nutrition (HEP 252) 3
Health Promotion: Stress Management (HEP 481) . 3
Health Aspects of Aging (HDEV 471) 3
Select 9-10 credits:
Physical Education for the Exceptional Student (PEP 444) 3
concurrent with Practicum: Adaptive (PEP 409) . 1
Intramural and Sport Programming (PEP 454) 3
Tests and Measurements in Physical Education (PEP 446) 3
Experimental Course: Weight Control (HEP 510) . . 3
Techniques of Relaxation (PEP 524) 3
Nutrition in Health and Disease (HEP 553) 3

Psychology social science cluster. 11-12 credits:
Psychology as a Social Science (PSY 204, 205) . . 8
One of the following: Personality and Psychopathology (PSY 310), Child Development (PSY 311), Pseudopsychologies (PSY 357) . . 3-4

Students who completed the undergraduate fitness management program at the University of Oregon may use courses required in the undergraduate program to meet course requirements, but not credit requirements, in the graduate program. This includes the three selected courses from within the College. The graduate program must include a minimum of 45 credits. **Note:** Only those 500-level courses taken during the senior year after the 186 credits required for a bachelor's degree may count toward the graduate degree credit requirement.

Teacher Preparation

Elementary and Secondary Teacher Certification in Physical Education. One program prepares majors to teach physical education at any grade level from preprimary through high school (K-12). Students enrolled in the program leading to K-12 certification take required courses in professional education and student teaching in both elementary and secondary schools. Students need two terms to complete the K-12 student teaching requirement. Majors are strongly encouraged to pursue certification in a second subject to combine with physical education. All students must be advanced to major status and pass the California Basic Educational Skills Test (CBEST) two terms before beginning their student teaching. In addition, a minimum 2.75 GPA is required. The following courses must be completed in addition to the required core:

Required Courses **81 credits**

Physical education. 44 credits:
Professional Activities: Gymnastics (PEP 294) 2
Professional Activities: Track and Field (PEP 294) . 2
Professional Activities: Volleyball (PEP 294) 1
Care and Prevention of Injuries (PEP 371) *or* Workshop: Athletic Training (PEP 408) 3
Professional Activities: Badminton (PEP 394) 1
Professional Activities: Combative Activities (PEP 394) 1
Professional Activities: Field Sports (PEP 394) 2
Professional Activities: Softball (PEP 394) 1
Professional Activities: Team Court Sports (PEP 394) 2
Professional Activities: Tennis (PEP 394) 1
Two elective courses (PEP or PEOL) 2
Teaching Human Movement I (PEP 341) 3
Teaching Human Movement II (PEP 342) 4
Curriculum, Administration, and Evaluation of Physical Education in Grades K-3 (PEP 441) . . . 4
Curriculum, Administration, and Evaluation of Physical Education in Grades 4-8 (PEP 442) . . . 4
Curriculum, Administration, and Evaluation of Physical Education in Grades 9-12 (PEP 443) . . 4
Physical Education for the Exceptional Student (PEP 444) 3
concurrent with Practicum: Adaptive (PEP 409) . 1
Tests and Measurements in Physical Education (PEP 446) 3

Education. 15 credits:
Educational Psychology I (EPSY 322) 3
Educational Psychology II (EPSY 323) 3
Secondary Educational Media (SEED 436) 3
Teaching Reading and Writing in the Secondary School (SEED 469) 3
One of the following:
Social Foundations of Teaching (CI 327), History of American Education (EDPM 441), Modern Philosophy of Education (CI 445), Education in Anthropological Perspective (CI 471) 3

Student teaching K-12. 22 credits:
Student Teaching: Elementary K-9 (ELED 415) . . . . . 5 or 15
Student Teaching: Secondary (Physical Education) (SEED 417) . . . . . 5 or 15
Seminar: Student Teaching (PEP 407) 2

Certification for Teaching Physical Education. The Department offers opportunities for both majors and nonmajors to meet the Teacher Standards and Practices Commission (TSPC) certification requirements.

The TSPC requires (1) satisfaction of certain minimum standards of subject preparation and professional education courses and (2) the recommendation by the institution at which the student completes the subject preparation. The student who wants to be recommended for Basic certification should consult designated departmental advisers.

Students transferring from other institutions who want to enroll in a fifth-year program leading to a Standard certificate in physical education must meet University of Oregon requirements for a Basic certificate in this field before final acceptance into the program. Students should plan to complete at least half of their fifth-year program in the Department of Physical Education and Human Movement Studies at the University.

Coaching Minor

The Coaching minor program prepares students for responsibilities involving coaching assignments in schools, communities, and public and private agencies. All courses in the program offered on a graded basis must be taken for grades. Students must earn a 2.50 GPA in all courses in the program. The Coaching minor requires 27-31 credits, distributed as follows:

Required Courses	**27-31 credits**
Advanced First Aid (HEP 260)	3*
Physical and Motor Changes during the Stages of Life (PEP 343)	5
Care and Prevention of Injuries (PEP 371) *or* Workshop: Athletic Training (PEP 408)	3
Professional Activities: Conditioning (PEP 394)	2
Two coaching practica (PEP 409)	4-6*
Athletic Administration (PEP 450)	3
Psychology of Coaching (PEP 451)	3
Appropriate coaching, professional activity laboratories, and physical education courses (professional or service) selected in consultation with adviser	4-6

*If a student has equivalent experience, he or she may file a departmental petition to waive one of the coaching practica or HEP 260 or both. However, a minimum total of 24 credits is required.

Specializations

The following two areas of specialization require fewer courses than the programs of emphasis. Specific curricular requirements are available from the Department.

Aquatic Activities. This specialization prepares students for careers as aquatic specialists in schools, communities, public and private agencies, clubs, and institutions. Students are required to take a core of basic courses and then complete two areas of of emphasis from the following: coaching, open water and small craft, underwater and recreation, swimming pool and spa facility operation, and adaptive and water rehabilitation.

Outdoor Pursuits. This specialization provides a basic background for leading outdoor pursuit programs in backpacking, climbing, skiing, rafting, and a wide range of other land- and water-based activities. An Outdoor Leadership Program is also available.

Graduate Studies

The master of arts (M.A.), master of science (M.S.), doctor of education (D.Ed.), and doctor of philosophy (Ph.D.) degrees in Physical Education are available through the Department of Physical Education and Human Movement Studies. The Division of Graduate Studies focuses on the art and science of human movement. The skills and understanding necessary for basic research and scholarship into human movement form the core of all graduate activity. High-quality faculty, research laboratories, and academic resources support sophisticated levels of disciplined inquiry in applied physiology, biomechanics, kinesiology, motor learning and control, and sports medicine. An exchange of information and inquiry with other disciplines throughout the University (e.g., biological, physiological, sociological, and behavioral sciences) is integral to the graduate program. Master's and doctoral degree programs as well as postdoctoral opportunities reflect a commitment to, and expertise in, the study of human behavior, development, and performance.

Master's Degree

Admission. A student seeking admission to the master's degree program should request an application from the head of the Department's Graduate Division. The Department of Physical Education and Human Movement Studies requires a minimum cumulative undergraduate GPA of 2.75 over the last 90 term credits, or 60 semester credits. A Graduate Record Examinations (GRE) score of at least 470 Verbal, 500 Quantitative, or a combined score of 1000 with neither portion below 450, is also required.

Program of Study. The master's degree requires a minimum of 45 graduate credits. Thesis and nonthesis candidates must complete foundation areas in philosophy and current issues of physical education and in research and statistics. In addition, candidates must complete two areas of concentration.

Areas of concentration:

1. Adapted physical education
2. Athletic training*
3. Biomechanics
4. Fitness and life-style management
5. Growth and development
6. Human anatomy
7. Motor learning and neuromuscular control
8. Physiology of exercise
9. Social psychology of sport and physical activity
10. Teaching analysis

* Limited to students accepted into the graduate Athletic Training Program leading to NATA certification.

Elective credits as needed to meet the minimum 45 credits required for the degree may be taken in the College of Human Development and Performance or departments in other University schools or colleges.

Doctoral Degree

The University of Oregon has been designated by the Western Interstate Commission for Higher Education (WICHE) as the regional center for doctoral study in physical education. Prospective students from western states should inquire at the Department's Division of Graduate Studies office about their eligibility to pay reduced tuition.

Admission. A GRE score of 520 Verbal and 560 Quantitative, or a combined score of 1100 with neither portion below 500, must be submitted, in addition to a typed statement of 500 words or fewer indicating goals and objectives, two letters of recommendation, and transcripts.

Program Requirements. Doctoral degrees are granted primarily on the bases of achievement and proven ability. The Graduate School requires at least three years of full-time study beyond the bachelor's degree, of which at least one academic year (three consecutive terms) must be spent in continuous residence on the Eugene campus. Graduate credits from other approved institutions may be accepted if they are relevant to the program as a whole and have earned grades of A, B, or P (pass).

Every candidate must complete a dissertation. Candidates who have not written a master's thesis must complete one prior to taking comprehensive examinations. A minimum of 40 credits in research, master's thesis, and dissertation are usually expected.

Each of the following options satisfies the language requirement for the Ph.D. degree: (a) a foreign language (as measured on the Graduate Student Foreign Language Test), (b) computer science courses (9-12 credits), (c) advanced statistical design or research or both, consisting of course work commensurate with the candidate's program and goals (9 credits), or (d) a combination of advanced statistical methods courses and computer science courses. Selection must be approved by the student's advisory committee.

Each doctoral candidate must have a minimum of 30 graduate credits in a primary area of concentration as well as 21 graduate credits in a secondary area. The primary areas of concentration offered by the Department include the following:

1. Biomechanics
2. Human movement studies focuses:
   a. Adapted physical education
   b. Curriculum
   c. Leadership and management
   d. Teaching analysis
3. Motor learning and neuromuscular control
4. Physiology of exercise
5. Social psychology of sport and physical activity

The secondary area consists of a minimum of 21 credits of graduate course work outside the Department of Physical Education and Human Movement Studies or within one of the existing primary areas. Course work taken outside the Department must consist of a minimum of 21 graduate credits in one or more departments. In this case, the doctoral committee member from outside the Department helps plan a course of study relevant to the candidate's anticipated professional endeavors.

Final Examinations. Written, oral, or both written and oral doctoral comprehensive examinations in the primary and secondary areas are taken after completing substantially all course work, a master's thesis, and the language requirement. Upon passing these examinations the student is advanced to candidacy.

A final oral defense is held after completion of the dissertation and after all degree requirements have been met.

Eugene Evonuk Memorial Graduate Fellowship. This award was established to aid promising advanced doctoral students whose research focus is on applied physiology, particularly environmental or stress physiology. The amount of the award varies from year to year; $300 was awarded in 1987. The application deadline is February 1. Inquiries may be directed to Evonuk Graduate Fellowship, Physical Education and Human Movement Studies, Division of Graduate Studies, 181 Esslinger Hall.

Physical Education Service Courses

Note: All activity courses in the Division of Service Physical Education are offered for credit and are open to any student who meets the prerequisite skill requirements for the course.

Aerobics Courses (PEAE)

Lower Division

101-199 Service Courses for Men and Women (Aerobics) (1R) 111: Stretch and Flex I, 112: Stretch and Flex II, 113: Stretch and Flex III. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Aerobics) (1R) 221: Aerobics I, 222: Aerobics II, 223: Aerobics III. **R** once for maximum of 2 credits per activity.

Upper Division

301-399 Service Courses for Men and Women (Aerobics) (1R) Advanced levels of aerobic activity. **R** once for maximum of 2 credits per activity.

Aquatics Courses (PEAQ)

Lower Division

101-199 Service Courses for Men and Women (Aquatics) (1R) 101: Swim Rehabilitation, 111: Learn to Swim, 121: Aqua Aerobics I. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Aquatics) (1R) 211: Swim Improvement, 221: Swim Conditioning I, 222: Swim Conditioning II, 231: Water Polo I, 241: Springboard Diving I, 242: Springboard Diving II. **R** once for maximum of 2 credits per activity.

Upper Division

301-399 Service Courses for Men and Women (Aquatics) (1R) 331: Swim Performance I, 332: Swim Performance II, 333: Swim Performance III, 341: Basic Scuba, 342: Basic Scuba Laboratory, 343: Advanced Scuba, 344: Advanced Scuba Laboratory. **R** once for maximum of 2 credits per activity.

Gymnastic Activities Courses (PEG)

Lower Division

101-199 Service Courses for Men and Women (Gymnastic Activities) (1R) Beginning levels of gymnastic activity. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Gymnastic Activities) (1R) 211: Juggling I, 212: Juggling II, 231: Tumbling I, 241: Trampoline I, 242: Trampoline II, 261: Gymnastics I, 262: Gymnastics II. **R** once for maximum of 2 credits per activity.

Upper Division

301-399 Service Courses for Men and Women (Gymnastic Activities) (1R) Advanced levels of gymnastic activity. **R** once for maximum of 2 credits per activity.

Human Action Studies Courses (PEHA)

Lower Division

101-199 Service Courses for Men and Women (Human Action Studies) (1R) Beginning levels of human action studies. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Human Action Studies) (1R) 211: Backpack Cuisine, 221: Sport Photography I, 222: Sport Photography I Laboratory, 223: Sport Photography II, 224: Sport Photography II Laboratory, 231: Psychological Dimensions of Sport, 232: Psychological Dimensions of Sport Laboratory. **R** once for maximum of 2 credits per activity.

Upper Division

301-399 Service Courses for Men and Women (Human Action Studies) (1R) Advanced levels of human action studies. **R** once for maximum of 2 credits per activity.

Individual Activities Courses (PEI)

Lower Division

101-199 Service Courses for Men and Women (Individual Activities) (1R) Beginning levels of individual activities. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Individual Activities) (1R) 211: Archery I, 212: Archery II, 213: Archery III, 221: Billiards I, 222: Billiards II, 223: Billiards III, 231: Bowling I, 232: Bowling II, 233: Bowling III, 241: Golf I, 242: Golf II, 243: Golf III. **R** once for maximum of 2 credits per activity.

Upper Division

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 Courses (PEIA)

Lower Division

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. Not offered 1988-89.

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. Not offered 1988-89.

Upper Division

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 Courses (PEMA)

Lower Division

101-199 Service Courses for Men and Women (Martial Arts) (1R) 111: Personal Defense I, 121: Aikido I, 122: Aikido II, 123: Aikido III. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Martial Arts) (1R) 211: Fencing I, 212: Fencing II, 213: Fencing III, 221: Karate I, 222: Karate II, 223: Karate III, 224: Karate IV, 231: Bo/Quarterstaff I, 232: Bo/Quarterstaff II, 241: Judo I, 242: Judo II, 246: Wrestling I (freestyle and Greco-Roman), 247: Wrestling II (freestyle and Greco-Roman) 248: Wrestling III (freestyle and Greco-Roman), 251: Tae Kwon-Do I, 252: Tae Kwon-Do II, 253: Tae Kwon-Do III. **R** once for maximum of 2 credits per activity.

Upper Division

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 Courses (PEMS)

Lower Division

101-199 Service Courses for Men and Women (Multisport Activities) (1R) 111: Conditioning I, 112: Conditioning II, 113: Conditioning III. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Multisport Activities) (1R) 201: Personal Fitness, 211: Multiendurance Conditioning I, 212: Multiendurance Conditioning II, 213: Multiendurance Conditioning III, 221: Rock-Climbing Fitness I, 222: Rock-Climbing Fitness II. **R** once for maximum of 2 credits per activity.

Upper Division

301-399 Service Courses for Men and Women (Multisport Activities) (1R) 311: Biathlon I, 312: Biathlon II, 341: Triathlon I, 342: Triathlon I Laboratory, 343: Triathlon II, 344: Triathlon II Laboratory. **R** once for maximum of 2 credits per activity.

Outdoor Pursuits—Land—Courses (PEOL)

Lower Division

101-199 Service Courses for Men and Women (Outdoor Pursuits—Land) (1R) 110: Oregon Coast Walk. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Outdoor Pursuits—Land) (1R) 201: Fly Casting I, 211: Sky Diving I, 221: Horseback Riding I, 222: Horseback Riding II, 223: Horseback Riding III, 231: Bike Touring I, 232: Bike Touring Coast, 241: Mountain Biking I, 242: Mountain Biking II, 251: Rock-Climbing I, 252: Rock-Climbing II, 261: Cross-Country Skiing I, 262: Cross-Country Skiing II, 263: Cross-Country Skiing Instructor Training, 271: Alpine Skiing I, 272: Alpine Skiing II, 273: Alpine Skiing III, 274: Ski Racing, 277: Nordic Downhill Skiing, 280: Snow Boarding I, 285: Wilderness Survival, 286: Backpacking Preparation, 288: Mountaineering Preparation, 292: Snow Camping Preparation, 294: Ski Touring Preparation, 296: Avalanche Safety. **R** once for maximum of 2 credits per activity.

Upper Division

301-399 Service Courses for Men and Women (Outdoor Pursuits—Land) (1R) 321: Horseback Jumping I, 322: Horseback Jumping II, 323: Horseback Jumping III, 351: Backpacking Outing I, 352: Backpacking Outing II, 361: Mountaineering Outing I, 362: Mountaineering Outing II, 364: Mountain Rescue Techniques, 371: Snow Camping Outing I, 381: Ski Touring Outing I, 382: Ski Touring Outing II, 391: Avalanche Outing. **R** once for maximum of 2 credits per activity.

Outdoor Pursuits—Water—Courses (PEOW)

Lower Division

101-199 Service Courses for Men and Women (Outdoor Pursuits—Water) (1R) Beginning levels of outdoor pursuits—water activities. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Outdoor Pursuits—Water) (1R) 211: Sailing I, 212: Sailing II, 213: Sailing III, 221: Wind Surfing I, 222: Wind Surfing II, 223: Wind Surfing III, 231: White-water Rafting I, 232: White-water Rafting II, 233: White-water Rafting III, 241: Canoeing, 242: Swift-water Canoeing, 261: Kayaking I, 262: Kayaking II, 263: Kayaking III. **R** once for maximum of 2 credits per activity.

Upper Division

301-399 Service Courses for Men and Women (Outdoor Pursuits—Water) (1R) 361: River Rescue Techniques. **R** once for maximum of 2 credits per activity.

Racquet Sports Courses (PERS)

Lower Division

101-199 Service Courses for Men and Women (Racquet Sports) (1R) Beginning levels of racquet sport activities. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Racquet Sports) (1R) 211: Table Tennis I, 212: Table Tennis II, 231: Badminton I, 232: Badminton II, 233: Badminton III, 241: Racquetball I, 242: Racquetball II, 243: Racquetball III, 261: Handball I, 262: Handball II, 271: Tennis I, 272: Tennis II, 273: Tennis III. **R** once for maximum of 2 credits per activity.

Upper Division

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 Courses (PERU)

Lower Division

101-199 Service Courses for Men and Women (Running) (1R) 111: Fiitness Walking I, 112: Trail Walking I, 131: Jogging-Running. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Running) (1R) 231: 10K Road Running. **R** once for maximum of 2 credits per activity.

Upper Division

301-399 Service Courses for Men and Women (Running) (1R) 331: Half-Marathon Training, 332: Marathon Training. **R** once for maximum of 2 credits per activity.

Team Sports Courses (PETS)

Lower Division

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, 230: Sand Volleyball, 231: Volleyball I, 232: Volleyball II, 233: Volleyball III, 237: Basketball I—Women's Rules, 238: Basketball II—Women's Rules, 239: Basketball III—Women's Rules, 241: Basketball I, 242: Basketball II, 243: Basketball III, 251: Frisbee, 252: Ultimate Frisbee, 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.

Upper Division

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 Courses (PEW)

Lower Division

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. **R** once for maximum of 2 credits per activity.

Upper Division

301-399 Service Courses for Men and Women (Weight Training) (1R) 321: Body Building I, 322: Body Building II, 323: Body Building III, 331: Sports Conditioning. **R** once for maximum of 2 credits per activity.

Yoga Courses (PEY)

Lower Division

101-199 Service Courses for Men and Women (Yoga) (1R) 111: Qi Gong I, 112: Qi Gong II, 121: Gong Fu I, 122: Gong Fu II, 131: Tai Chi I, 132: Tai Chi II. **R** once for maximum of 2 credits per activity.

201-299 Service Courses for Men and Women (Yoga) (1R) 211: Hatha Yoga I, 212: Hatha Yoga II, 231: Kundalini Yoga I, 232: Kundalini Yoga II. **R** once for maximum of 2 credits per activity.

Upper Division

301-399 Service Courses for Men and Women (Yoga) (1R) Advanced levels of yoga activities. **R** once for maximum of 2 credits per activity.

Physical Education Professional Courses (PEP)

Lower Division

194 Professional Activities (1-2R) Basic skills and knowledge; fundamental movements; aquatic foundations; dance heritage. For physical education majors only. **R** when activity changes.

199 Special Studies: [Term Subject] (Arr,R) Prereq: Department head's approval.

200 Innovative Education: [Term Subject] (1-3R)

291 Lifesaving in Aquatic Programs (2) Basic skills of lifesaving in aquatic programs. Leads to American Red Cross certification in advanced lifesaving. Prereq: superior proficiency in swimming.

292 Swimming and Water-Safety Instruction (2) Analysis, methods of instruction, and evaluation at all age levels. Leads to American Red Cross certification in water-safety instruction. Prereq: PEP 291 or previous water safety instructor certification.

294 Professional Activities (1-2R) For professional students. Basic skills and knowledge; conditioning, gymnastics, track and field, volleyball. **R** when activity changes.

Upper Division

324 Physical Education for Children in Grades K-3 (3S) Values and purposes of basic skills in educational games, gymnastics, dance, rhythmic activities, and folk and square dance. Emphasizes teaching strategies and lesson and unit plans. **S** with PEP 325.

325 Physical Education for Children in Grades 4-6 (3S) Lead-up games, educational gymnastics, folk and square dance, and physical fitness activities. Emphasizes teaching strategies and lesson and unit plans. **S** with PEP 324.

331 Social Psychological Aspects of Physical Activity (3) Social and psychological factors influencing participation in physical activity, such as feedback, reinforcement, attitudes, motivation, and self-confidence.

332 Motor Learning (3) Introduction to motor learning with emphasis on current research and contemporary theories.

333 Philosophical Dimensions of Physical Activity (2) Aesthetic, ethical, and personal considerations that influence the conduct of and participation in physical activities.

341 Teaching Human Movement I (3S) The context of human movement teaching. Methods of analyzing the teaching process. Pre- or coreq: PEP 442. **S** with PEP 342.

342 Teaching Human Movement II (4S) Presentation and application of a variety of effective teaching strategies in diverse field experiences. Pre- or coreq: PEP 443. **S** with PEP 341.

343 Physical and Motor Changes during the Stages of Life (5) Physical and motor skill factors basic to an understanding of physical activity during the life cycle. Prereq: junior standing or instructor's consent.

HDEV 344 Administration of Aquatic Programs (3) See description under Human Development and Performance.

371 Care and Prevention of Injuries (3) Bandaging, massage, and other mechanical aids for the prevention of injuries. Analysis of types of injuries; emergency procedures. Prereq: BI 391.

372 Kinesiology (3) Basic mechanical principles as they relate to the study of anatomical structure and the analysis of motion. Prereq: BI 391, 392.

HDEV 392 Principles of Outdoor leadership (3) See description under Human Development and Performance.

394 Professional Activities (1-2R) For professional students. Basic skills and knowledge; aerobics, badminton, combative activities, field sports, softball, team court sports, and tennis. **R** when activity changes.

400 Innovative Education: [Term Subject] (1-3R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R) Reading and assignments in connection with other courses for extra credit. Honors readings. Prereq: instructor's consent.

406 (G) Special Problems (Arr,R)

407 (G) Seminar: [Term Subject] (Arr,R) A current topic is Student Teaching.

408 (G) Workshop (Arr,R) A current topic is Athletic Training.

409 Practicum: [Term Subject] (Arr,R) Current topics include Adaptive, Athletic Training, Coaching, Exercise Science Laboratories, Fitness Management, Internship Prephysical Therapy, Sport Management, and Teaching. Prereq: Department head's or practicum coordinator's approval.

410 (G) Experimental Course: [Term Subject] (Arr,R) Current topics are Microcomputer Applications for Physical Education and Adapted Aquatics.

HDEV 410 (G) Experimental Course: [Term Subject] (Arr,R)

441 Curriculum, Administration, and Evaluation of Physical Education in Grades K-3 (4S) Defines the content and procedures for implementing physical education programs in grades K-3. Prereq: PEP 294 (Gymnastics), pre- or coreq: PEP 343. **S** with PEP 442, 443.

442 Curriculum, Administration, and Evaluation of Physical Education in Grades 4-8 (4S) Defines the content and procedures for implementing physical education programs in grades 4-8. **S** with PEP 441, 443.

443 Curriculum, Administration, and Evaluation of Physical Education in Grades 9-12 (4S) Emphasizes program objectives and goals, scope and sequence, and administrative policies. Prereq: major status. **S** with PEP 441, 442.

444 (G) Physical Education for the Exceptional Student (3) Common handicapping conditions found in school-age children. Analysis of body mechanics, exercise limitations, program adaptation. Prereq: BI 391, 392, major status.

446 (G) Tests and Measurements in Physical Education (3) Use of tests and measurements in physical education; evaluation of objectives, programs, and student achievement through measurement techniques. Prereq: major status.

450 Athletic Administration (3) The place of athletics in the educational setting; responsibilities for administration of an interscholastic athletic program. Program and policy development, health and safety factors, and public relations. Prereq: junior standing.

451 Psychology of Coaching (3) Motor development, motor learning, and sport psychology principles and applications for coaches of elementary school, high school, and college athletes. Prereq: junior standing.

453 (G) Sport Management Concepts (3) Practical application of administrative theory to the field of sport management. Emphasis on understanding the functions of planning, organizing, staffing, directing, and controlling. Prereq: junior standing.

454 (G) Intramural and Sport Programming (3) Intramural and sport programming in a variety of settings. Emphasis on how personnel, finance, facilities, planning, evaluation, and public relations interrelate with recreational programming.

461 Aquatic Sports Coaching (3) Rules, conduct of competition, coaching techniques, team organization, and physiological and psychological principles used to prepare athletes for water polo, swimming, and springboard diving competition. Offered 1988-89 and alternate years.

463 Volleyball Coaching (2) Skill analysis, team strategies, duties, and coaching knowledge of volleyball. Offered alternate years; not offered 1988-89.

464 Softball Coaching (2) Fundamentals and advanced skills; emphasis on methods of instruction and skill analysis; strategy; sport management and coaching responsibilities. Offered 1988-89 and alternate years.

465 Football Coaching (3) Systems of play, strategy, responsibilities of the coach, public relations. Offered 1988-89 and alternate years.

466 Basketball Coaching (2) Coaching methods. Fundamentals of team play; comparison of systems, strategy, training, conditioning; selection of players for positions. Offered 1988-89 and alternate years.

467 Baseball Coaching (2) Review of fundamentals with emphasis on methods of instruction. Problems and duties of the baseball coach including strategy, psychology, training, and conditioning. Offered alternate years; not offered 1988-89.

468 Track Coaching (2) Principles of training; development of performance for each track event for men and women; selection of competitors for different events; conducting meets. Prereq: junior standing.

473 Physiology of Exercise (3) Physiological effects of muscular exercise, physical conditioning, and training; significance of these effects for health and for performance in activity programs. Prereq: BI 321, 322, major status.

474 (G) Fitness Appraisal and Prescription I (4S) Theory and laboratory application of standard physical fitness appraisal techniques for body composition, strength, and flexibility. Prescription of exercise programs based on fitness results. Prereq: BI 321, 322, PEP 473. **S** with PEP 475, 476.

475 (G) Fitness Appraisal and Prescription II (4S) Theory and laboratory application of standard physical fitness appraisal techniques for cardiorespiratory fitness. Prescription of exercise programs based on fitness results. Prereq: PEP 474. **S** with PEP 474, 476.

476 (G) Corporate and Adult Fitness (3S) Design and management of adult fitness and health-promotion

programs in a variety of settings. Exercise leadership, certification programs, and special problems. **S** with PEP 474, 475.

480 (G) Sport Biomechanics (3) Mechanics applied to the analysis of human movement in sport. Emphasis on developing abilities to analyze sport skills qualitatively. MTH 95, PEP 372 recommended.

494 Professional Activities (1-2R) For professional students. Basic skills and knowledge, golf, relaxation, and wrestling. **R** when activity changes.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R) Study of selected problems in the field of physical education.

507 Seminar: [Term Subject] (Arr,R) Seminars offered on a regular basis in the following areas: Athletic Training, Biomechanics, Exercise Physiology, Motor Control, and Social Psychology of Sport. A 1-credit doctoral seminar is also offered.

508 Workshop (Arr,R)

509 Practicum: [Term Subject] (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R) Data Analysis in Physical Education is a current topic.

511 Philosophy of Physical Education (3) Philosophic foundations underlying the principles and practices of physical education as a part of the total educational program in the Western world.

515, 516 History of Physical Education (3,3) History of physical education from its earliest development up to the 18th century, followed by consideration of the various physical education systems in Europe and their transfer and adaptation to the United States.

518 Ethics in Sport and Physical Education (3) Identification and exploration of current perspectives and practices, literature and research pertaining to contemporary issues and trends in physical education and allied areas.

520 Physical Fitness Programs (3) Programs to meet individual physical fitness and social needs through physical education activities; case-study techniques, developmental programs, development of social traits; administrative problems. Prereq: PEP 444, 446.

521 Sport, Exercise, and Disability (3) Emphasizes the study of capacities and limitations in exercise and motor skills among various disabled and other exceptional populations.

522 Orthopedics and Therapeutics (3) Emphasizes orthopedic handicapping conditions, the influence of physical activity on such conditions, and how the growth of bone and physical stress influence the nature of orthopedic disability.

523 Body Mechanics and Exercise Analysis (3) Provides a framework for analysis of exercise and the principles underlying exercise prescription. Normal and abnormal body mechanics with emphasis on the spine and low back.

524 Techniques of Relaxation (3) The common causes of fatigue and neuromuscular hypertension; methods of combating them. Theories underlying techniques of relaxation; application of these techniques in daily living and in activities.

527 Social Psychology of Sport: Socialization (3) The emergence of sport psychology as a discipline and topics such as socialization, competition, modeling, feedback and reinforcement, personality, aggression, moral development, and self-concept.

528 Social Psychology of Sport: Motivation (3) Motivation in individual and group behavior in sport and physical activity. Topics include participation motivation, intrinsic or extrinsic motivation, goal setting, positive mental attitude, and achievement behavior.

529 Social Psychology of Sport: Psychological Skills (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.

531, 532 Sports Medicine (3,3) Medical factors that influence human performance in sport. Topics include medical supervision and legal implications; nutritional aids; and mechanics of injury, modalities of treatment and rehabilitation. Not offered 1988-89.

533 Motor Skill Learning (3) Identification and application of teaching modes; strategies to create the best atmosphere for acquisition of motor skills.

534 Advanced Motor Skill Learning (3) Identification of variables that influence both the acquisition and retention of motor skill performance. Not offered 1988-90.

535 Theory of Motor Control and Learning (3) Relates learning theory to the learning of motor skills. Application of cybernetic, information processing, open and closed loop, and motor programming theory to variables controlled by the teacher.

536 Neurological Mechanisms Underlying Human Movement (3) Vertebrate neurophysiology and its relationship to motor control. Prereq: BI 321, 322, 391, 392 or instructor's consent.

537 Sports Psychology (3) Analysis of psychological factors and principles affecting physical performance, behavior, and emotions in sports; differences among individuals and among teams. Not offered 1988-90.

540 Statistical Methods in Physical Education (3) Elementary statistics applied to research, including central tendency, variability, normal probability curve, reliability, and correlation. Prereq: graduate standing.

541 Statistical Methods in Physical Education (3) Advanced statistics applied to research, including variance analysis, covariance analysis, partial and multiple correlation, regression equations, chi-square, special correlational techniques, and nonparametric processes. Prereq: PEP 540.

544 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.

545 Experimental Design in Physical Education Research (4) Techniques and procedures of laboratory research in physical education; construction of tests; technical laboratory tests and their use; design of experiments; application of advanced quantitative methods. Prereq: PEP 446, 540, 541.

546 Emergency Procedures and Evaluation (3) Introduction to knowledge and skills needed for injury recognition, evaluation, prevention, and management.

547 Treatment Programs in Athletic Training (3) Theory of therapeutic modalities used in treating sports injuries. Includes physics of electrotherapy, modality selection and application, and development and rationale of treatment programs.

548 Rehabilitation Programs in Athletic Training (3) Theory, design, and implementation of therapeutic exercise programs in sports injury management. Current therapeutic exercise equipment and its use in comprehensive rehabilitation programs.

550 Administration of Physical Education (3) Administrative theory and concepts of organizational behavior and controversies as they apply to job satisfaction, productivity, absence, and turnover in physical education.

552 Administration of Physical Education (3) Tools and methods for administrative research. Application of research to resolution of critical administrative issues in physical education.

554 Administration of Athletics (3) Historical development of athletics and their control. Place of athletics in education; purposes, administrative control, management, operational policies, care of equipment and facilities.

556 Administration of Buildings and Facilities (3) Building layout and equipment; relation of various functional units—equipment service, dressing facilities, activity spaces, administrative units, permanent and portable equipment.

557 Analysis of Teaching in Sport and Physical Education (3) Study of the body of knowledge regarding contemporary teaching theories, practice, and research applicable to sport and physical education.

558 Curriculum Construction in Physical Education (3) Exploration of major paradigms for curriculum construction in physical education by analysis of traditional conceptual-empirical and aconceptual curricula.

559 Systematic Observation in Sport and Physical Education (3) Provides a working knowledge of the development and use of techniques for observing and analyzing teaching and coaching behavior.

561 Physical Growth and Development (3) Emphasis on the sensory-motor development of the preschool child in relation to physical, social psychological, and cognitive development. Application of research to the teaching of physical education to preschool children.

562 Physical Growth and Development (3) Physical and social psychological development during the elementary school period in relation to motor performance. Emphasis on practical applications for movement education of elementary school children.

HDEV 563 Adult Development (3) See description under Human Development and Performance.

567 Motor Development (3) Study of the acquisition of motor skills.

571, 572, 573 Gross Anatomy (3,3,3) Regional approach to human anatomy: extremities, trunk and abdomen, head and neck. Important to college teachers who give instruction in anatomy, kinesiology, and physiology of exercise. Application to body movement, sports medicine, and performance. Prereq: BI 391, 392 or equivalents.

574 Laboratory Techniques in Stress Physiology (3) Fundamental laboratory techniques in human physiology and their significance as measures of health and general physical fitness. Prereq: instructor's consent. Not offered 1988-90.

576, 577 Applied Physiology (3,3) The physical and chemical mechanisms underlying the major functions of the body. Prereq: instructor's consent.

578 Advanced Physiology of Exercise (3) Advanced analysis of the interaction of physical and chemical mechanisms underlying the major functions of the moving body. Prereq: instructor's consent.

580, 581, 582 Biomechanics (3,3,3) The basic mechanisms of movement; application of mechanical principles and analysis of selected movement patterns.

School and Community Health

250 Esslinger Hall
Telephone (503) 686-4119
Richard G. Schlaadt, Department Head

Faculty

Lionel K. Chadwick, Assistant Professor (community health). B.A., 1978, California, Berkeley; M.P.H., 1981, Yale; Ph.D., 1987, London School of Economics. (1988)

Lorraine G. Davis, Professor (statistics, curriculum). B.S., 1965, M.S., 1967, Wisconsin, La Crosse; Ph.D., 1972, Oregon. (1970)

Robert M. Hackman, Associate Professor (nutrition). B.A., 1975, Johns Hopkins; M.S., 1977, Pennsylvania State; Ph.D., 1981, California, Davis. (1981)

Sandy M. Harvey, Assistant Professor (public health, reproductive health, organization of health care). B.A., 1969, Puget Sound; M.P.H., 1979, California, Los Angeles; Dr.P.H., 1984, California, Los Angeles. (1984)

Wesley E. Hawkins, Assistant Professor (school health, mental health). B.S., 1972, Northeast Missouri State; M.S., 1977, Missouri; Ph.D., 1986, Southern Illinois. (1986)

Judith H. Hibbard, Associate Professor (social epidemiology, health services research, women's health). B.S., 1974, California State, Northridge; M.P.H., 1975, California, Los Angeles; Dr.P.H., 1982, California, Berkeley. (1982)

Robert E. Kime, Professor (sex education, consumer health). B.S., 1954, M.S., 1958, Wisconsin, La Crosse; Ph.D., 1963, Ohio State. (1963)

Richard G. Schlaadt, Professor (school health instruction, drug education, student teaching). B.S., 1957, Lewis and Clark; M.S., 1958, Illinois; Ed.D., 1966, Oregon State. (1967)

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

Emeriti

Franklin B. Haar, Professor Emeritus (public health administration). B.P.E., 1928, Springfield; M.A., 1933, Ph.D., 1946, Pittsburgh. (1949)

Warren E. Smith, Professor Emeritus (world health, health and aging). B.S., 1941, Oregon; M.A., 1947, Michigan; Ed.D., 1957, Stanford. (1963)

Frances VanVoorhis, Assistant Professor Emerita of Home Economics (consumer economics, family finance, home management). B.S., 1932, Minnesota; M.S., 1949, Iowa State. (1944)

Margaret J. Wiese, Associate Professor Emerita of Home Economics (foods and nutrition). B.S., 1941, Iowa State; M.A., 1945, Iowa. (1947)

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

The Department of School and Community Health was officially established at the University of Oregon in 1947, although courses for the health education of students have been offered continuously since 1893. The goal of health education is to provide learning experiences that positively influence individuals' understandings, attitudes, and behaviors in making community health decisions.

The Department offers students a variety of undergraduate and graduate courses necessary for professional preparation as well as for the fulfillment of the University's health education requirement for graduation. The requirement may also be fulfilled, but with no credit granted, by students who successfully pass a health education examination administered by the Department during each registration period.

Preparation. Entering freshmen with strong scientific backgrounds have a particular advantage when they enroll in the University chemistry and biology courses required of majors. Students who attend community colleges prior to entering the Department of School and Community Health should take as many of the basic lower-division requirements as possible. Specific courses are listed in the respective program explanations.

Careers. The health career industry is the second largest employer in the United States, and health education graduates are qualified for a variety of positions in an ever-expanding career market. Typical opportunities are for health education teachers in elementary and secondary schools, community colleges, four-year colleges, and universities; school health coordinators for individual schools and school districts; school health nurses; health career teachers in public schools; state school health specialists; community health educators and administrators with public health departments, voluntary agencies, hospitals, and similar institutions; health researchers and statisticians; athletic trainers; and coordinators of commercial wellness programs.

Student Health Organizations

Oregon Student Association for the Advancement of Health Education (OSAAHE). An organization for Health Education majors at the University of Oregon, OSAAHE provides opportunities for students to develop their organizational skills while making an important contribution to the Department and the profession. Members sponsor peer advising sessions for incoming health students, conduct health awareness campaigns and other community service projects, and help promote high-quality research by publishing the best research papers by health students.

Oregon Public Health Student Association (OPHSA). An organization for students from all academic majors interested in the public's health, OPHSA is affiliated with the Oregon Public Health Association and focuses on issues affecting our health and quality of life. Activities include development of a lecture series, publication of a newsletter, and sponsorship of a variety of special projects.

Eta Sigma Gamma. The Beta Lambda chapter of Eta Sigma Gamma is a national health science honorary. Membership is restricted to outstanding students in the health field.

Scholarships

The Department of School and Community Health offers three modest scholarships in honor of esteemed faculty members no longer active as instructors at the University. Information on and applications for the Darwin Gillespie Scholarship, the Franklin Haar Scholarship, and the Antoinette Shumway Stanton Scholarship are available in the main office of the Department of School and Community Health. In addition, the Pauline Juda Memorial Fund supports student research in the area of nutrition.

Oregon Health Education Service

The Oregon Health Education Service (OHES), approved in 1980 by the chancellor of the Oregon State System of Higher Education, is administered by the Department of School and Community Health. Facilities for OHES are in 303 and 304 Gerlinger Hall. OHES has four main objectives: (1) to provide health education information, (2) to offer in-service programs, (3) to conduct research, and (4) to evaluate health programs. These objectives are specifically designed to assist Oregon teachers and school health-related organizations.

University Health Education Requirement

The University health education requirement may be met by taking one of the following courses:

Special Studies (HES 199); see topics under HES course listings

Community Health (HES 211)

Personal Health (HES 250)

Elementary School Health Education (HEP 440); Elementary Education majors only

Undergraduate Studies

Students majoring in Health Education may earn either a bachelor of science (B.S.) or a bachelor of arts (B.A.) degree. Excellent vocational opportunities are available in schools and with public and voluntary health agencies for people with professional training in school and community health. The curriculum provides a strong basis for graduate work in health education, public health, physical therapy, traffic safety, and the health sciences.

Students may study Health Education through the Honors College. See the **Honors College** section of this bulletin.

Students in the Department of School and Community Health are expected to assimilate information and gain competence in the social sciences, physical sciences, and communication. Graduates must often apply their knowledge in practical experiences.

Admission Procedures and Academic Advising

Upon entering the University, a student may be classified as a Health Education premajor. When the required departmental and University lower-division courses are completed, the student is eligible to apply to the Department for major status by filing an application, including transcripts, references, and a comprehensive statement of professional goals. The applicant is admitted to major status in Health Education only after the faculty has reviewed and approved the application.

A faculty adviser is assigned to each student who declares Health Education as a major. Assigned advisers are posted in the Department office in 250 Esslinger Hall. Students are encouraged to seek academic advice on a regular basis.

Major Requirements

Candidates for the bachelor's degree with a major offered by the School and Community Health Department must satisfy all general University requirements (see Bachelor's Degree Requirements in the **Registration and Academic Policies** section of this bulletin), elect appropriate courses in realted areas, and complete

the professional course requirements of the Department of School and Community Health in one of the following specialized majors: Health Education: School Health, Health Education: Community Health, Health Education: Gerontology, Health Education: Comprehensive Health Education.

To qualify for any bachelor's degree in the Department of School and Community Health, a student must have a minimum cumulative grade point average (GPA) of 2.50. The Department requires that degree candidates complete all Health Education major courses with grades of C– or better.

Freshman and Sophomore Years. Students usually complete 15 to 17 credits a term and, in conference with an adviser, choose courses from the accompanying list of core requirements.

Junior and Senior Years. The curriculum is designed to provide the professional proficiency required by each of the majors in Health Education. Specific requirements for each major are included in the following section.

Undergraduate Program Majors

Majors in the Department of School and Community Health complete *all* of the core courses (96-99 credits).

School and Community Health

Core Courses	**96-99 credits**
Lower Division	
Personal Health (HES 250)	3
Personal Health and Human Sexuality (HEP 251)	3
*Introductory Nutrition (HEP 252)	3
*Introduction to Health Education Professions (HEP 253)	3
Arts and letters cluster	9
*English Composition (WR 121 and WR 122, 123, or 343)	6
Fundamentals of Public Speaking (RHCM 122)	3
Social science cluster in Psychology or Sociology	9
Chemistry (elementary or general)	12
Science cluster in Biology	9-12
Upper Division	
Human Physiology I, II (BI 321, 322)	6
School and Community Mental Health (HEP 351)	3
Pathophysiology (HEP 352)	3
Community Health Problems (HEP 353)	3
Introduction to Public Health (HEP 371)	3
Human Anatomy (BI 391, 392)	6
Evaluation Procedures in Health (HDEV 431)	3
Drugs in Society (HEP 453)	3
Environmental Health Science (HEP 454)	3
Consumer Health (HEP 455) *or* Health Care Services (HEP 473)	3

*Must be taken prior to student teaching.

Candidates for the bachelor of arts must be proficient in a foreign language; bachelor of science candidates must fulfill a mathematics proficiency requirement. See Requirements for Bachelor of Arts and Bachelor of Science in the Registration and Academic Policies section of this bulletin.

Each student selects one of the following specialized majors: Community Health, Gerontology, *or* School Health. Or a student may select Comprehensive Health Education, which requires completion of courses from two areas.

Health Education: School Health	**174-189 credits**
Core	96-99
School health area	55
Electives	23-35

Health Education: Community Health	**174-189 credits**
Core	96-99
Community health area	54
Electives	24-36

Health Education: Gerontology	**174-190 credits**
Core	96-99
Gerontology area	36
Electives	42-55

Comprehensive Health Education Options

1. Core + School + Community
   96-99 + 54 + 54 = 204-207
2. Core + Community + Gerontology
   96-99 + 54 + 36 = 186-189
3. Core + School + Gerontology
   96-99 + 54 + 36 = 186-189

School Health

The Department of School and Community Health offers two options to prepare Health Education: School Health majors to teach health education in Oregon public schools. One is for health education teachers at any grade level, kindergarten through twelfth grade; the other is for those at the middle, junior, or senior high school levels. The latter option is a combined teaching endorsement with other related fields, e.g., biology, physical education, social studies, or home economics (home economics is not offered at the University of Oregon). The Department offers work to prepare teachers for Basic and Standard teaching endorsements.

For information regarding requirements for the Health Education endorsement, students should consult the departmental endorsement adviser for teacher education and the staff in the Teacher Education Office of Student Services.

Basic Teaching Certificate in Health Education (K-12). A Basic teaching certificate in Health Education provides entry-level credentials to individuals seeking employment as teachers of health education in public schools, kindergarten through twelfth grade. The preparation includes exposure to the interdisciplinary nature of health from biological, physical, emotional, intellectual, and social perspectives. Upon completion of the program, the student has teaching competence in the following areas: personal health including personal health problems, nutrition, and common diseases; community health including environmental health, consumer health, and health careers; mental health including human behavior, family life, sexuality, and drugs; and safe living including areas concerned with school and home safety and first aid.

The following courses are required for a Basic teaching certificate in Health Education:

Basic Certificate Courses	**54 credits**
Advanced First Aid (HEP 260)	3
Educational Psychology I (EPSY 322)	3
Educational Psychology II (EPSY 323)	3
*Social Foundations of Teaching (CI 327) *or* Education in Anthropological Perspective (CI 471) *or* History of American Education (EDPM 441) *or* Modern Philosophy of Education (CI 445)	3
Accident Prevention and Safety Programs (HEP 361)	3
Seminar: Health Student Teaching (HEP 407)	1
*Practicum: Field Experience in Teaching (HEP 409)	3
Student Teaching: Elementary K-9 (ELED 415) *or* Student Teaching: Secondary (SEED 417)	15
*Educational Media (CI 435)	3
*Health Instruction (HEP 441) *concurrent with* *Seminar: Health Instruction Laboratory (HEP 407)	5
School Health Issues (HEP 442)	3
School Health Coordinator (HEP 443)	3
Social Health (HEP 451)	3
*Teaching Reading and Writing in the Secondary School (SEED 469)	3

*Must be taken prior to student teaching.

Note: The following requirements are prerequisites for student teaching.

1. Core and Basic certificate courses, listed above, that are marked with an asterisk
2. Minimum 2.50 cumulative GPA
3. All admission requirements (including reading, writing, mathematics, and anti-discrimination examinations) for the Secondary Teacher Education Program (see that section of this bulletin under Teacher Education)

Standard Teaching Certificate in Health Education. The Standard teaching certificate in Health Education is primarily an upper-division or graduate course of study designed to expand the teaching competence developed in preprofessional teacher preparation programs. A minimum of 12 credits of course work must be selected from the graduate offerings (including HEP 543, Advanced Health Instruction) of the Department of School and Community Health. Courses should be selected from those designed to further teaching competence. The remaining course work required for a Standard teaching certificate in Health Education must be selected from the offerings of the College of Education with the approval of the secondary education office. For specific information regarding the requirements for a Standard teaching endorsement, students should inquire at the Office of Teacher Certification, College of Education.

Basic Teaching Certificate in Combination with Health Education (K-12). See the description of the minor in School Health, below.

Standard Teaching Certificate in Combination with Health Education. The same requirements apply as for the Standard certificate in Health Education; however, one additional course, Advanced Health Instruction (HEP 543), should be included in the selection of 12 credits designed to further health teaching competence.

Comprehensive Health Education

The comprehensive health educator may teach health education in kindergarten through twelfth grade (K-12) and contribute to a variety of community health services.

This broad program is structured to enhance the experiences and increase employment opportunities for students. It includes a wide variety of School and Community Health courses, a community health practicum with on-the-job experience, a prestudent teaching field experience with school-age children, and student teaching.

To complete the comprehensive health education program, a student must fulfill course requirements for both the Health Education: Community Health and Health Education: School Health specialized majors.

Community Health

The Health Education: Community Health major program is designed to provide entry-level career opportunities for people interested in a wide variety of community health settings. In order to meet the interdisciplinary demands of the community health professions, all Community Health specialized majors take courses in the core areas of public health, organization of health care, communications, planning, and management.

Graduates of the program are prepared to work in local and state health agencies and departments, voluntary agencies, health care institutions, business establishments, and other health-related organizations.

Community Health Courses **54 credits**
Public Service Management (PPPM 322) *or* Management and Organizational Behavior (MGMT 321) . . . 3
Seminar (HEP 407) . . . 1
Practicum (HEP 409) . . . 6
Community Organization (PPPM 447) . . . 3
Principles of Epidemiology (HEP 470) . . . 3
Strategies for Change in Community Health Education (HEP 472) . . . 3
Any three upper-division courses in Anthropology, Psychology, or Sociology . . . 9
One of the following: Group Communication (RHCM 323), Group Work Methods (HS 430), Interpersonal Communication (RHCM 436), *or* Health Instruction (HEP 441) and Seminar: Health Instruction Laboratory (HEP 407) . . . 3-5
One of the following: Expository Writing (WR 216), Grammar for Journalists (J 250), Scientific and Technical Writing (WR 320), or Business Communications (WR 321) . . . 3
The Mass Media and Society (J 224) *or* Educational Media (CI 435) . . . 3

Electives **15 credits**
Select 9 additional credits in HEP or HES courses . . . 9
Select 6 credits in courses from the College of Business Administration, the College of Education, or the following departments: Computer and Information Science; Economics; Gerontology; Planning, Public Policy and Management . . . 6

Gerontology

The Gerontology specialized major is particularly useful to students interested in community health. Increasingly, elementary and secondary school health educators are expected to be familiar with life-span developmental processes, including the aging process.

The Health Education: Gerontology major is satisfied by completion of the core School and Community Health requirements and the following:

Gerontology Courses **36 credits**
Perspectives in Aging (GERO 380) . . . 3
*Practicum: Aging (GERO 409) . . . 6
Experimental Course: Foundations of Social Gerontology (GERO 410) . . . 3
*Prepracticum Theory-Practice Integration (GERO 411) and Concurrent Theory-Practice Integration (GERO 412) . . . 2
Health Aspects of Aging (HDEV 471) . . . 3
Psychological Aspects of Aging (GERO 481) . . . 3
Principles and Practices of Services for the Elderly (GERO 482) . . . 3
Sociological Aspects of Aging (GERO 483) . . . 3

Electives **10 credits**
Select from the following courses:
Community Development (PPPM 320) . . . 3
Human Resources Management (MGMT 320) *or* Public Personnel Administration (PPPM 460) . . . 3
Public Service Management (PPPM 322) . . . 3
Public Service Policies and Programs (PPPM 323) . . . 3
Group Communication (RHCM 323) . . . 3
Health Economics (EC 439) *or* Experimental Course: Grant Writing (PPPM 510) . . . 1
Epidemiology (HEP 470) . . . 3
Strategies for Change in Community Health Education (HEP 472) . . . 3
Health Care Services (HEP 473) . . . 3
Experimental Course: Program Planning (HEP 510) . . . 3

*With the approval of the Center for Gerontology's director, students with practical experience may take two 3-credit Gerontology courses instead of GERO 409, 411, and 412.

The School and Community Health student electing the Health Education: Gerontology major begins the study of gerontology in the sophomore year with Perspectives in Aging (GERO 380). The heaviest concentration of Gerontology courses comes in the junior and senior years.

Minor Requirements

The Department of School and Community Health offers three minors—in Health, School Health, and Community Health—requiring 30-47 credits, distributed as follows:

Health Minor—nonteaching **30 credits**
Personal Health and Human Sexuality (HEP 251) . 3
Introductory Nutrition (HEP 252) . . . 3
Introduction to Health Education Professions (HEP 253) . . . 3
Advanced First Aid (HEP 260) . . . 3
Pathophysiology (HEP 352) . . . 3
Drugs in Society (HEP 453) . . . 3
Environmental Health Science (HEP 454) . . . 3
Principles of Epidemiology (HEP 470) . . . 3
Two other approved 400- or 500-level courses in nutrition . . . 6

School Health Minor—for grades 5-12 teacher certification (Basic combined endorsement) **47 credits**
This minor is offered only in combination with a related endorsement area such as general science, physical education, or social science. Supervised teaching is required in both areas. Each student's program is subject to departmental approval.

Personal Health (HES 250) . . . 3
Introductory Nutrition (HEP 252) . . . 3
Introduction to Health Education Professions (HEP 253) or equivalent . . . 3
Advanced First Aid (HEP 260) . . . 3
School and Community Mental Health (HEP 351) . . . 3
Pathophysiology (HEP 352) . . . 3
Community Health Problems (HEP 353) *or* Introduction to Public Health (HEP 371) . . . 3
Accident Prevention and Safety Programs (HEP 361) . . . 3
Seminar: Health Student Teaching (HEP 407) . . . 1
Student Teaching: Secondary (Health Education) (SEED 417) . . . 5
Health Instruction (HEP 441), 4 credits, *concurrent with* Seminar: Instructional Strategies (HEP 407), 1 credit . . . 5
School Health Issues (HEP 442) . . . 3
Social Health (HEP 451) . . . 3
Drugs in Society (HEP 453) . . . 3
Consumer Health (HEP 455) or equivalent . . . 3

Community Health Minor **33 credits**
Personal Health and Human Sexuality (HEP 251) . . . 3
Introductory Nutrition (HEP 252) . . . 3
One other approved 400-level course in nutrition . . . 3
Introduction to Health Education Professions (HEP 253) . . . 3
Pathophysiology (HEP 352) . . . 3
Community Health Problems (HEP 353) . . . 3
Introduction to Public Health (HEP 371) . . . 3
Environmental Health Science (HEP 454) . . . 3
Principles of Epidemiology (HEP 470) . . . 3
Strategies for Change in Community Health Education (HEP 472) . . . 3
Health Care Services (HEP 473) . . . 3

Athletic Trainer Option

Health Education majors who intend to become certified teachers may also arrange their program to fit the approved academic curriculum of the National Athletic Trainer Association (NATA). Certified health education teachers who have completed the athletic training option can become certified athletic trainers by passing the NATA certification examination after graduation. This option is available only to students with a bachelor's degree.

Prephysical Therapy

Students electing to major in Health Education during their preprofessional work may choose the Health Education: School Health or the Health Education: Comprehensive Health Education major. They may also elect to pursue the athletic training curriculum leading to certification by the NATA.

In addition to the basic School and Community Health core requirements, students must take general chemistry and a full-year sequence in general physics. Depending on entrance requirements of various physical therapy programs, students may need additional courses in either abnormal psychology or elementary statistics or both. See the Health Sciences, Preparatory section of this bulletin.

Safety and Driver Education

The safety and driver education option for undergraduates is designed to prepare students for careers as safety and driver education instructors for schools, communities, public and private agencies, and institutions. Emphasis is on organization, administration, and supervision for classroom and laboratory experience. The student may choose this option in consultation with the Department of School and Community Health and an academic adviser. Courses are offered in a structured sequence.

A student needs to fulfill all requirements in one of the School and Community Health majors in addition to the following courses:

10-16 credits
Accident Prevention and Safety Programs (HEP 361) . . . 3
Driver Education (HEP 467) . . . 4
Practicum (HEP 409) *or* Student Teaching (SEED 417) . . . 3-9
Psychophysical Testing Equipment in Driver Education (HEP 468) is also recommended.

Appropriate electives are also available in education and psychology and may be included in the option.

Basic Driver Education Combined Endorsement. The Department of School and Community Health also offers a program to prepare driver education teachers for the public high schools. Those wanting to qualify for the Driver Education endorsement on their teaching certificates must also qualify for a teaching endorsement in a subject matter field. For specific additional information regarding departmental requirements for the Driver Education endorsement, students should consult the endorsement adviser for teacher education in the Department of School and Community Health.

Certification in most states requires the following courses:

13 credits
Advanced First Aid (HEP 260) . . . 3
Accident Prevention and Safety Programs (HEP 361) . . . 3
Driver Education (HEP 467) . . . 4
Psychology of Accident Prevention (HEP 561) . . . 3

Dental Hygiene

See Dental Hygiene, Preparatory in the Health Sciences, Preparatory section of this bulletin.

Medical Technology

See Medical Technology, Preparatory in the Health Sciences, Preparatory section of this bulletin.

Graduate Studies

The Department of School and Community Health offers graduate work toward the degrees of master of arts (M.A.), master of science (M.S.), doctor of philosophy (Ph.D.), and doctor of education (D.Ed.).

A limited number of graduate teaching fellowships (GTFs) are available, with stipends ranging from approximately $3,000 to $7,000 for the academic year, September to June. Doctoral applicants are given first priority, followed by master's applicants with teaching experience. April 1 is the application deadline for these fellowships.

Graduate students who are work-study certified can receive additional financial assistance.

Master's Degree Options

The Department of School and Community Health offers five options for a master's degree in health education: school health education, community health education, health education for health care practitioners, community health administration, and health and fitness management.

If a student has no deficiencies, it is possible to complete the 45-credit master's degree program in one year, or three terms. Most students take at least four terms, however, and many attend for two years (six terms).

Admission. If accepted, a student is conditionally admitted to the Department with G3 status after consideration of the following application materials:

1. One set of official transcripts of all college or university work
2. All copies of the Application for Graduate Admission except the top copy
3. Three letters of recommendation, including one each from the last academic adviser and the last, or current, employer
4. A cumulative grade point average (GPA) of 2.75 or better (3.00 or better in the community health administration option) for all undergraduate work
5. A score of at least 35 on the Miller Analogies Test (MAT) or 470 on the Verbal portion of the Graduate Record Examinations (GRE); examinations must have been completed within five years of the application date. A student whose native language is not English and who has been in the United States for fewer than five years may substitute a Test of English as a Foreign Language (TOEFL) score of 550 or better for the GRE Verbal score of 470. Program options in community health administration and in health and fitness management have different admission requirements on MAT, GMAT, and GRE scores. See Procedures sections of those options for details.
6. Résumé outlining work and educational experiences
7. A statement of purpose outlining reasons for wanting to pursue a master's degree in Health Education

Applicants should check with the Department secretary prior to the application deadline to make sure their application files are complete.

Application deadlines are *July 1* for fall term (*April 1* for graduate teaching fellowship applications), *November 1* for winter term, *February 1* for spring term, and *May 1* for summer session. Applicants are notified of their admission status two weeks after the admission deadline.

The completed application and supporting documents should be sent to:

Department Head
Department of School
and Community Health
University of Oregon
Eugene OR 97403

In addition, applicants should send one set of official transcripts showing highest degree, the top copy of the Application for Graduate Admission, and a $25.00 fee to:

Director
Office of Admissions and Records
University of Oregon
PO Box 3237
Eugene OR 97403

Advancement to Candidacy. A student is admitted unconditionally as a master's degree candidate (G8 status) after meeting the following conditions:

1. Fulfillment of all prerequisites or removal of deficiencies
2. Successful completion of 12 graduate credits at the University of Oregon
3. Recommendation of the candidate's adviser and the School and Community Health faculty

Graduation. Approval for graduation is contingent on the following:

1. A minimum of 45 to 60 graduate credits as outlined in the specific program option. A minimum of 24 credits must be graded. A maximum of 15 graduate credits may be transferred from other accredited colleges or universities
2. Completion of thesis, project, or comprehensive examinations with the appropriate recommendation from the School and Community Health faculty

Thesis. A systematic approach to answering a research question or problem in health education. The proposal for such an undertaking must be approved by three graduate faculty members, must meet Graduate School requirements of presentation, and must be presented in public as a final examination. The student earns 9 credits for completing this requirement.

Project. A professionally significant endeavor, which may be practical or theoretical in nature. It is both a process and a product. The product is a high-quality report that requires the approval of three faculty members or professionals or both. The student earns 6 to 9 credits for this option depending on the depth and scope of the project.

Comprehensive Examination. Examinations specific to each program are available from option advisers. No academic credit is earned for comprehensive examinations.

School Health Education

This option is available for those who want to concentrate on school health. The requirements for the master's degree do not necessarily meet Oregon teacher certification requirements. With careful planning, however, a student may obtain a master's degree and teacher certification (Basic or Standard), depending on the individual's academic background and experience.

Prerequisites. The Department assumes that a health educator has fundamental knowledge in science, social science, and health education. Each master's degree candidate is therefore required to have completed specific courses. Deficiencies may be removed through appropriate undergraduate or graduate course work. These requirements do not fulfill all Oregon teacher certification requirements. Following are the program prerequisites.

SCIENCE. A minimum of 6 credits including one course in anatomy and one course in physiology.

SOCIAL SCIENCE. A minimum of 6 credits in two of the following areas: psychology, sociology, or anthropology.

HEALTH SCIENCE. A minimum of seven courses, at least one in each of the following areas: nutrition, mental health, drugs, social health, diseases, consumer health, and first aid or safety.

Course Requirements. A student's program is planned with an adviser. It is based on the student's completed courses and experience as well as current academic objectives.

A minimum of 45 graduate credits is required, distributed as follows:

	45 credits
Research Methods in Health and Leisure (HDEV 521)	3
Fundamentals of Statistics in Health (HEP 531)	3
Three 500-level HEP school health courses	9
Two 500-level HEP foundations courses	6
One 500-level HEP safety course	3
One 500-level HEP community health course	3
Elective in School and Community Health	3
Electives outside the College of Human Development and Performance	9
Additional electives	6

ALTERNATIVES

(a) Administrative Alternative. Additional credits to be planned with an adviser from the Division of Educational Policy and Management, College of Education.

	60 credits
Seminar: Personnel Evaluation (EDPM 507)	2
Practicum (EDPM 509)	2
Secondary School Curriculum (CI 522)	3
Advanced Educational Psychology I (EPSY 529)	4
Program Evaluation for Educational Managers (EDPM 574)	3
School-Community Relations (EDPM 578)	2
Policy Development (EDPM 583)	3
Community health practicum	12
Culminating experience: comprehensive examinations, a project, or a thesis	0-9
Electives to total at least 60 credits	19-28

(b) Traffic Safety Alternative. An additional 15 credits should provide background in the following:

	13 credits
Driver Education (HEP 467)	4
Psychology of Accident Prevention (HEP 561)	3
Problems in Traffic Safety (HEP 563)	3
One of the following: Psychophysical Testing Equipment in Driver Education (HEP 468G), Administration and Supervision of Safety Programs (HEP 560), or Administration and Supervision of Driver Education Programs (HEP 562)	3

Community Health Education

Diverse opportunities for the community health educator have been created by recent changes in the organization, administration, and delivery of health care services. New ways of delivering health care to population groups will continue to open up career possibilities for professionals in community health education.

The primary goal of the community health education option is to prepare graduate students for leadership roles in agencies, organizations, and institutions whose services include health education. A program of study is offered to train students in skills in community diagnosis, program planning and coordination, policy formulation, patient education, group process, cost-benefit analysis, team building, and evaluative research.

Prerequisites. Community health education option prerequisites include the following:

SCIENCE. A minimum of 6 credits including one course in anatomy and one course in physiology.

SOCIAL SCIENCE. A minimum of 6 credits including courses in two of the following areas: psychology, sociology, or anthropology.

HEALTH COMPETENCY EXAMINATION. This examination must be taken by all community health education students except those who have a bachelor's degree in health education or who are licensed as health care providers. The examination consists of 251 multiple choice questions covering 11 content areas. In order of emphasis, these areas are sexuality, drugs, nutrition, mental health, community health, environmental health, death and aging, communicable diseases, noncommunicable diseases, exercise, and first aid and safety. Students must answer 70 percent of the questions in each area correctly. Those who do not meet the 70 percent minimum requirement in an area must take one or more courses in that content area in order to correct the deficiency.

Course Requirements. The degree candidate completes a minimum of 60 credits, including the following:

Public Health Core	**15 credits**
Environmental Health Science (HEP 454G)	3
Principles of Epidemiology (HEP 470G)	3
Health Care Services (HEP 473G)	3
Research Methods in Health and Leisure (HDEV 521)	3
Fundamentals of Statistics in Health (HEP 531)	3
Community Health Education Core	**18 credits**
Experimental Course: Community Organization in Health (HEP 410G)	3
Group Work Methods (HS 430M) *or* Interpersonal Communication (RHCM 436G)	3
Community Health Planning (HEP 475G)	3
Seminar: Community Health Education: Program, Planning, and Evaluation (HEP 507)	3
Experimental Course: Behavioral Sciences in Health (HEP 510)	3
Advanced Public Management (PPPM 554)	3
Electives	**15 credits**
Practicum	**12 credits**

Students must complete the 15-credit core of five courses covering four broad areas of public health. The core requirements reflect a commitment that individuals holding graduate degrees in health sciences should possess, in addition to special competence in a selected concentration (e.g., community health administration, community health education), and basic knowledge pertaining to the foundation areas of public health.

Reality-Based Experiences. Whenever possible, course work uses the case-study and critical-incident approaches. In addition, each student completes a structured 12-credit practicum. This experience is arranged to suit individual needs and interests of students and affords the opportunity to implement, in actual work situations, the principles, techniques, and procedures learned in the classroom.

The supervised field experience provides an opportunity for the testing of hypotheses and the amplification of insights, understanding, and skills that could not be obtained in the classroom. The field training requirement is waived or modified for students with appropriate work experience in health education.

Health Education for Health Care Practitioners

This option is available for students who have preparation and experience as practitioners in health care delivery. Candidates must have a bachelor's degree and licensure in one of the following: registered nursing, medical technology, dental hygiene, respiratory therapy, physical therapy, dietetics, or athletic training.

The curriculum, which prepares students for roles in the allied health field, is designed to enhance job advancement opportunities. Each student's program is planned to develop individual objectives.

Prerequisites. The prerequisites for this option are identical with those for the school health education option.

Option Requirements	**45-63 credits**
Research Methods in Health and Leisure (HDEV 521)	3
Fundamentals of Statistics in Health (HEP 531)	3
Community health: at least three courses selected on the basis of objectives, past course work, and experience	9
Foundations: at least two courses based on deficiencies, objectives, and past course work	6
School health education: at least one course to provide overview of problems within the schools and relationship between schools and communities	3
Safety: at least one course	3
Educational media	3
Practicum: a field experience in an agency, allied health teaching, or a public health situation	6
Culminating experience: comprehensive examinations, a project, or a thesis	0-9
Electives: dependent on objectives and general program	9-18

Community Health Administration

The Department of School and Community Health offers M.A. and M.S. degree programs in Health Education with an option in community health administration.

The community health administration program provides a broad-based education that develops managerial and planning skills from a public health perspective. Upon completion of the program students should have knowledge and expertise in:

1. The important social, economic, legal, and political issues relevant to national and local health policies
2. The history, dynamics, and functions of the health care delivery system
3. The application of administrative concepts in the management of health care programs
4. Research and evaluation in health care settings
5. Oral and written communication
6. Managerial problem solving

The program recognizes the limits of traditional, technically oriented medical care in improving the health of populations. Health promotion and prevention are necessary components of comprehensive health programs. A fundamental task of an administrator is to incorporate all elements of a health program into an effective, rational, and acceptable delivery system.

The nature of the program allows students to pursue career opportunities in a wide variety of health care settings without becoming too specialized. However, specialized electives enable students to develop advanced skills in specific areas of interest. Employment opportunities include health administration of local, state, and national government programs; hospitals, clinics, and convalescent centers; voluntary and private health agencies; and a variety of business and industry-related careers, such as Employees Assistance Programs (EAPs) or Health Maintenance Organizations (HMOs).

Prerequisites. A bachelor's degree in the health sciences, natural sciences, or social sciences with fundamental course work in all three areas is required. Students not meeting this requirement may be assigned a program of appropriate undergraduate or graduate courses to be completed prior to or along with the master's degree program.

All community health administration students must take the health competency examination, described under Community Health Education above, except those who have a bachelor's degree in health education or who are licensed as health care providers. Students must answer 70 percent of the questions in each area correctly. However, unlike the commmunity health education requirement, community health administration students may retake the examination until the minimum 70 percent requirement is fulfilled.

Procedures. Application information given under Admission, in the Graduate Studies section above, also applies to the community health administration option with the following changes:

1. A cumulative GPA of 3.00 (B) or better for all undergraduate course work
2. A score of at least 45 on the MAT, 950 on the Verbal and Quantitative portions of the GRE, or 500 on the GMAT. Examinations must have been completed within five years of the date of application
3. Students may transfer a maximum of 15 credits toward fulfillment of requirements for the program. Only graduate courses completed with grades of mid-B or better at an accredited college or university are accepted

Curriculum. A minimum of 72 credits are required for an M.S. degree. It is possible to complete all course work in one year (four terms) in addition to one term of administrative internship.

Community Health Administration Curriculum **72 credits**

Public Health Core **15 credits**
Environmental Health Science (HEP 454G) 3
Principles of Epidemiology (HEP 470G) 3
Health Care Services (HEP 473G) 3
Research Methods in Health and Leisure (HDEV 521) 3
Fundamentals of Statistics in Health (HEP 531) . . . 3

Health Administration Core **15 credits**
Experimental Course: Community Organization for Health (HEP 410G) 3
Health Economics (EC 439G) *or* Seminar: Survey Analysis of Health Care (HEP 507) 3
Community Health Planning (HEP 475G) 3
Legal and Ethical Issues in Health Care (HEP 507) 3
Seminar: Health Policy (HEP 507) 3

General Administration Core **15 credits**
Experimental Course: Financial Management of Health Care Institutions (HEP 507) *or* Financial Management (FINL 516) *or* Public Finance Administration (PPPM 528) 3
Management and Organizational Behavior (MGMT 511) *or* Human Behavior in Public Organization (PPPM 544) 3
Advanced Public Management (PPPM 554) *or* Designing Effective Organizations (MGMT 541) *or* Administration of Health Programs (HEP 552) 3
Two of the following: Seminar: Community Health Education: Program, Planning, and Evaluation (HEP 507), Accounting Concepts (ACTG 511), Marketing Management (MKTG 511), Management Accounting Concepts (ACTG 512), Strategy and Policy Implementation (BA 525), Public Finance Administration (PPPM 528), Planning Analysis I (PPPM 530), Human Resources Management (MGMT 534), Public Policy Analysis (PPPM 536), Social Issues in Planning (PPPM 550) 6

Electives **15 credits**
Elective courses proposed by the student and approved by the adviser 15

Administrative Internship **12 credits**

Reality-Based Experiences. This program embraces the principle of reality-based experiences. Whenever feasible, course work uses the case-study and critical-incident approaches. This experience, arranged to suit the individual needs and interests of the student, affords the opportunity to apply the principles, techniques, and procedures learned in the classroom to actual work situations. The field training requirement may be waived or modified for students with appropriate work experience as administrators or managers in a health setting.

Final Comprehensive Examination. The master's degree program requires the candidate to participate in a final scholarly activity. Degree candidates must successfully complete a thesis, a project, or a comprehensive examination.

Health and Fitness Management

Due to the high cost of medical care and increased public interest, the health promotion field is growing rapidly. Employment opportunities currently exist in private industry, hospitals, and private health clubs. The health and fitness management option is designed to provide students with the skills to plan, implement, and evaluate health promotion programs. Course work in health education, physical education, and business management provide the foundation of the curriculum.

Prerequisites. A bachelor's degree is required with fundamental course work in health science, physical education, natural sciences, social sciences, or business. In addition, each applicant must have:

1. One year of basic chemistry
2. One course in exercise physiology
3. At least one course in human anatomy
4. At least one course in human physiology

Note: First aid certification and cardiopulmonary resuscitation (CPR) training are highly recommended prior to or during the program.

Procedures. Applicants must meet the following requirements:

1. A minimum undergraduate GPA of 2.75
2. A GRE score of at least 470 on the Verbal portion, 500 on the Quantitative portion, or a combined score of 1000 with a minimum score of 450 on either portion

Program Requirements **68-74 credits**
Speech Communication and the Group Process (RHCM 432G) *or* Interpersonal Communication (RHCM 436G) 3
Drugs in Society (HEP 453G) 3
Health Aspects of Aging (HDEV 471G) 3
Physical Fitness and Prescription I (PEP 474G) . . 4
Physical Fitness and Prescription II (PEP 475G) 4
Corporate and Adult Fitness Programs (PEP 476G) 3
Health Promotion: Stress Management (HEP 481G) 3
Financing Leisure Services (LSS 445) *or* Seminar: Financial Management of Health Care Institutions (HEP 507) 3
Practicum (HEP or PEP 509) 6-12
Experimental Course: Weight Control (HEP 510) . 3
Management and Organizational Behavior (MGMT 511) 3
Research Methods in Health and Leisure (HDEV 521) 3
Fundamentals of Statistics in Health (HEP 531) . . 3
Motivation and Quality of Working Life (MGMT 531) *or* Human Resources Management (MGMT 534) 3
Nutrition in Health and Disease (HEP 553) 3
Psychology of Accident Prevention (HEP 561) . . . 3
Applied Physiology (PEP 576, 577) 6
Advanced Physiology of Exercise (PEP 578) 3
Work-site Health Promotion (HEP 581) 3
One of the following: Public Relations Planning Theory (J 520), Social Psychology of Sport: Motivation (PEP 528), Individual Therapies (PSY 531), or an additional Management course from above 3

Note: All students are required to pass a comprehensive examination or complete a master's thesis or project.

Safety and Driver Education

Graduate students in Health Education can study a supporting area in safety and driver education. Following are the course requirements.

21-27 credits
Research (HEP 501) 3-6
Thesis (HEP 503) 3-6
Social Psychology (PSY 517) 3
Administration and Supervision of Safety Programs (HEP 560) 3
Psychology of Accident Prevention (HEP 561) 3
Administration and Supervision of Driver Education Programs (HEP 562) 3
Problems in Traffic Safety (HEP 563) 3

Ph.D. or D.Ed. Degree in Health Education

Doctor of philosophy (Ph.D.) and doctor of education (D.Ed.) degrees are granted primarily on the bases of attainment and proven ability. Time and credit requirements are secondary, but no candidate is recommended for the degree until the minimum requirements of residence and study have been satisfied. At least two years of full-time study beyond the master's degree are generally required, of which at least one year (three consecutive terms) must be spent in residence at the University.

A student whose academic work includes both bachelor's and master's degrees from the School and Community Health Department at the University of Oregon usually are not admitted into the doctoral program.

Conditional Admission—Requirements and Procedures. Applicants must complete the following:

1. A minimum score of 50 on the MAT or 520 on the Verbal portion of the GRE. Examinations must have been completed within five years of the date of application
2. At least two years of full-time, paid experience in the health area. Graduate teaching assistantships cannot be used to fulfill this requirement
3. Evidence of a high level of academic achievement and a satisfactory background in general education. The quality and recency of previous academic work are considered in evaluating the candidate's transcript

If the candidate meets departmental requirements, conditional admission (G4 status) is granted. Unconditional admission (G9 status) is granted after the candidate passes the doctoral qualifying examination and is accepted into the doctoral degree program by the graduate faculty of the College of Human Development and Performance. Upon arrival at the University, the candidate reports to the graduate coordinator to be interviewed and assigned a temporary adviser with whom a program of study is developed for the first term.

All materials must be received before the School and Community Health graduate faculty can review an application for admission. Each application must include the items listed below:

1. One set of official transcripts of all college or university work
2. All copies of the Application for Graduate Admission except the top copy
3. Five letters of recommendation, including one each from the last academic adviser and the last, or current, employer
4. MAT or GRE test results
5. Résumé outlining work and educational experiences
6. A statement of purpose outlining why the candidate intends to pursue a doctorate in Health Education

The completed application and supporting documents should be sent to:

Department Head
Department of School
and Community Health
University of Oregon
Eugene OR 97403

In addition, applicants should send one set of official transcripts showing the highest degree earned, the top copy of the Application for Graduate Admission, and a $25.00 fee to:

Director
Office of Admissions and Records
University of Oregon
PO Box 3237
Eugene OR 97403

Qualifying Examination. The student is required to take a qualifying examination as soon as possible after enrolling in the College, preferably during the first term and definitely before completion of the third term in the program. The examination consists of two major parts:

OBJECTIVE SECTION. This section is used to evaluate the student's academic and professional background and to determine weaknesses in this background.

Students majoring in Health Education take a departmental examination that covers personal health problems, community health problems, first aid and safety, anatomy and physiology, diseases, nutrition, drugs, family health, and mental health.

ESSAY SECTION. The purposes of the essay section of the examination are to evaluate the student's use of English, facility in formulating thought, and ability to deal with professional problems. Students are required to answer at least two comprehensive questions, which are graded by a committee representing the graduate faculty.

Evaluation by Graduate Faculty. The graduate faculty of the College of Human Development and Performance considers the qualification of each student, individually, following the completion of the qualifying examination. Its recommendation may be to admit the candidate to the doctoral program, to postpone admittance, or to reject the applicant. Each student receives the written recommendation at the end of the term in which the examination is completed.

The result of the qualifying examination is considered in determining the student's program. If the student is admitted to the doctoral program, any deficiencies identified in the qualifying examination may be removed by enrolling in designated courses or by other means satisfactory to the adviser.

Course Prerequisites to Degree Candidacy. A student who seeks a doctoral degree in the College of Human Development and Performance must have completed specified undergraduate courses or their equivalents. A student who has not completed these courses as an undergraduate must take them, or their equivalents, as approved by the student's advisory committee, either for credit or as an auditor. Any student enrolling in a graduate course offered by the College must fulfill all prerequisites for the course.

Doctoral Program. The doctoral program in Health Education can be completed in two years. The length of time may vary because of approved transfer credit, deficiencies, and other individual differences. The program is individually designed to meet the needs and future expectations of each candidate. Although no specific credit requirement has been established by the Graduate School, a program is generally designed around the following basic distribution of credits:

1. Primary Area (health education): a minimum of 30 credits including 15 at the University
2. Supporting Area (Ph.D.): a minimum of 20 credits. Supporting areas might include a concentration of courses in gerontology, counseling, educational administration, business administration, public policy and management, physical education, recreation, dance, or computer science.

   Supporting Area in Education (D.Ed.): a minimum of 30 credits

Note: If a supporting area other than education is selected, an additional 20-credit minimum in education is required.

3. Research and statistics: a minimum of 12 credits
4. Thesis: a minimum of 27 credits
5. Related electives: a minimum of 25 credits for the Ph.D., 15 for the D.Ed.

Course work completed for a master's degree may be credited to the program. Up to 9 credits may be earned for the master's thesis. If a thesis has not been completed, an *in-lieu thesis* must be presented and approved by the Department prior to taking comprehensive examinations. Up to 9 credits may be applied to the dissertation component of the programs for this project.

Health Education Service Courses (HES)

Note: It is the Department's policy that work taken pass/no pass (P/N) must be C– quality or better in order to receive credit for the course.

The School and Community Health Department attempts to offer its courses at night on a three-year rotational basis.

Lower Division

199 Special Studies: [Term Subject] (1-3R) Current topics are Personal Health and Drugs, Personal Health and Nutrition, and Personal Health and Stress Management. **R** once when topic changes.

200 Innovative Education: [Term Subject] (1-3R)

211 Community Health (3) Community health issues, programs, and trends. Emphasis on implications for the public's health.

250 Personal Health (3) Personal health problems of university men and women with emphasis on implications for family life, mental health, communicable diseases, degenerative diseases, nutrition.

Upper Division

400 Innovative Education: [Term Subject] (1-3R)

Health Education Professional Courses (HEP)

Note: It is the Department's policy that work taken pass/no pass (P/N) must be C– quality or better in order to receive credit for the course.

The School and Community Health Department attempts to offer its courses at night on a three-year rotational basis.

Lower Division

199 Special Studies: [Term Subject] (1-3R)

251 Personal Health and Human Sexuality (3) Psychophysiology, hormones and sexuality, sexual behavior, pregnancy and childbirth, contraception, abortion, and sexually transmitted diseases. The effects of physical health and emotional well-being on sexuality. Harvey, Kime.

252 Introductory 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.

253 Introduction to Health Education Professions (3) Introduction to school and public health education for majors and potential majors. Includes field experience.

260 Advanced First Aid (3) Immediate and temporary care for a wide variety of injuries and sudden illnesses; control of bleeding, respiratory emergencies, burns, poisoning, shock, and proper methods of transportation, splinting and bandaging. Successful completion of course leads to Red Cross Standard First Aid and Personal Safety or Advanced First Aid and Emergency Care Certificates.

Upper Division

351 School and Community Mental Health (3) For health educators, allied health personnel, and others interested in the mental health movement, the scope of the problem, and programs designed to alleviate these problems. Prereq: HES 250.

352 Pathophysiology (3) Nature, prevention, and control of common communicable and noncommunicable diseases. Prereq: biology and chemistry or general chemistry.

353 Community Health Problems (3) Focuses on contemporary community health problems and issues in relation to quality of care and delivery of health service. Prereq: HES 250.

361 Accident Prevention and Safety Programs (3) Analysis of accident cause and prevention; epidemiology; principles and instruction of accident loss reduction; problems and psychology of accident behavior and prevention.

371 Introduction to Public Health (3) Functions and organization of public and voluntary health agencies and programs at the national, state, and local levels. Prereq: HES 250. Hibbard.

372 Introduction to Public Health (3) Not offered 1988-90.

373 Public Health Data Management (3) Epidemiological applications in the use of public health data systems.

405 Reading and Conference: [Term Subject] (Arr,R)

406 (G) Special Problems (Arr,R) Current topics are Economics of Health Care, Mental Health and Aging, and Psychedelic Drugs.

407 (G) Seminar: [Term Subject] (Arr,R) Current topics are Applied Health Professions in Contemporary Society, Health Instruction Laboratory, Health Student Teaching, Instructional Strategies, and Organization of Health Care.

408 (G) Workshop (Arr,R)

409 Practicum: [Term Subject] (Arr,R) Preregistration required.

410 (G) Experimental Course: [Term Subject] (Arr,R) A current topic is Community Organization for Health.

HDEV 431 (G) Evaluation Procedures in Health (3) See description under Human Development and Performance. Davis.

440 (M) Elementary School Health Education (3) The school health program, health services, and the healthful school environment. Attention to significant health problems. Development of health instruction through the introduction of recent content, methods, and materials.

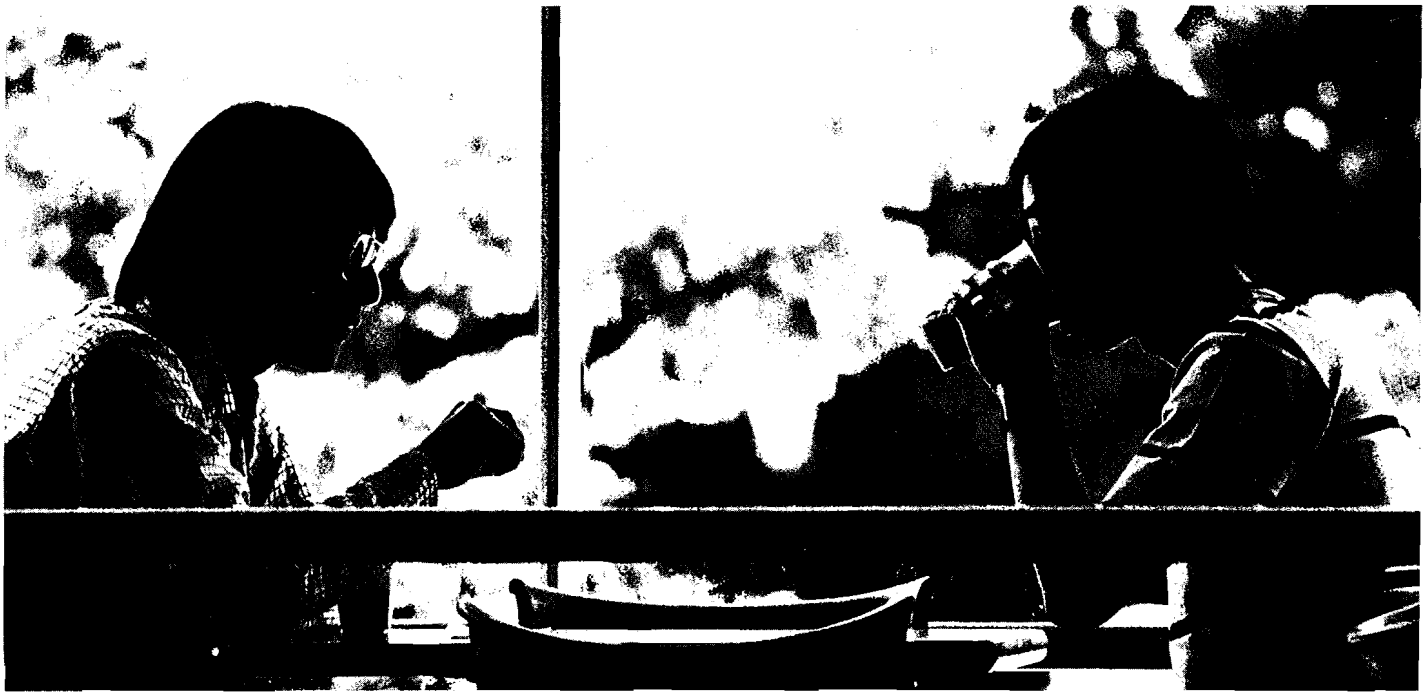
441 (G) Health Instruction (4) Prepares elementary and secondary teachers to develop and implement effective health instruction programs. The latest methodology and health materials for high-quality health education courses. Pre- or coreq: HEP 351, 352, 353, and Seminar: Health Instruction Laboratory (HEP 407).

442 (G) School Health Issues (3) The three components of the school health program as they relate to school and community education; trends and issues involved with health services, school environment, and instruction.

443 (G) School Health Coordinator (3) Prepares teachers to serve effectively as school health coordinators. Emphasis on school health program coordination, service as a liaison between school, home, and community health agencies. Pre- or coreq: HEP 441 or 442.

451 (G) Social Health (3) Physical, mental, emotional, and social phases of human relations as they are affected by male and female sexuality. Implications for sex education programs in schools and communities. Prereq: HEP 251, PSY 388, or instructor's consent. Kime.

453 (G) Drugs in Society (3) Designed to help teachers gain a solid knowledge of and background



on drugs in order to teach about them effectively. Schlaadt.

454 (G) Environmental Health Science (3) Interrelationship of environmental systems (land, air, water, industry) and their effects on individuals and communities.

455 (G) Consumer Health (3) Selection and evaluation of health services and products. Quackery, consumer protection laws and organizations, and health insurance considerations. Kime.

458 (G) Vitamins and Minerals (3) Current theories and recent advances in vitamin and mineral nutrition as they relate to human health promotion. Prereq: college-level course in physiology and chemistry. Hackman.

HDEV 459 (G) Nutrition and the Quality of Life (3) See description under Human Development and Performance. Hackman.

HDEV 460 (G) Nutrition and Athletic Performance (2) See description under Human Development and Performance. Hackman.

461 Instructor First Aid (3) Develops individual teaching techniques for standard or advanced first aid and safety instructors. Successful completion leads to American Red Cross Instructor Authorization. Prereq: HEP 260 or equivalent first aid certification.

467 Driver Education (4) Use of teaching devices, development of instructional units, behind-the-wheel instruction.

468 (G) Psychophysical Testing Equipment in Driver Education (3) Instruction for driver education teachers in the use of driver simulation, psychophysical testing, and multimedia equipment. Offered irregularly.

470 (G) Principles of Epidemiology (3) Epidemiologic methods and their application to both infectious and noninfectious disease. Critical analysis of the epidemiologic process; formulating and solving original problems. Hibbard.

HDEV 471 (G) Health Aspects of Aging (3) See description under Human Development and Performance. Smith.

472 (G) Strategies for Change in Community Health Education (3) Community health education theory and programming. Operational and behavioral objectives, educational methodology, learning theory, barrier identification, community resources for health education efforts, and evaluation techniques. Hibbard.

473 (G) Health Care Services (3) Structure and function of American health care services. Components include health care facilities, personnel, financing, and issues and trends in health care delivery. Harvey.

475 (G) Community Health Planning (3) Concepts and methods of community, regional, and national health planning. Social, economic, structural, and political aspects of planning agencies. Hibbard.

481 (G) Health Promotion: Stress Management (3) Overview of stress management strategies with emphasis on applications at the work site.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R)

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Current topics are Advanced Statistics in Health; Community Health Education: Program, Planning, and Evaluation; Financial Management of Health Care Institutions; Health Facilities Organization and Management; Health Grantsmanship; Health Policy Analysis; Interpersonal Processes and Community Health Education; Instructional Methodology and Materials in Community Health Education; Legal and Ethical Issues in Health Care; and Survey Analysis of Health Care.

508 Workshop (1-9R)

509 Practicum: [Term Subject] (Arr,R) Advanced registration required. College-Level Health Teaching and Health Services-Related Agencies are current topics.

510 Experimental Course: [Term Subject] (Arr,R) Recent topics include Behavioral Sciences in Health, Family Health, Growth and Development, Health Policy, Personal Health, Substance Use and Abuse, and Weight Control.

HDEV 521 Research Methods in Health and Leisure (3) See description under Human Development and Performance. Davis.

531 Fundamentals of Statistics in Health (3) Designed to prepare students to plan the collection of data as well as to present and analyze health information and related data. Prereq: HDEV 431 or equivalent. Davis.

541 Philosophy and Curriculum Design in Health Education (3) Philosophy, foundation, and principles of curriculum organization for health education at the elementary, secondary, and college levels.

542 Sex Education (3) Designed primarily for teachers. Curriculum organization, teaching methods, and materials. Prereq: HEP 451 or equivalent. Kime.

543 Advanced Health Instruction (3) Planning programs for public and school health education. Consideration of the organization of in-service programs, determination of priorities, and interpretation of roles of school health coordinators. Schlaadt.

551 Basic Issues in Health Education (3) Current basic issues and problems in health education; economic and social forces affecting health education; implications for programs. Prereq: graduate standing. Davis.

552 Administration of Health Programs (3) Analysis of organizational patterns, planning procedures, fiscal and personnel management, public relations, and other administrative concerns such as legal and constituency implications.

553 Nutrition in Health and Disease (3) Essential facts and current theories regarding nutrition with emphasis on disease prevention. Prereq: background in biology, chemistry, and physiology. Hackman.

554 Recent Progress in Disease Control (3) New knowledge discussed by experts actively engaged in various medical and surgical specialties. Prereq: anatomy, physiology, and HEP 352.

555 Psychopharmacology (3) Current social, psychological, and medical implications of drug misuse in our society. Preventive aspects of drug-induced abnormal behavior. Background in biology, chemistry, physiology, psychology, and sociology helpful.

560 Administration and Supervision of Safety Programs (3) Development, organization, and implementation of safety programs in industry with application to other settings.

561 Psychology of Accident Prevention (3) An overview of concepts, methods, and problems in injury control. Emphasis on high-risk highway and occupational accidents. Health and fitness programs. Kime.

562 Administration and Supervision of Driver Education Programs (3) Budgeting, selection, and placement of teachers; curriculum development; public relations. Schlaadt.

563 Problems in Traffic Safety (3) Factors in the traffic safety problem; law enforcement, engineering, health and medical, use of alcohol and drugs by drivers, driver licensing.

571 World Health Problems (3) Provides information on world health problems and international programs, the World Health Organization and its supporting agencies; intensive study of a regional health problem. Prereq: senior or graduate standing. Smith.

581 Work-Site Health Promotion (3) Planning, implementing, and evaluating work-site health promotion programs.

School of Journalism

201 Allen Hall
Telephone (503) 686-3738
Arnold Ismach, Dean
Karl J. Nestvold, Associate Dean
Gregory J. Kerber, Assistant Dean

Faculty

Randal A. Beam, Assistant Professor (news-editorial). B.A., 1974, Nebraska, Lincoln; M.A., 1976, Syracuse; Ph.D., 1988, Wisconsin, Madison. (1986)

James M. Bernstein, Assistant Professor (broadcast news). B.A., 1973, Indiana; M.A., 1982, Ph.D., 1985, Michigan State. (1986)

Thomas H. Bivins, Assistant Professor (public relations). B.A., 1974, M.F.A., 1976, Alaska, Anchorage; Ph.D., 1982, Oregon. (1985)

Timothy W. Gleason, Assistant Professor (news-editorial). B.A., 1980, State University of New York Empire State College; M.A., 1983, Ph.D., 1986, Washington (Seattle). (1987)

Arnold Ismach, Professor (communication research, news-editorial); Dean, Journalism. B.A., 1951, Oklahoma; M.A., 1970, California, Los Angeles; Ph.D., 1975, Washington (Seattle). (1985)

Ann C. Keding, Assistant Professor (advertising). B.A., 1973, M.A., 1975, California State, Fullerton. (1986)

Gregory J. Kerber, Assistant Professor (news-editorial). B.A., 1972, Florida; M.A., 1983, Oregon. (1981)

Lauren J. Kessler, Associate Professor (magazine). B.S.J., 1971, Northwestern; M.S., 1975, Oregon; Ph.D., 1980, Washington (Seattle). On leave winter, spring, fall 1989. (1980)

James B. Lemert, Professor (communication research). A.B., 1957, M.J., 1959, California, Berkeley; Ph.D., 1964, Michigan State. (1967)

Duncan L. G. McDonald, Associate Professor (news-editorial). B.S., 1966, Ohio; M.S., 1972, Oregon. (1975)

Kenneth T. Metzler, Professor (magazine). B.S., 1956, Oregon; M.S.J., 1967, Northwestern. (1960)

Roy Paul Nelson, Professor (magazine, advertising). B.S., 1947, M.S., 1955, Oregon. (1955)

Karl J. Nestvold, Associate Professor (broadcast news). B.S., 1954, Wyoming; M.S., 1960, Oregon; Ph.D., 1972, Texas at Austin. (1961)

Stephen E. Ponder, Assistant Professor (news-editorial). B.A., 1964, Washington (Seattle); M.A., 1975, George Washington; Ph.D., 1985, Washington (Seattle). (1985)

Galen R. Rarick, Professor (communication research, news-editorial). B.A., 1948, Denver; M.A., 1951, Ph.D., 1963, Stanford. (1962)

William E. Ryan II, Associate Professor (graphic design). B.A., 1964, Loras; M.A., 1975, South Dakota. (1987)

Carol L. Smith, Assistant Professor (news-editorial, magazine). B.A., 1983, South Florida; M.A., 1985, Wyoming. (1988)

H. Leslie Steeves, Assistant Professor (public relations). B.S., 1971, Vermont; M.S., 1974, Ph.D., 1980, Wisconsin, Madison. (1987)

Willis L. Winter, Jr., Professor (advertising). B.S., 1950, California, Berkeley; M.S., 1957, Oregon; Ph.D., 1968, Illinois. (1957)

Emeriti

John W. Crawford, Professor Emeritus (advertising). B.A., 1935, Northwestern; M.A., 1958, Michigan State. (1969)

Charles T. Duncan, Professor Emeritus (news-editorial). A.B., 1936, M.A., 1946, Minnesota. (1965)

Jack D. Ewan, Associate Professor Emeritus (advertising, public relations). B.S.J., 1948, M.S.J., 1964, Northwestern. (1964)

John L. Hulteng, Professor Emeritus (news-editorial). Ph.B., 1943, North Dakota; M.S. 1947, Columbia. (1955)

R. Max Wales, Professor Emeritus (advertising, public relations). B.A., 1933, Washburn; M.A., 1956, Iowa. (1957)

Carl C. Webb, Associate Professor Emeritus (news-editorial). B.S., 1932, M.A., 1950, Oregon. (1943)

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

The School of Journalism offers programs leading to bachelor's and master's degrees in five areas: advertising, broadcast journalism, magazine journalism, news-editorial, and public relations. In the graduate program, students may also concentrate on communication research.

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 a national body, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The University of Oregon has one of the few accredited programs in the western United States with as many as five fields of study.

The Journalism program is based on a premise that the best professional journalist is broadly educated. In accordance with national accrediting standards, students must take at least 135 quarter credits in courses outside the School of Journalism. Of those, 98 credits must be in courses in the liberal arts and sciences. A maximum of 51 credits in the normal 186-credit undergraduate program may be in professional journalism courses. Students take professional courses not only to learn 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.

Faculty members at the Journalism School are former professionals who combine academic background with experience in their teaching fields. Among them are former advertising agency executives, newspaper reporters and editors, broadcast journalists, public relations executives, communication researchers, and magazine writers. The faculty continues to be active and influential beyond the confines of the University campus through numerous text and trade books in such areas as advertising, language skills, reporting, interviewing, information gathering, communication theory, graphic arts, public relations writing, and magazine writing.

Many Journalism students are active in campus affairs, working for such agencies as the campus daily newspaper, the University's radio station, the student advertising agency, or on alternative publications. The School also encourages them to participate in journalistic organizations such as the Ad Club, Peer Advisers, Public Relations Student Society of America, Women in Communications, and Society of Professional Journalists. Internships are often available at newspapers, magazines, broadcast stations, advertising agencies, and public relations offices.

Preparation. The best high school preparation for Journalism majors is a broad college preparatory program with emphasis on language skills, English literature, speech, history, and the social sciences. Depending on their career interests, prospective Journalism students can also benefit from the study of mathematics, statistics, computers, and foreign language. Students with specific interests in science and technology are encouraged to consider journalism because of the many career opportunities in communicating about science and technology. Students also should learn typing or word processing.

Community college students planning to transfer to the University of Oregon School of Journalism should concentrate on college transfer courses, especially literature and social science courses, that can fulfill University requirements and the Journalism general studies requirements. Almost all professional Journalism courses are taken at the School of Journalism.

Undergraduate Studies

Journalism Premajor Admission

Students planning to major in Journalism enter the University as Journalism premajors and do not need to meet any special admission requirements beyond the general University requirements. Each Journalism premajor is assigned to a Journalism faculty adviser who assists in planning the student's course of study. In fall term these assignments are made at a meeting of all new undergraduate students during New Student Orientation. At other times students may go to the School of Journalism student services office, 211B Allen Hall, to request assignment to an adviser. Students may request specific faculty members as advisers or change advisers by applying at the School of Journalism office.

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 office. To become a Journalism premajor, a student must have a minimum cumulative grade point average (GPA) of 2.50 for all college work attempted including work transferred from other colleges.

Premajor Program

Journalism students spend most of their first two years fulfilling two sets of requirements. The first is the general studies program required by the Journalism School and the University. Courses required by the Journalism School frequently overlap with the University's group and cluster requirements. A student who takes Introduction to Literature (ENG 104, 105, 106), for example, fulfills one of two required clusters, one arts and letters group, and three of the six literature courses required by the Journalism School. Journalism premajors should have completed most, but not necessarily all, of these courses before applying for admission as a Journalism major.

The second set of requirements is the Journalism School's core curriculum. This consists of three courses, usually taken late in the freshman year or during the sophomore year: The Mass Media and Society (J 224), Writing for the Mass Media (J 251), and Information Gathering (J 252). A fourth course, Visual Communication and Graphics, is currently being developed to be added to the core curriculum at a later date.

Journalism premajors must take the core courses on a graded basis and must pass them with a 2.50 GPA to be admitted as majors. All students have the option of retaking *one* core course in order to attempt to raise a deficient core GPA to the 2.50 minimum. The student may choose which core course to retake. All grades received in the core courses, including both grades of a retaken core course, are averaged to determine the core GPA.

Journalism students usually take another core course, although it is not required. Grammar for Journalists (J 250) prepares students to take the Language Skills Diagnostic Test (LSDT) required for admission as a Journalism major. The LSDT is a comprehensive examination of spelling, grammar, and word usage. Students may attempt the LSDT only twice. The Journalism faculty suggests that students take the course first.

Journalism premajors may take no more than two additional Journalism courses before being admitted to major status. These courses are selected from the following: Production for Publication (J 321), Principles of Advertising (J 341), Principles of Public Relations (J 359), Introduction to Magazines (J 370), and three courses open to upper-division students only: Mass Media Law (J 485), History of Mass Media (J 487), and Journalism and Public Opinion (J 494).

All of the above courses, including those in the core curriculum, are open to nonmajors as well as Journalism majors and Journalism premajors. Students intending to become majors, however, are limited to two of the additional courses before applying for major status. This limitation has been set by the faculty to ensure an orderly progression toward a degree in Journalism.

All Journalism laboratory courses with controlled enrollment are open only to Journalism majors or to students with instructor's consent.

Students with major status are given priority in registering for the next term's School of Journalism classes during a preregistration held around midterm.

Sample Program

Below are course suggestions for freshmen who intend to major in Journalism, prepared specifically to meet Journalism requirements. Journalism premajors normally concentrate on filling the general studies requirement during the first year and continue doing so through the sophomore year. During this time they also fulfill the Journalism core courses in preparation for admission as majors. These are suggestions only; students have a wide variety of options and should consult with faculty advisers in preparing courses of study.

Freshman Year	**45-48 credits**
Introduction to Literature (ENG 104, 105, 106) *or* World Literature (ENG 107, 108, 109)	9
History of Western Civilization (HST 101, 102, 103) *or* History of the United States (HST 201, 202, 203)	9
English Composition (WR 121 *and* 122 or 123)	6
Health education (HES 199, 211, or 250)	3
Three courses in foreign language, mathematics, science, anthropology, geography, philosophy, political science, psychology, religion, or sociology	9-12
9 credits from the following: Fundamentals of Speech Communication (RHCM 121), Use of the Library (LIB 127), The Mass Media and Society (J 224), Grammar for Journalists (J 250)	9

Admission as a Journalism Major

To be eligible for admission as a Journalism major, the Journalism premajor must have fulfilled the following requirements:

1. Completed 90 or more credits of course work
2. Made substantial progress toward completing the general studies requirements of the University and the Journalism School
3. Attained a cumulative grade point average (GPA) of at least 2.50 for all college work attempted
4. Completed the Journalism School's core curriculum (J 224, 251, and 252) with a GPA of at least 2.50
5. Received a passing score on the School's Language Skills Diagnostic Test (LSDT). This examination is normally offered twice a term, once during the course registration period and again during final examination week. Consult a Journalism office staff member for the LSDT schedule

Transfer Students

Students transferring to the University of Oregon Journalism program enter as Journalism premajors until they have met the requirements for admission as majors. They apply to the University Office of Admissions and Records and are accepted as Journalism premajors if they meet the University's general standards for admission. The Journalism School, however, does not encourage a student with a college grade point average (GPA) below 2.50 to apply for Journalism premajor status. To be admitted to major status, transfer students must meet the Journalism School's requirements for admission, as outlined above.

Transfer Credit. The School of Journalism accepts journalism credits earned at other colleges and universities as follows:

1. Credits earned at schools of journalism accredited by the ACEJMC are accepted both for journalism credit and to fulfill specifically required courses
2. Journalism credits are accepted from unaccredited journalism programs, but they may not be used to meet specific course requirements. They do count toward the 51-credit limit set by the national accrediting standards
3. The school accepts, both for credit and for meeting specific course requirements, courses offered under the Community Education Program (CEP) if the course is taught by a member of the School of Journalism faculty or by a teacher approved by the faculty
4. No matter how many credits are transferred, students must take at least 27 credits of Journalism in residence to earn a degree from the University of Oregon
5. Students cannot take more than 51 credits in Journalism courses out of the 186 total credits required for University graduation. They may, however, add credits to the 186-credit total to accommodate extra Journalism credits (e.g., take 190 credits to accommodate 55 credits in Journalism)
6. The School accepts the equivalent of The Mass Media and Society (J 224), taught at other colleges, to meet the J 224 requirement for admission as a major, but the grade earned at another college does not apply in calculating the 2.50 GPA required for admission

Transfer students wanting to discuss the transfer policy may consult with the assistant dean or the associate dean.

Major Requirements

Journalism majors must meet the University of Oregon requirements for the bachelor of arts (B.A.) or bachelor of science (B.S.) degree. In addition, they must meet the following requirements of the School of Journalism.

1. Satisfactory completion of at least 36 credits in Journalism, of which at least 27 must be taken at the University of Oregon School of Journalism and at least 24 must be upper division
2. Satisfactory completion of at least 135 credits in academic fields other than journalism with at least 98 of those credits in liberal arts courses. A student who graduates with 186 credits must take no more than 51 credits in Journalism, including transfer credits
3. Satisfactory completion of at least two writing courses at the School of Journalism or transferred from an ACEJMC-accredited Journalism program. Writing for the Media (J 251) fulfills one such requirement. Grammar for Journalists (J 250), however, does *not* fulfill this requirement
4. Satisfactory completion of at least two of the following courses: Mass Media Law (J 485), History of Mass Media (J 487), and Journalism and Public Opinion (J 494)
5. A cumulative University of Oregon GPA of 2.50 or better
6. In addition to any required course prerequisites, satisfactory completion of at least one of the following academic program areas in Journalism:

   Advertising. Three of the following: Advertising Media Planning (J 441), Advertising Campaigns (J 444), Agency Account Management (J 445), Advertising Copy

Writing (J 446), Advertising Layout (J 447). **Note:** Students who opt *not* to take J 446 must take an additional writing course in the School of Journalism

Broadcast Journalism. Radio-Television News I (J 331), Radio-Television News II (J 432), and either Advanced Radio News (J 433) or Advanced Television News (J 434)

Magazine Journalism. Introduction to Magazines (J 370), Magazine Article Writing I (J 468), and Magazine Editing (J 470)

News-Editorial Journalism. Reporting I (J 361), Reporting II (J 462), and Newspaper Editing (J 464)

Public Relations. Principles of Public Relations (J 359), Public Relations Writing (J 465), and Public Relations Problems (J 483)

General Studies Courses. The School of Journalism believes that professional journalists should be broadly educated. The following courses must be completed for graduation with a Journalism major:

1. Six courses of at least 3 credits each in literature (not including courses dealing primarily with film)
2. Three courses of at least 3 credits each in history
3. Three courses of at least 3 credits each in economics
4. Three additional blocks of courses, each block consisting of at least 9 related credits, from among these areas: American studies, anthropology, art history, computer science, economics, geography, history, linguistics, mathematics, philosophy, political science, psychology, rhetoric and communication, religion, science, or sociology. When choosing science, students must choose three courses in the same department, e.g., three courses in Chemistry

Courses numbered 199, 200, 400-406, or 408-410 may not be used to fulfill these requirements.

Definitions, Limitations, and Policies

Literature courses include those taught by the English and Comparative Literature Departments as well as literature courses taught in English translation by the Classics Department and by foreign language departments.

Internship Workshop. A Journalism major may earn no more than 3 credits in Workshop: Internship (J 408).

Grades. Undergraduate majors may take up to three Journalism courses on a P/N (pass/no pass) basis. This limitation does not apply to courses offered P/N only. P signifies satisfactory (C– or better) work. Grades of D are acceptable for specific courses intended to meet Journalism graduation requirements as long as the 2.50 University of Oregon grade point average is maintained.

Second Bachelor's Degree

Students who already possess a bachelor's degree and want to earn a second bachelor's degree in Journalism at the University may apply for Journalism premajor status through the University Office of Admissions and Records. Upon fulfilling the requirements for admission—including passing the core curriculum with a 2.50 GPA or better, passing the LSDT, and having a 2.50 or better cumulative GPA—they may apply for major status. Students must complete all of the Journalism School's requirements for graduation including the general studies requirements. Credits, including transfer credits, earned for the first bachelor's degree may count toward meeting the requirements as long as they conform to the transfer credit policy outlined earlier.

General Information

The School of Journalism occupies Eric W. Allen Hall, named in memory of its first dean. Fully equipped laboratories are provided for news writing, editing, advertising, radio-television news, and photography. Current files of newspapers and trade publications are maintained in the George S. Turnbull Memorial Reading Room. The School receives the regular newspaper services of the Associated Press. The Eric W. Allen Seminar Room, furnished by contributions from friends and alumni, is a center for group meetings and receptions. The University of Oregon Library has an extensive collection of the literature of journalism and mass communication.

The Oregon Newspaper Publishers Association, the Portland Advertising Federation, and the Oregon Association of Broadcasters cooperate with the School and the University Career Planning and Placement Service in providing placement services for Journalism graduates. The Oregon Scholastic Press has its headquarters in 201 Allen Hall.

Scholarships. Scholarships ranging from $250 to $2,000 are available through the School of Journalism with the support of endowments and contributions. A brochure describing these scholarships is available from the Journalism office.

Student Loans. Interest from a $15,000 endowment fund bequeathed to the University by the late Mrs. C. W. Jackson, widow of the founder of the *Oregon Journal*, provides short-term loans to Journalism majors. The Arthur and Marian Rudd Loan Fund, established by a gift from an alumnus, also provides emergency loans. A third fund, established by Zeta chapter of Gamma Alpha Chi, a professional society for women in advertising, provides loans for women majoring in Journalism. For information inquire at the Journalism School office.

Secondary School Teaching

The School of Journalism offers work toward preparation to teach journalism in the public secondary schools. For information regarding requirements for the Basic or Standard endorsement in Journalism, students should consult the departmental endorsement adviser for teacher education and the staff in the Teacher Education Office of Student Services.

Graduate Studies

The role of the School's undergraduate program is to provide students with the basic skills and techniques they need to secure their first professional media positions.

The professionally oriented master of arts (M.A.) and master of science (M.S.) programs at the University of Oregon School of Journalism seek to expose students to a wide range of ideas concerning the structure, function, and role of mass communication in society. The goal is to educate students to be mass media leaders and decision makers who actively contribute to improving the quality of media.

Requests for information and graduate applications, as well as all completed application materials, should be sent to:

Director of Graduate Study
School of Journalism
University of Oregon
Eugene OR 97403

Admission Requirements

Admission to the graduate program is granted for the fall term only. About 50 students participate in the program, with approximately 25 new students admitted each fall. Both United States citizens and international students may apply.

An applicant for admission to the graduate program must be a graduate of an accredited four-year college or university. To be considered for admission to the School of Journalism's master's degree program, an applicant must submit all of the following:

1. Official transcripts from all institutions where undergraduate and graduate work was completed. The minimum undergraduate GPA for admission is 3.00. In exceptional cases, an applicant with a lower score may be admitted conditionally
2. Official Graduate Record Examinations (GRE) scores no more than five years old. The minimum combined score for admission is 1100. In exceptional cases, an applicant with a lower score may be admitted conditionally
3. A 750- to 1,000-word essay describing the applicant's academic and career goals. The essay should focus on the relationship between the applicant's past academic and professional experience and his or her future plans. Applicants should specifically explain how the University of Oregon's School of Journalism program relates to their educational goals
4. An up-to-date résumé
5. A portfolio, stringbook, clips, tapes, or other evidence of relevant professional work *or* evidence of scholarly writing and research
6. Three letters of recommendation, including two from academic sources
7. In addition to these requirements, all international students must submit scores for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Applicants with TOEFL scores below 575 are not considered for admission. There is no minimum score on the TSE

To be considered for fall admission, an applicant must submit all of the above materials by May 1.

Applicants for graduate scholarships or graduate teaching fellowships must submit their scholarship or fellowship applications and all their admission materials by March 31.

Students may be conditionally admitted for graduate study if they can offer evidence that they can be successful in the program. Such evidence might include exemplary scores on the GRE, a GPA exceeding 3.00 for the last two years of undergraduate study, or substantial experience in journalism.

Students without the appropriate professional or academic background in the mass media may be conditionally admitted into the program. These students are required to take no more than four undergraduate courses to prepare them for graduate work. Some of these courses may be taken at the same time as the graduate curriculum; others are prerequisites for certain graduate courses. Courses, to be determined on an individual basis at the time of admission, may include Mass Media and Society (J 224), Writing for the Media (J 251), Information Gathering (J 252), Radio-Television News I (J 331), Principles of Advertising (J 341), Principles of Public Relations (J 359), Reporting I (J 361), Introduction to Magazines (J 370), Experimental Course: Visual Communication (J 410G), Advertising Copywriting (J 446G), Public Relations Writing (J 465G), Magazine Article Writing (J 468G), Mass Media Law (J 485G), History of Mass Media (J 487G)

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 through consultation with advisers. Graduate students should see their advisers at least once a term.

Requirements for Graduation

Candidates for the master's degree must earn at least 46 graduate credits with a cumulative GPA better than 3.00. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

The program concludes with either a thesis or a professional project. Students generally take five to six terms to complete the program. Specific requirements follow:

1. Three graduate-level core courses: Experimental Course: Approaches to Mass Communication Research (J 510), Mass Communication and Society (J 511), Theories of Mass Communication (J 513)
2. Three additional 500-level courses in the School of Journalism, which may include seminars in communication history, communication law, technology, women and the media, political communication, ethics, economics of mass media, literary journalism, evaluation of media, and craft attitudes
3. At least 6, but no more than 15, graduate credits outside the School of Journalism. The courses chosen must be part of a consistent, related, educationally enhancing plan that has been approved by the student's adviser prior to enrollment
4. A graduate thesis (9 credits in J 503) or professional project (6 credits in J 509) approved and supervised by a faculty committee. Each student chooses a faculty member to supervise the research and writing of the thesis or terminal project. The topic must be approved by the adviser before work is begun. A student should register for Thesis (J 503) or Practicum: Terminal Project (J 509) credit during the terms in which the research and writing are done

Candidates for the M.A. degree, but not the M.S. degree, must be proficient in a foreign language. Criteria for proficiency are completion, within the past seven years, of the second year of the language at the college level *or* passing an examination demonstrating equivalent competence.

Evaluation of Progress. All graduate students' programs are examined by the Graduate Affairs Committee during progress toward the master's degree:

1. Each graduate student in Journalism is automatically considered for advancement to candidacy in the term following the completion of 12 credits of graduate study
2. Students not advanced to candidacy at this evaluation are given written notice but may be allowed to continue course work until the completion of 24 credits of graduate study. At that time a final decision regarding advancement to candidacy is made

To be advanced to candidacy, a student must have completed at least 12 credits of graduate study at the UO with a GPA better than 3.00. At least two core courses must make up part of the 12 credits.

During the term in which the student completes all other requirements for the degree, he or she takes an oral examination on the thesis or terminal project given by that student's thesis or project committee.

Students nearing the completion of their programs should obtain from their advisers copies of a checklist of steps to be taken and examinations to be passed immediately prior to the awarding of the degree. Students are responsible for completing all formalities before the deadline.

A graduate student in Journalism cannot elect the pass/no pass option for a Journalism course that is to be included in the 46 graduate credits for a master's degree unless the course is offered P/N (pass/no pass) only. For a graduate student to earn a P in a P/N only course, he or she must do B– work or better.

Financial Assistance

The School provides a number of graduate scholarships and graduate teaching fellowships. Scholarships range from $500 to $2,000. Fellowships include a complete tuition waiver and a stipend for the academic year. Graduate teaching fellows assist professors with teaching, research, and administrative responsibilities.

Admission materials and applications for scholarships, fellowships, and other financial assistance must be submitted by March 31. Applicants may apply for both a scholarship and a fellowship at the same time.

International Students

International students beginning graduate work at the School of Journalism should plan to take basic courses that do not carry graduate credit before enrolling in graduate-level courses. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). Both the TOEFL and the TSE are administered on specific days around the world. Applicants should arrange to take these tests well in advance of the application deadline. The minimum TOEFL score for admission to the School of Journalism is 575. There is no minimum TSE score.

A firm mastery of English, including American mass-communication idiom, is necessary for success in professional courses at the graduate level. International students who lack such mastery are required to attend courses at the American English Institute on campus *before* undertaking the Journalism graduate program. Though these courses do not carry graduate credit, they qualify for students' visa requirements. The best time to attend the Institute's courses is the summer session preceding the first term in the master's degree program.

Journalism Courses (J)

Lower Division

200 Innovative Education: [Term Subject] (1-3R)

224 The Mass Media and Society (3) The various media of mass communication and their effects on society. Beam, Bivins, Kessler, McDonald, Smith.

250 Grammar for Journalists (3) Intensive review of grammar, word use, spelling, and principles of clear, concise writing. Introduction to the journalistic style.

251 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. Beam, Kessler, Smith.

252 Information Gathering (3) Survey of methods and strategies for acquiring information of use to the various mass media. Examination of records, data bases and sources, and interview methods. McDonald.

Upper Division

321 Production for Publication (3) Production of news-editorial and advertising material in the print media. Includes printing processes, typography and composition methods, and graphic arts photography. Beam, McDonald, Metzler, Ryan.

331 Radio-Television News I (3) Gathering and writing news for broadcast media. Emphasis on broadcast style, basic aspects of radio-television news. Typing ability required. Majors only. Bernstein, Nestvold.

336 Photojournalism (3) Introduction to black-and-white photographic techniques with special emphasis on the structure, law, and ethics of photojournalism. Laboratory intensive and portfolio oriented. Majors only. Gleason, McDonald, Ryan.

341 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. Keding, Winter.

TCF 344 Elementary Television Workshop (4) See description under Speech.

TCF 347 Elementary Radio-Television Writing (3) See description under Speech.

359 Principles of Public Relations (3) Theory and practice; mass media as publicity channels; the public relations practitioner; departments and agencies. Bivins, Steeves.

361 Reporting I (4) Basic training in news gathering. Extensive writing under time pressure, including a variety of assignments—straight news, features, interviews, speeches. Typing ability required. Majors only. Beam, Gleason, Kessler, Lemert, McDonald, Ponder, Smith.

370 Introduction to Magazines (3) Function, role, operation, production, and economics of magazines. Metzler.

400 Innovative Education: [Term Subject] (1-3R)

401 Research (Arr,R)

403 Thesis (Arr,R)

405 Reading and Conference: [Term Subject] (Arr,R) P/N only

406 Special Problems (Arr,R) P/N only

407 (G) Seminar: [Term Subject] (Arr,R) Current topics are Advanced Reporting, Broadcast News Issues, Gender and Mass Media, In-depth Broadcast News, Media Representation, Photo Editing and Graphic Design, Photo Essay, and Writing the Nonfiction Book.

408 (G) Workshop: Internship (1-3R) P/N only. Work experience, under faculty guidance, with an advertising agency, broadcasting station, magazine, newspaper, or public relations office. Prereq: instructor's consent. **R** for a total of 3 credits.

409 (G) Practicum: [Term Subject] (Arr,R)

410 (G) Experimental Course: [Term Subject] (Arr,R)

421 (G) Newspaper Management (4) Community and daily newspaper economics; cost and revenue analyses; production technology; circulation problems and developments; basic accounting; administration and coordination of advertising, editorial, and production departments. McDonald.

432 (G) Radio-Television News II (3) Advanced aspects of the preparation, reporting, and broadcasting of radio-television news. Emphasis on television news writing and reporting and on electronic news gathering. Prereq: J 331. Majors only. Bernstein, Nestvold.

433 (G) Advanced Radio News (3) Special problems and opportunities for gathering, writing, editing, producing, and presenting news for radio broadcasting. Experience with campus radio facilities. Prereq: instructor's consent. Majors only. Nestvold.

434 (G) Advanced Television News (3) Special problems and opportunities for gathering, writing, editing, taping, producing, and presenting the news for television broadcasting. Prereq: instructor's consent. Majors only. Bernstein, Nestvold.

441 (G) Advertising Media Planning (4) Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools. Prereq: J 341. Majors only. Winter.

443 (G) International Advertising (3) Advertising developments, processes, and problems outside the United States. International agencies, their structure and influence; foreign media systems; media use in Latin America, Europe, and the Far East. Prereq: J 341, MKTG 311, or equivalent. Ewan.

444 (G) Advertising Campaigns (4) Senior 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 341, 441, 446, 447; senior standing. Majors only. Winter.

TCF 444 (G) Concepts in Visual Production (3) See description under Speech.

445 (G) Agency Account Management (3) Advertising agency structure and procedures; analysis and consumer research to determine strategic positioning; role of the account executive within the advertising agency. Prereq: J 341, 441. Majors only.

TCF 445 (G) Television Direction (3) See description under Speech.

446 (G) Advertising Copy Writing (4R) R with change in instructor and instructor's consent. Theory and practice in writing advertising copy. Study of style and structure with emphasis on strategy formulation. Prereq: Language Skills Diagnostic Test, J 341. Majors only. Ewan, Keding, Winter.

TCF 446 (G) Radio-Television Programming (3) See description under Speech.

447 (G) Advertising Layout (4) Graphic design for advertising. Work with type and illustrations. Consideration given to all media. Prereq: J 341. Majors only. Nelson, Ryan.

448 (G) 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 341, instructor's consent. Majors only. Keding, Winter.

449 (G) 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: senior or graduate standing, instructor's consent. Keding, Winter.

455 (G) Methods of Teaching Journalism (4) The teacher's role in guiding student publications in secondary schools; methods of teaching journalism.

462 (G) Reporting II (5) Advanced newspaper reporting on public affairs and community news, including internship assignments at area newspapers. Prereq: J 361. Majors only. Beam, Ponder.

463 (G) The Journalistic Interview (3) Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Majors only. Metzler.

464 (G) Newspaper Editing (5) Copy editing and headline writing for the newspaper; emphasis on grammar and style. Problems in evaluation, display, make-up, and processing of written and pictorial news matter under time pressure. Prereq: J 361. Majors only. Beam.

465 (G) Public Relations Writing (4) Preparation of press conferences, press kits and news releases; institutional advertising copy, executive speeches, dissemination of publicity material through the broadcasting media. Majors only. Prereq: J 359, 361. Bivins, Ewan, Steeves.

466 (G) Editorial Writing (3) Writing of analysis and opinion for the media of mass communication; examination of methods of formulating editorial policy; operation of editorial pages and editorial sections. Majors only. Rarick.

468 (G) Magazine Article Writing I (3) Writing magazine feature articles; study of the problems of marketing magazine manuscripts. Prereq: J 361 or instructor's consent. Majors only. Kessler, Metzler, Nelson, Smith.

469 (G) Magazine Article Writing II (3) Writing and marketing magazine articles. Individual conferences. Prereq: J 468. Majors only. Kessler, Metzler, Nelson.

470 (G) Magazine Editing (4) History of magazines; principles and problems of magazine editing; planning, content selection, manuscript revision, copy editing, caption and title writing; editorial responsibility. Prereq: J 321. Majors only. Kessler, Metzler, Nelson.

471 (G) Magazine Design and Production (3) Role of the magazine editor in working with art directors. Problems in designing covers, pages, and spreads for magazines; selecting type faces; and visualizing art. Majors only. Kessler, Nelson.

472 (G) Caricature and Graphic Humor (3) Cartoons and comics in the mass media; historical aspects; cartoon literature and collections; developing ideas for editorial and gag cartoons. Drawing ability useful but not vital. Nelson.

483 (G) 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 359. Bivins, Ewan, Steeves.

485 (G) Mass Media Law (3) Legal aspects of the mass media: constitutional freedom of expression, news gathering, access to public records and proceedings, libel, privacy, copyright, advertising, broadcast regulation, and antitrust. Prereq: junior standing. Gleason, Ponder.

486 (G) Media Research and Theory (3) Theoretical models of mass communication based on systematic research. Application to a variety of journalism operations. The most-used communication research methods. Rarick.

487 (G) History of Mass Media (3) The changing structure and character of the mass media in the United States since 1690. Theories of the media and their relationship to the society. Prereq: junior standing. Kessler, Ponder.

491 (G) International Journalism (3) Mass communication media throughout the world: historical background; conflicting theories of control; international news services and foreign correspondence; problems in developing nations. Ponder.

494 (M) Journalism and Public Opinion (3) Formation, reinforcement, and change of opinions. The role of major social and political institutions with emphasis on the mass media of communication. Prereq: junior standing. Beam, Bernstein, Lemert, Steeves.

495 (G) Journalism 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: senior or graduate standing. Bivins, Gleason, Rarick.

Graduate

501 Research (Arr,R) P/N only

502 Supervised College Teaching (Arr,R) R for a total of 3 credits.

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Problems (Arr,R) P/N only

507 Seminar: [Term Subject] (Arr,R) Current topics are History of Journalism, Legal Research for Journalists, Literary Journalism, and Technology.

509 Practicum: [Term Subject] (Arr,R)

510 Experimental Course: [Term Subject] (Arr,R) Current topic is Approaches to Mass Communication Research.

511 Mass Communication and Society (3) Review of the literature of mass communication. Introduction to graduate study in journalism and mass communication. Kessler, Lemert, Ponder.

512 Communication Research Methods (3) Selection and planning of research studies; class research project with instruction in appropriate methodology and basic statistical analysis. Beginning course in graduate research. Beam, Lemert, Rarick, Steeves.

513 Theories of Mass Communication (3) The communication process; audiences of the mass media; media competition; attitudes of communicators; functions and dysfunctions of media activities. Lemert, Rarick, Steeves.

514 Public Opinion and Propaganda (3) Research findings on choices made by mass media decision makers. Research in attitude change processes; source, message, channel, and receiver variables. Lemert, Rarick, Steeves.

515 Approaches to Media Evaluation (3) Traditional, humanistic, "social responsibility" approach compared with empirical approach to analysis and criticism of media performance and professional norms. Open to undergraduates with instructor's consent. Lemert.

516 Craft Attitudes and Performance (3) Objectivity norms and other craft traditions; their consequences for audiences and for the adequacy of media performance. Open to undergraduates with instructor's consent. Lemert.

520 Public Relations Planning Theory (3) Public relations management including systems theory and various formulas for program planning and evaluation. Prereq: J 483 or instructor's consent. Bivins.

School of Law

275 Law Center
Telephone (503) 686-3852
Maurice J. Holland, Dean

Faculty

Andrew C. Alter, Instructor (legal research and writing). B.A., 1982, Wesleyan; J.D., 1985, New York University; New York bar, 1986. (1987)

Michael D. Axline, Assistant Professor (environmental law clinic, oil and gas law). B.A., 1977, Idaho State; J.D., 1980, Oregon; Idaho bar, 1980. (1982)

John E. Bonine, Professor (environment and pollution, legislative and administrative processes, 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)

Nancy J. Brucker, Assistant Professor; Assistant Dean for Development and Public Affairs. A.B., 1983, J.D., 1986, California, Berkeley, California bar, 1986. (1987)

Chapin D. Clark, Professor (legal profession, property, water resources law); Associate Dean. A.B., 1952, LL.B., 1954, Kansas; LL.M., 1959, Columbia; Kansas bar, 1954; Oregon bar, 1965. (1962)

Charles L. Finke, Assistant Professor (legal research and writing); Assistant Dean; Director, Academic Support Program. B.S., 1975, J.D., 1979, Nebraska; Nebraska bar, 1979; Iowa bar, 1981; New York bar, 1984. (1986)

Caroline Forell, Assistant Professor (family law, torts, trusts and estates). B.A., 1973; J.D., 1978, Iowa (Coif); Oregon bar, 1978. (1978)

Leslie J. Harris, Associate Professor (children and the law, family law, trusts and estates). B.A., 1973, New Mexico State; J.D., 1976, New Mexico (Coif); New Mexico bar, 1976; District of Columbia bar, 1977. (1982)

Richard G. Hildreth, Professor (ocean and coastal law, property, 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); Dean, Law. A.B., 1958, Yale; M.A., 1961, J.D., 1966, LL.M., 1970, Ph.D., 1980, Harvard; Massachusetts bar, 1968; Oregon bar, 1987. (1986)

Dennis R. Hyatt, Associate Professor; Law Librarian. B.A., 1969, Missouri, Columbia; J.D., 1972, M.L.L., 1974, Washington (Seattle). (1976)

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, Professor (consumer law, evidence, nonjudicial dispute resolution). A.B., 1965, Harvard; J.D., 1968, Oregon (Coif); Oregon bar, 1968. (1974)

Mary S. Lawrence, Associate Professor (legal research and writing); Supervisor, Legal Research and Writing Program. B.A., 1960, M.A., 1962, Michigan State; J.D., 1977, Oregon; Oregon bar, 1977. (1977)

Mervyn H. Loya, Assistant Professor (legal externship program); Assistant Dean. B.A., 1962, Monmouth; M.A., 1964, Columbia; J.D., 1967, Illinois; Oregon bar, 1968. (1986)

Fredric R. Merrill, Professor (civil procedure, federal courts, legal profession). B.A., 1959, J.D., 1961, Michigan; Oregon bar, 1962. (1970)

Ralph James Mooney, Professor (American legal biography, American legal history, contracts). B.A., 1965, Harvard; J.D., 1968, Michigan (Coif); California bar, 1968. (1972)

James M. O'Fallon, Professor (constitutional law, first amendment, jurisprudence). B.A., 1966, Kansas; M.A., J.D., 1972, Stanford (Coif); California bar, 1973. (1981)

Charles R. O'Kelley, Jr., Professor (federal income tax, partnerships and corporations, tax policy). A.B., 1970, University of the South; J.D., 1972, Texas; LL.M., 1977, Harvard; Georgia bar, 1973. (1982)

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, Assistant Professor (constitutional law, criminal procedure, legislative and administrative processes). B.A., 1966, Stanford; Ph.D., 1974, Chicago; J.D., 1984, Oregon (Coif); Oregon bar, 1984. (1987)

Martha L. Schweitz, Assistant Professor (international business transactions, international law, partnerships and corporations). B.A., 1976, Stanford; J.D., 1981, New York (Coif); Illinois bar, 1981. (1986)

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)

Susan J. Swift, Assistant Professor (commercial law, constitutional law, legislative and administrative processes). B.S., 1979, Trenton State; J.D., 1983, Yale; New York bar, 1985. (1986)

Dominick R. Vetri, Professor (copyrights, federal courts, torts). B.S.M.E., 1960, New Jersey Institute of Technology; J.D., 1964, Pennsylvania (Coif); New Jersey bar, 1965; Oregon bar, 1977. (1967)

Wayne T. Westling, Professor (administration of criminal justice, torts, trial practice laboratory). A.B., 1965, Occidental; J.D., 1968, New York; California bar, 1969; United States Supreme Court bar, 1972; Oregon bar, 1981. (1979)

Emeriti

Lois I. Baker, Law Librarian Emerita; Professor Emerita, Library Administration. B.A., 1927, M.A., 1932, Oregon; Cert., 1935, California. (1935)

Frank J. Barry, Professor Emeritus (administrative law, criminal law and procedure, environmental quality). A.B., 1934, California, Los Angeles; LL.B., 1941, Loyola Marymount. (1969)

Orlando John Hollis, Distinguished Professor Emeritus (civil procedure, legal profession, trial practice). B.S., 1926, J.D., 1928, Oregon (Coif). (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. (1968)

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

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 seeks to have the student acquire knowledge not only of legal doctrine but also of the judicial process and of the social, economic, and political problems with which lawyers must deal. The method of instruction requires an intensive exercise of analytical skills.

Because the curriculum is arranged to present fundamental topics of law during the first year, the first-year program is prescribed.

Substantial participation in classroom discussion is an essential factor in legal education.

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 25 students. All second- and third-year courses are elective except Legal Profession (L 549), which is required. Counseling and information are available to assist students in selecting courses most closely related to their professional goals. The curriculum is continuously enriched by the addition of courses, seminars, and clinics that explore the role of law in new areas of social and economic importance.

The Law Library has 215,000 volumes including 80,000 volumes on microfiche, 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 800 legal journals. The excellent collection of publications relating to Oregon territorial and state law includes an extensive file of Oregon Supreme Court briefs. Computer-assisted legal research systems, LEXIS and WESTLAW, are also part of the Law Library.

The three-story Law Center includes modern classrooms, seminar rooms, and a courtroom with video-tape facilities; student facilities include a student bar association office, lounge, typing room, locker room, and offices for the editorial board of the *Oregon Law Review*.

Additional information and complete descriptions of courses offered appear in the *School of Law Bulletin*. For a free copy write to:

Office of Admissions
School of Law
University of Oregon
Eugene OR 97403-1221

Degree Requirements

Students who have been admitted to the School of Law, who have satisfactorily completed 85 semester credits in Law courses, and who have otherwise satisfied the requirements of the University and the School of Law are granted the J.D. degree provided that they have met the following requirements:

1. Enrollment as a full-time Law student at the School of Law for at least 90 weeks or the equivalent
2. Fulfillment of other requirements as may be imposed from time to time
3. Successful completion of Legal Profession (L 549)

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 semester credits of the required 85 semester credits by successfully completing graduate-level courses or seminars at the University of Oregon relevant to their program of legal studies, if such courses or seminars are approved by the dean or an assistant dean in the School of Law.

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 and practice skills programs as a regular part of its curriculum. In addition, a legislative workshop is offered during the regular sessions of the Oregon Legislative Assembly.

Clinical experience programs are supervised by a faculty member and 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 Clinic. This program provides field experience at the Legal Aid Service of Lane County. It enables Law students, under the supervision of an attorney, to represent clients eligible for legal assistance 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 assistance through the Public Defender Services of Lane County, Inc. Students develop advocacy skills in the context of criminal defense representation.

Prosecution Clinic. Students are exposed to the criminal justice system as prosecuting attorneys in the trial of criminal cases, under the supervision of an attorney, through the Lane County District Attorney's Office. Students develop advocacy skills in the context of criminal prosecutions.

Satisfactory completion or concurrent enrollment in Seminar: Trial Practice Laboratory (L 607), Legal Profession (L 549), and Evidence (L 551) are prerequisites for participation in the Criminal Defense and Prosecution Clinics. Enrollment is limited to third-year students in Civil Practice, Criminal Defense, and Prosecution Clinics.

Environmental Law Clinic. Participation in agency proceedings, submission of petitions requesting government action, techniques of legal access to government files, interviewing of experts and clients, interpretation and presentation of environmental data in legal proceedings, and litigation on behalf of clients. Substantial careful written work under close supervision.

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 exercises in class and 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. **Note:** Summer session is not open to beginning law students.

For complete summer session information, write to:

Office of the Dean
University of Oregon School of Law
Eugene OR 97403-1221

J.D./M.B.A. Concurrent Degrees Program

The School of Law and the Graduate School of Management offer a program for concurrent doctor of jurisprudence (J.D.) and master of business administration (M.B.A.) degrees. The program prepares students to apply legal skills in the fields of accounting, business, corporate management, and finance.

Students study both fields concurrently and receive two degrees in four years rather than the normal five. Applicants must apply to and be accepted by both schools. Each school maintains its own academic standards and requirements.

Academic Support Program

The Academic Support Program (ASP) is designed to meet the needs of nontraditional law students. The program is available for students who are capable of successfully completing law school but who enter with lower than average Law School Admission Test (LSAT) scores or undergraduate grade point averages (GPAs).

The 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 demystify the Law School examination process.

Programs and Activities

There is a wide variety of student activities and organizations. Among these are the *Journal of Environmental Law and Litigation*, Land, Air and Water Student Research Group; Minority Law Students Association; National Lawyers Guild; National Moot Court Competitions; *Oregon Law Review*; Peer Advising; Student Bar Association; Women's Law Forum; and chapters of the Order of the Coif, Phi Alpha Delta, and Phi Delta Phi.

Admission Procedures

Prelaw Preparation

The School of Law does not prescribe any particular form of prelegal education. Intellectual maturity and breadth of educational background are considered more important than particular subject matter.

In general, the Committee on Admissions prefers a liberal undergraduate background to one that is narrowly specialized, and a thorough training in some broad cultural field is usually preferred. In addition, the importance of well-developed writing skills is emphasized.

Concentration in courses given primarily as vocational training reduces a student's chances for admission.

Applicants also are expected to have undertaken an academically challenging course of study. Students with a large number of pass/no pass (P/N) credits may be at a distinct disadvantage with regard to selection for admission to the School of Law.

Students who want to obtain additional information about prelegal education or who are interested in learning more about the School of Law are encouraged to talk to the director of admissions of the Law School.

Admissions 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 Director of Admissions, Office of Admissions, School of Law, University of Oregon, Eugene OR 97403. Unless the applicant specifies the School of Law, documents may be sent to the central University Office of Admissions and Records, possibly delaying action on the application.

Basic Admission Requirements

Except in rare cases, 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 GPA and the LSAT score, other factors considered in admission decisions include quality of undergraduate education, work experience, maturity, graduate work, extracurricular activities, personal statements, and letters of recommendation. For students in the first-year class entering the School of Law in fall 1987, the average undergraduate GPA was approximately 3.20; the average LSAT score was 35. Because the number of students who can be accepted is limited, admission is competitive and applicants who meet the above standards are not guaranteed admission.

Application. Applications and supporting documents should be submitted between September 1 and April 1. The School of Law encourages applications from women and people from disadvantaged backgrounds and does not discriminate on the basis of race, color, religion, sex, age, handicap, marital status, veteran status, sexual orientation, or national origin.

Application Fee. An application from a previously registered student at the University of Oregon must be accompanied by a check for $20.00 payable to the University of Oregon. All other applications must be accompanied by a check for $40.00 payable to the University of Oregon. An applicant who has been admitted previously but did not register at the School of Law must submit an application fee with the reapplication. This fee is neither refunded nor credited toward tuition and fees, regardless of the disposition of the application.

Law School Admission Test. Applicants must take the LSAT and have an official report of the test scores sent to the School through the LSDAS. The Committee on Admissions does not act on an application until the official report of the test scores has been received.

Applicants who have not previously taken the LSAT should plan to take it in June, October, or December of the year preceding the fall semester for which they are applying. LSAT results are normally considered current for a period of five years and, as a rule, all attempts on the LSAT are averaged.

Law School Data Assembly Service (LSDAS)—Transcripts. Transcripts should be sent to the LSDAS for forwarding and not mailed directly to the School of Law. In order for an applicant to be considered for admission, these transcripts must show completion of at least three years of undergraduate work.

No application to the School of Law will be processed unless accompanied by a Law School Application Matching Form, which is found in each applicant's LSAT-LSDAS registration packet.

If the applicant is currently enrolled in an undergraduate school, favorable action by the Committee on Admissions is a conditional admission. Final admission is granted when transcripts are received showing that a bachelor's degree has been conferred.

Information concerning the LSDAS is available in the School of Law Office of Admissions or can be obtained from the Law School Admission Services, PO Box 2000, Newtown PA 18940-0998.

Acceptance Fee. Applicants who are offered admission to the School are required to pay an admission acceptance fee of $100 in order to reserve a space in the entering class. Although the admission acceptance fee is not credited toward the tuition and fees of enrolling students, applicants who withdraw before registering may receive a partial refund of the fee.

Time of Enrollment. First-year students may begin studies at the School only at the beginning of the fall semester of each academic year. The School of Law does not offer an evening or part-time program.

Previous Law School Study. An applicant who has attended another law school must have the dean of that law school send a letter to the Committee on Admissions stating that the applicant is in good standing and eligible to return to that school unconditionally.

Transfer Applicants and Visiting Students. An applicant may transfer no more than one year of credit earned in another law school of recognized standing. The right to reject any and all such credit is reserved.

Students who have attended another law school for more than one year may be accepted to attend the School of Law as visiting students. Visiting students are not eligible for degrees from the School of Law.

Transfer and visiting applicants must submit the application and fee, a letter of good standing, the LSAT scores, and undergraduate and law school transcripts. Transcripts sent directly to the School of Law are accepted, and applicants need not register with the LSDAS.

The transfer and visiting student application fee is $40.00, payable to the University of Oregon. If an applicant has been previously registered as a student at the University of Oregon, the fee is $20.00. Applications should be filed by June 1.

Photographs. University of Oregon student identification cards include a photograph taken at the time a student initially registers for classes. Applicants to the School of Law are not required to submit a photograph at the time of application. However, for those students who are admitted and register, duplicates of the photographs taken for student identification cards are retained as a part of the records of the School of Law.

Grade Requirements

Grading Policy

The following grades are available to be awarded in all graded courses at the School of Law and are given the following numerical values when computing student grade point averages (GPAs):

A+ . 4.5 B+ . . 3.5 C+ . . 2.5 D . . . 1.0
A . . . 4.0 B . . . . 3.0 C . . . . 2.0 F . . . 0.0
N (no pass) 0.0

Academic Standards

1. A student must complete 85 credits with grades of D or better in order to graduate
2. At the end of any semester in which a student's cumulative GPA falls below 2.00, he or she is placed on probation and remains on probation until
   a. achieving a cumulative GPA of 2.00 or better
   b. graduating *or*
   c. being disqualified
3. A student is disqualified if, while on probation, his or her GPA falls below 2.00 for any semester, including the summer session
4. A student on probation who is disqualified on the basis of grades received in the semester in which he or she accumulates sufficient credits to graduate shall not graduate

   A student who is disqualified with 8 or fewer credits needed for graduation, and who is thereafter readmitted, shall not graduate unless he or she either
   a. completes within 12 months of disqualification one additional semester—fall, spring, or summer—of 8 or more credits with a GPA of 2.00 or better *or*
   b. attains a cumulative GPA of 2.00 or better on the first attempt to take any number of credits sufficient to qualify for graduation. The attempt must be completed within 12 months after the student's disqualification
5. A student who is disqualified a first time may petition the Academic Standing Committee for readmission
   a. If the Committee believes that a disqualified student is likely to perform at or above a 2.00 GPA for the remaining semester or semesters before the student becomes eligible to graduate, it may readmit the student
   b. A student denied readmission by the Committee may appeal that decision to the faculty, provided the student's cumulative GPA is 1.50 or higher at the

end of the second semester, or 1.75 or higher thereafter

c. An appeal from an adverse Committee decision must be filed within 30 days from the mailing of the Committee's decision to the student

d. A student who is denied readmission by the Committee and whose cumulative GPA falls below the averages set in Rule 5b shall have no further recourse either before the Committee or the faculty

e. Faculty review of a petition pursuant to Rule 5b shall be under the standard set in Rule 5a

6. A student who is disqualified a second time may petition the faculty for readmission only if the student's cumulative GPA is 1.75 or higher

a. The petition must first be evaluated by the Committee. The Committee may deny the petition, in which case the student will have no further recourse. The Committee, alternatively, may recommend readmission to the faculty, in which case the decision to readmit or deny the petition is made by the faculty

b. The evaluation of the petition by the Committee and, where appropriate, the faculty shall be under the standard set in Rule 5a

7. 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

8. The Committee or the faculty may impose such conditions on a readmission as they deem 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

9. Appearances are permitted only before the Committee

Note: These provisions shall apply in all cases of disqualifications occurring after August 15, 1983. In cases of disqualifications that occurred before August 15, 1983, these provisions shall apply if a readmission or denial of readmission by the faculty or the Committee took place after August 15, 1983.

10. No student may graduate without obtaining a grade of D or better in all courses of the first-year required curriculum. Any student receiving an F in such a course must, at the first scheduled opportunity, take the course over for credit and obtain a D or better. ***Only one attempt*** to satisfy the requirement will be permitted. The requirement cannot be satisfied by taking the course at another law school

11. Grades of N (no pass) in P/N (pass/no pass) courses shall be counted in the student's GPA as 0.00 points for the number of credits attempted in such courses where N grades were received

12. For purposes of this legislation, students enrolled prior to fall semester 1978 shall be deemed to begin their remaining work with GPAs of 2.00 or their actual GPA, whichever is better

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 1987-88 academic year, tuition was $2,855.50 for resident students and $4,181.50 for nonresidents. In addition, there is an annual general deposit fee of $50.00 against breakage or loss of University property. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education (OSBHE).

The OSBHE defines a nonresident student as one whose official record shows a domicile outside Oregon. Students who have domiciles independent of parents or guardians and receive no financial support from them may qualify as residents if evidence is presented that the students established domiciles in Oregon six months prior to first registration in any institution of higher learning in the state of Oregon. Details of the rules governing administration of nonresident and resident policies are complex; students are advised to consult the University's Office of Admissions and Records for answers to individual questions.

Total Costs

Because student living arrangements and personal spending habits vary widely, no single figure represents the cost of attendance at the University. However, it may be estimated that total 1988-89 costs for a single resident student at the School of Law will average approximately $8,300 (tuition, fees, books, board and room, and personal expenses). For a nonresident, these costs will average approximately $9,600. For a married resident student, costs are likely to be around $11,300, and more if one has children.

Health insurance is optional. The cost by semester or for full 12-month coverage may be obtained from the office of the Associated Students of the University of Oregon (ASUO). Coverage for dependents of students is also available. Personal expenses are governed by individual preference but may include such items as car insurance, maintenance, and operation; an optional University parking permit; vacation and weekend travel; theater, movie, and athletic tickets, and other 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.

Scholarships and Fellowships

Lois I. Baker Scholarship. The Lois I. Baker scholarship in the amount of approximately $950 is awarded to two second-year students in the School of Law on the bases of financial need and academic achievement. The awards consist of the income from a fund established by friends and former students in honor of Lois I. Baker's long service as law librarian of the School of Law and her many personal contributions to the lives and education of several generations of Law students.

James D. Barnett Scholarships. One or more scholarships are awarded annually by the faculty of the School of Law to needy and worthy students. The scholarships are supported through the income of an endowment fund, established by Mrs. Winifred Barnett Allendoerfer and Professor Carl Allendoerfer, in memory of James D. Barnett, member of the University faculty from 1908 until his death in 1957.

Derrick A. Bell, Jr. Scholarship. One or more scholarships are awarded annually by the School of Law. An endowment established by gifts from Hope Gibson Dohnal, a 1981 graduate of this school, funds the scholarship. Dohnal's intent is to provide scholarship assistance to academically talented minority students. The scholarship is awarded on the bases of scholarly interest and achievement and demonstrated ability.

Hugh L. Biggs Merit Scholarship. The Biggs scholarship is awarded to a student in the School of Law on the bases of academic achievement, demonstrated leadership ability, and professional promise. The award is supported through income from an endowed fund established by Hugh L. Biggs, a prominent Portland, Oregon, attorney and member of the Class of 1931.

Carpenter and Busselle. Loans in the amount of up to $1,200 are made to financially needy Law students from a fund established by the estate of Marguerite Guiley in memory of Charles Ernest Carpenter, dean of the School of Law from 1927 to 1931.

Henry E. Collier Law Scholarships. Several scholarships are awarded annually on the bases of financial need and good moral character to worthy students in the School of Law who intend to make the practice of law their life work. No recipient may be awarded more than $500 in any one year. The scholarships are supported by the income from a $50,000 trust fund established under the will of the late Henry E. Collier, a Portland, Oregon, attorney.

Lorienne Conlee Fowler Law Scholarship. The Lorienne Conlee Fowler scholarship, in the amount of approximately $500, is awarded on the bases of need and scholastic record to a student in the School of Law. The award consists of the income from a $5,000 trust fund established by the late Dr. Frank E. Fowler in memory of his wife, Mrs. Lorienne Conlee Fowler.

Herbert B. Galton Labor Relations Law Scholarship. The Galton scholarship is awarded to an entering first-year student who has demonstrated interest in labor relations law and shows potential for the pursuit of law. The Galton scholarship is a two-year award of approximately $1,000 for each year, with continuation contingent upon satisfactory academic achievement. During the second year, the recipient assists a Law professor in writing a publishable article or book on labor relations law. The award is supported by the income of an endowed fund established by the

late Herbert B. Galton, a member of the Class of 1938 and a Portland, Oregon, attorney who had an abiding interest and long involvement in labor relations law.

Hershner, Hunter, Miller, Moulton, Andrews & Neill Scholarship. One scholarship is awarded each year. The amount awarded pays resident tuition and fees for a student completing the second year of law school. The award is made to a business-oriented student who intends to enter into the private practice of law in the state of Oregon upon completion of law school. The scholarship is funded by the named Eugene-Springfield law firm.

Charles G. Howard Law Scholarships. Several scholarships of varying amounts are awarded annually to students in the School of Law on the bases of satisfactory academic progress, financial need, and the applicant's effort to solve his or her own financial problems. The scholarships are supported through a trust fund established by members of Phi Alpha Delta legal fraternity and are named in honor of the late Charles G. Howard, professor emeritus of law and a member of the faculty of the School of Law from 1928 to 1971.

Michael A. Johnston Award. This scholarship is awarded to a graduating student who has a disabling disease or handicap and who has displayed qualities of independence, perseverance, gentleness of spirit, and love for all manner of people and things. It is funded by the earnings from an endowment established in memory of Law student Michael A. Johnston by his family and friends.

James T. Landye Scholarships. One or more scholarships are awarded annually by the faculty of the School of Law to scholastically superior students who are in need of financial assistance. The scholarships are financed through the income from a fund contributed by the friends of the late James T. Landye, a Portland lawyer and a member of the Class of 1934.

Law School Alumni Scholarships. Several scholarships of approximately $1,000 are awarded by the Law School Alumni Association to members of the entering class of the School of Law on the bases of financial need and prelegal academic achievement. Recipients are selected by the president of the Association and the dean of the School.

Linklater-Latourette Memorial Scholarship Fund in Law. The Law School faculty, through this fund, annually awards one or more scholarships. The Linklater-Latourette Memorial Scholarship Fund in Law is supported by the income from a $25,000 bequest by Jeanne Latourette Linklater, whose husband, Kenneth A. Linklater, graduated from the School of Law in 1935 and whose father, Earl C. Latourette, was Chief Justice of the Oregon Supreme Court from 1953 to 1955.

Ann Louise Litin Memorial Award. This award is given annually to a second- or third-year Law student who exemplifies the courage, integrity, fairness, and concern for other people demonstrated by Ann Louise Litin, Class of 1982. The award fund was established in memory of Ms. Litin by her family, friends, colleagues, and classmates.

Robert T. Mautz Scholarship. One or more scholarships are awarded each year in memory of Robert T. Mautz, class of 1927. Selection of recipients is made by the dean of the School of Law on the bases of financial need and demonstrated promise of becoming a good lawyer. The scholarships are funded by contributions from several individual lawyers in the Portland firm with which Mr. Mautz practiced and which bore his name during his lifetime. The scholarship amount is based on available funds.

Oregon State Bar Conditional Loans. The Oregon State Bar Affirmative Action Program is funded through assessments from each active member of the Oregon State Bar Association. The Program works through the three law schools in Oregon toward the goal of increasing the number of minority lawyers in private practice in Oregon. Conditional loan assistance is available to minority students through this program. The loan obligation is waived when the recipient passes the Oregon State Bar Examination.

Paul Patterson Memorial Fellowship. A fellowship equal to resident tuition and fees is awarded annually to a student completing the second year in the School of Law who best exemplifies the high qualities of integrity, leadership, and dedication to public service that characterized the late governor of Oregon, Paul L. Patterson, Class of 1926.

School of Law Scholarships. Several scholarships of varying amounts may be awarded annually by the School of Law to students who demonstrate academic achievement and financial need. The scholarships are financed through gifts from alumni and friends of the School of Law. (These scholarships are offered on a funds-available basis.)

School of Law Emergency Loan Fund. A fund established by gifts from the Lane County Lawyers' Auxiliary Association is administered by the School of Law to provide short-term loans to students who encounter unforeseen, emergency expenses during a period of enrollment in the School of Law. The amount of loan assistance available is limited.

Academic Calendar for Law Students

The School of Law operates under an early semester calendar. Under this calendar, registration for fall semester takes place in late August, fall semester examinations are given before Christmas vacation, and the spring semester ends in mid-May. For additional information concerning calendar dates, please inquire at the School of Law.

Law Courses (L)

A complete list of courses with descriptions is in the *School of Law Bulletin*. For a free copy, write to: School of Law, University of Oregon, Eugene OR 97403-1221.

430 (M) Law, Its Processes and Functions (3) Introduction to the legal system for non-Law students. Not offered 1988-90.

510 Law Courses for Nonlaw Students (Arr,R) Open-ended course number for translating 500-level School of Law semester credits to term credits on transcripts of non-Law students.

Required First-Year Courses

511, 512 Contracts (3,3)
513, 514 Torts (3,3)
515 Civil Procedure (4)
516 Legislative and Administrative Processes (3)
517 Property (4)
518 Criminal Law (3)
522 Legal Research and Writing I (2)
523 Legal Research and Writing II (2)

Second- and Third-Year Courses

Note: All second- and third-year courses are elective except L 549, which is required. Most of the courses listed below are offered each academic year. Every effort is made to offer all of the following courses at least once every two years, but the ability of the School of Law to offer some courses may be limited by student interest and faculty resources.

535 Secured Land Transactions (3)
536 Commercial Law (4)
537 Trusts and Estates I (3)
538 Trusts and Estates II (2)
539 Real Estate Transactions (3)
540 The Civil War Amendments (3)
541 Partnerships and Corporations (4)
542 Constitutional Law and Minority Issues (3)
543, 544 Constitutional Law I, II (3,3)
545 Oregon Practice and Procedure (3)
546 Federal Courts (3)
547 Conflict of Laws (3)
548 Creditors' Rights (3)
549 Legal Profession (3)
550 The First Amendment (3)
551 Evidence (3-4)
552 Business Torts (3)
553 Products Liability (3)
554 Insurance (2)
555 Family Law (3)
556 Legislation (2)
557 State and Local Taxation (2)
558 Local Government Law (2)
559 Labor Law I (3)
560 Labor Law II (3)
561 Remedies (3)
562 Jurisprudence (3)
563 Antitrust Law (3)
564 Administrative Law (3)
565 Securities Regulation (3)
566 Admiralty (3)
567 Copyrights (3)
568 Land Use Law (3)
569 Water Resources Law (3)
570 Public Land Law (3)
571 International Law (2-3)
575 Legal Writing (1-3R)
576 Environment and Energy (3)
577 Law of the Sea (2)
578 Indian Law (3)
579 Ocean and Coastal Law (3)
580 Federal Income Tax I (3)
581 Federal Income Tax II (3)
582 Estate and Gift Taxes (2)
583 Estate Planning (2)
584 Criminal Procedure I (3)
585 Criminal Procedure II (3)
586 Environment and Pollution (3)

Professional Writing, Research, and Seminars

501 Research (Arr,R)
503 Thesis (Arr,R)
505 Reading and Conference: [Term Subject] (Arr,R)
507 Seminar: [Term Subject] (Arr,R) Recent topics include American Legal History, Business Planning, Children and the Law, Employment Discrimination, Immigration Law, Intellectual Property, Interntional Business Transactions, Law Office Management and Computers, Law and Economics, and Nonjudicial Dispute Resolution.

Clinical Experience and Practice Skills Programs

607 Seminar (Arr,R) Recent topics include Advanced Appellate Advocacy, International Law Moot Court Team Workshop, Journal of Environmental Law and Litigation, Law Review, Legal Externship Program, Legislative Issues Workshop, Moot Court Board, Moot Court National Team Workshop, and Trial Practice Laboratory.

School of Music

150 Music Building
Telephone (503) 686-5662
Bernard J. Dobroski, Dean

Faculty

Doris Renshaw Allen, Associate Professor (class piano, piano pedagogy). B.A., 1950, Westminster; M.A., 1976, Goddard. (1978)

R. Wayne Bennett, Associate Professor (wind ensemble, clarinet); Director of Bands. B.M.E., 1968, Oklahoma State; M.M., 1969, Ph.D., 1974, North Texas State. (1978)

Peter Bergquist, Professor (music history, theory, bassoon). B.S., 1958, Mannes College of Music; M.A., 1960, Ph.D., 1964, Columbia. (1964)

Leslie T. Breidenthal, Professor (voice, lyric diction). B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., 1965, Michigan. (1967)

Patrick F. Casey, Instructor (band). B.M., 1982, Arkansas Tech; M.Mus., 1983, Northwestern. (1987)

Richard G. Clark, Associate Professor (choral conducting, music education). B.S., 1964, M.A., 1971, Oregon; D.M.A., 1977, Washington (Seattle). (1982)

Bernard J. Dobroski, Professor (low brass, music history, music education); Dean, Music. B.F.A., 1968, Carnegie-Mellon; M.Mus., 1972, Catholic University of America; Ph.D., 1981, Northwestern. (1986)

David P. Doerksen, Associate Professor (music education). B.M.E., 1956, Willamette; M.M., 1969, Southern California; D.M.A., 1972, Oregon. (1983)

Charles Dowd, Professor (timpani, percussion, jazz studies); Director, University Percussion Ensemble. B.A., 1970, San Jose State; M.A., 1971, Stanford. (1974)

Herbert Eckhoff, Assistant Professor (voice). B.A., 1973, M.Mus., 1975, Colorado. (1988)

J. Robert Hladky, Professor (violoncello, double bass, music history). B.Mus., 1950, Oklahoma State; M.Mus., Performer's Certificate, 1952, A.Mus.Doc., 1959, Eastman School of Music. (1961)

Robert I. Hurwitz, Professor (theory, history); A.B., 1961, Brooklyn; M.Mus., 1965, Ph.D., 1970, Indiana. (1965)

Edward W. Kammerer, Associate Professor (horn, musicianship, jazz studies); Coordinator, Undergraduate Studies; Director, Brass Choir. B.Mus., 1964, M.Mus., 1965, Oregon. (1965)

Gary S. Karpinski, Assistant Professor (music theory), B.Mus., 1979, M.Mus., 1980, Temple. (1987)

Dean F. Kramer, Assistant Professor (piano, music history, chamber music). B.Mus., 1973, Oberlin Conservatory of Music; M. Mus., 1976, Texas at Austin. (1983)

Randi L'Hommedieu, Assistant Professor (music education). B.Mus.Ed., 1974, Missouri; M.Mus., 1982, Ph.D., 1987, Northwestern. (1987)

Marsha E. Mabrey, Assistant Professor (orchestral conducting, instrumental music education); Director, University Symphony. B.M., 1971, M.M., 1972, Michigan. (1982)

Gary M. Martin, Professor (music education, music history); Associate Dean. B.A., 1961, M.A., 1963, Adams State; Ph.D., 1965, Oregon. (1966)

Lawrence C. Maves, Jr., Associate Professor (violin); Director, Sinfonietta. B.Mus., 1954, M.Mus., 1959, Oregon; Diploma, 1958, The Juilliard School. (1958)

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, Associate Professor (music education); Chair, Music Education; Director, University Children's Choir. B.A., 1963, M.A., 1965, Oregon; Ph.D., 1974, Florida State. (1974)

Harold Owen, Professor (composition, music history, musicianship); Director, University Consort. B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California. (1966)

Stephen W. Owen, Assistant Professor (jazz studies, music theory). B.Mus.Ed., 1980, North Texas State; M.Mus., 1975, Miami (Ohio). (1988)

Stephen J. Paul, Assistant Professor (band, music education); Director, Marching Band; Director, Symphonic Band. B.A., 1974, Westminster; M.M.E., 1976, North Texas State. (1983)

George W. Recker, Assistant Professor (trumpet). Coprincipal Trumpet, Kennedy Center Opera Orchestra, Florida State University, George Peabody College, 1964-1969. (1983)

H. Royce Saltzman, Professor (choral music); Executive Director, Oregon Bach Festival. B.A., 1950, Goshen; M.Mus., 1954, Northwestern; D.M.A., 1964, Southern California. (1964)

Marian Elizabeth Smith, Assistant Professor (music history). B.A., 1976, Carleton; B.Mus, 1980, Texas at Austin; Ph.D., 1988, Yale. (1988)

Victor Steinhardt, Professor (piano, chamber music). B.Mus., 1964, Mount St. Mary's; M.A., 1967, California, Los Angeles. (1968)

Stephen Stone, Associate Professor (Field Instructional Services, choral music, jazz history). B.S., 1949, M.S., 1956, D.M.A., 1971, Oregon. (1976)

Leslie Straka, Assistant Professor (viola and violin studio study). B.M., 1976, M.Mus., 1978, D.M.A., 1987, Arizona State. (1987)

Anne Tedards, Assistant Professor (studio voice). A.B. Music, 1970, Sweet Briar; M.M., 1972, North Carolina. (1987)

Marlene Soriano Thal, Associate Professor (piano, piano literature, piano pedagogy); Coordinator, Chamber Ensemble Studies. B.A., 1954, M.L.S., 1962, M.Mus., 1971, D.M.A., 1978, Washington (Seattle). (1973)

Richard Trombley, Associate Professor (music history, flute). B.S., 1961, The Juilliard School; M.Mus., 1962, Manhattan School of Music; D.M.A., 1977, Stanford. (1963)

Monte Tubb, Associate Professor (musicianship, composition). B.A., 1956, Arkansas; M.A., 1960, Indiana. (1966)

Mary Lou Van Rysselberghe, Instructor (general music—elementary and middle school, early childhood, music and special education). B.Mus., 1956, M.Mus., 1976, Oregon. (1977)

Jeffrey Williams, Associate Professor (trombone and low brass); Coordinator, Jazz Studies; Director, High School Music Summer Session. B.Mus., 1965, North Texas State; M.S., 1966, Illinois; D.M.A., 1974, North Texas State. (1980)

Courtesy

Joan Benson, Courtesy Assistant Professor (piano, early keyboard instruments). B.Mus., 1950, M.Mus., 1951, Illinois; Performer's Certificate, 1952, Indiana. (1984)

John Brombaugh, Courtesy Assistant Professor (organ construction). B.S., 1960, Cincinnati; M.S., 1963, Cornell. (1978)

Adjunct

David E. Gustafson, Adjunct Instructor (piano technology). (1970)

William Hunt, Adjunct Instructor (violin). B.Mus., 1973, Oregon; M.Mus., 1979, North Texas State. (1985)

Sarah Calkins Maxwell, Adjunct Assistant Professor (harp). B.A., 1957, Oregon. (1980)

Emeriti

Exine Anderson Bailey, Professor Emerita (voice, pedagogy). B.S., 1944, Minnesota; M.A., 1945, Professional Diploma, 1951, Columbia. (1951)

Francis W. Bittner, Professor Emeritus (piano, music theory). B.Mus., 1936, Cincinnati Conservatory of Music; M.A., 1943, New York. (1946)

John M. Gustafson, Associate Professor Emeritus (music education). A.B., 1947, Augustana; M.Mus., 1951, Michigan; Ph.D., 1956, Florida State. (1956)

John Hamilton, Professor Emeritus (organ, harpsichord). A.B., 1946, California, Berkeley; M.Mus., 1956, D.M.A., 1966, Southern California. (1959)

George Hopkins, Professor Emeritus (piano). Teacher's Certificate, 1918, Peabody Conservatory; B.A., 1921, Oregon. (1925)

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). M.Mus., 1942, M.Mus., 1947, Michigan; D.Ed., 1955, Columbia. (1975)

Robert M. Trotter, Professor Emeritus (analysis and criticism, musicianship, pedagogy). B.Mus., 1942, Northwestern; M.A., 1947, Chicago; Ph.D., 1957, Southern California. (1963)

Robert S. Vagner, Professor Emeritus (clarinet, music education, director of bands). B.A., 1935, M.A., 1938, Colorado State; M.Mus., 1942, Michigan. (1950)

William C. Woods, Professor Emeritus (piano, music history). B.Mus., 1948, M.Mus., 1949, Southern California. (1950)

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

The School of Music began as the Department of Music in 1886. It became the School of Music in 1900 and was admitted to the National Association of Schools of Music in 1928. The standards of the School are in accordance with those of the Association.

The primary aims of the School are to help students prepare for a variety of professions in music, to provide nonmajors with elective studies that can enhance their understanding and enjoyment of music, and to provide the community with a rich diversity of musical experience.

General Information

Facilities

The School of Music is housed in a building complex of five units, two completed in 1978. These units include Beall Concert Hall, seating 550 people; separate band, choir, and orchestra rehearsal rooms with support facilities;

more than 65 practice rooms; a small recital hall; studio offices, classrooms, and seminar rooms. The University of Oregon Library music collection includes complete works, periodicals, recordings, and a large collection of books and scores. The music collection is supported by gifts from Phi Beta and Mu Phi Epsilon and a bequest from the late Matthew H. Douglass, former University Librarian. Through acquisitions under the Farmington Plan, the Library has a particularly strong and growing collection of contemporary foreign books on music. Seven pipe organs are housed within the School of Music facilities, including the nationally recognized organ by Jürgen 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.

Concerts and Recitals

More than 200 concerts and recitals are presented on campus throughout the year by visiting artists, members of the School of Music faculty (Faculty Artist Series), and advanced Music students. Other regularly scheduled concerts include performances by artists of international fame sponsored by the University Music Society, the Committee for Musical Arts, and the Chamber Music Society.

The School of Music has also conducted the annual Oregon Bach Festival during a two-week period in late June and early July for the past 18 years. The Festival, under the administrative direction of H. Royce Saltzman, Professor of Music, and the German conductor Helmuth Rilling, artistic director, combines an educational program in choral music for academic credit with the public offering of some 30 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, Oregon Wind Ensemble, University Percussion Ensemble, Marching Band, Symphonic Band, Pep Band, Symphony Orchestra, Sinfonietta, Brass Choir, Jazz Ensembles, Jazz Laboratory Bands, Vocal Jazz Ensembles, Opera Workshop, and numerous small chamber ensembles offer membership and performance opportunities to all qualified students on campus. Collegium Musicum, a vocal-instrumental group, provides opportunity 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 are planned to complement courses in analysis, history, and criticism offered by the School.

Financial Aid

The following scholarships are available to Music students. For additional details on financial aid, write to Dean, School of Music, University of Oregon, Eugene OR 97403.

Ruth Lorraine Close Musical Fellowship (about $50,000 awarded annually to approximately 25 students for advanced study in Music, with some awards reserved for students in harp and composition)

Carol Nelson Corbett Scholarship

Eugene Chamber Choir Scholarships

Lawrence Maves Scholarship ($250 for violin students)

Maud Densmore Memorial Scholarship ($500 for returning Music students)

Max Risinger Memorial Scholarship (for choral music education)

Mu Phi Epsilon Scholarships (for Music majors)

Paul Clarke Stauffer Scholarships (for Oregon resident Music majors)

Phi Beta Scholarships (for Music majors)

Presser Foundation Scholarship (for an undergraduate Music major)

Women's Choral Society Scholarship (for entering Music majors)

Public School Teaching Certification

The School of Music offers work for preparation to teach music in the public elementary and secondary schools, kindergarten through twelfth grade. Certification requires satisfactory completion of a program of teacher preparation that includes subject matter preparation in the teaching specialty, in professional education, and recommendation of the institution in which the preparation is completed. The School of Music offers work toward Basic and Standard Oregon certification.

For specific information regarding requirements for the Music endorsement, students should consult one of the Music Education advisers and the staff in the Teacher Education Office of Student Services.

Students who already have bachelor's degrees but seek Music endorsement for teacher certification are not held responsible for all University degree requirements. Program descriptions and checklists for both Basic and Standard endorsements are available in the School of Music.

Fees (per term)

Studio Instruction

Half-hour lessons	$ 75-150
Hour lessons	$150-275

Note: The number of lessons a term is determined in consultation with the instructor. Normally, 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

Note: Guitar students are not exempt from studio instruction fees.

Other Fees

All Music majors	$10.00
Nonmajors' access to practice rooms	$10.00
Rental of University instrument when enrolled in Performance Studies (MUP) courses	$15.00
Summer session rental of instrument for performance studies	$25.00
Instrument rental when enrolled in ensembles	$ 5.00
Instrument rental when enrolled in technique classes	$10.00
Percussion studies instrument fee	$10.00
Use of electronic studio	$25.00
Use of organs and harpsichords	$15.00
Use of elementary music education laboratory	$ 5.00
Orientation to Music Education (MUE 326)	$10.00

Performance Studies

All courses in Performance Studies are listed with the MUP prefix. These courses are in two general categories:

Preparatory instruction (MUP 100-162, 231-233). Fee required

Studio instruction (MUP 170-194, 271-294, 341-362, 371-394, 471-494, 511-532, 541-562, 570-594, 641-661, 671-694)

Degree requirements of Performance Studies are usually defined in terms of studio instruction. In some instances preparatory instruction must precede the studio instruction. (See fees for studio instruction, listed above.)

Enrollment in any Performance Studies sequence must be preceded by an audition. Auditions are conducted to establish details (e.g., level, credits) for registration. Auditions also precede advancement from one level to another.

Studio instruction carries 2-4 credits a term. Students giving recitals must be enrolled in Performance Studies and in Reading and Conference (MUS 405 or 505) during the term of the recital. The number of credits, up to 4, for the Reading and Conference is determined by the instructor. Prerecital auditions are required to evaluate the student's readiness for public performance. After the recital a faculty evaluation is required. If approval is given the recital is then formally acknowledged as a fulfilled degree requirement.

Enrollment in studio instruction is sometimes limited because of faculty teaching loads. Under such circumstances, priority is given to continuing Music majors. For those who cannot be initially assigned a faculty teacher, studio

instruction for credit at extra cost can be arranged with other teachers.

Details concerning levels, repertory, and other matters are available upon request.

Undergraduate Studies

Nonmajors

Courses

The School of Music offers numerous opportunities for nonmajors to be involved in Music courses and performance ensembles. See course listings for details. The following courses are primarily for students without previous musical instruction.

Basic Music (MUS 125)

Introduction to Music and Its Literature (MUS 201, 202, 203)

Music in World Cultures (MUS 258)

The Music of Bach and Handel (MUS 351)

The Classic Symphony and Sonata (MUS 352)

Survey of Opera (MUS 353)

Introduction to 20th-Century Music (MUS 354)

Listening with Understanding (MUS 450)

Special courses are frequently offered under Special Studies (MUS 199), Innovative Education (MUS 200), Experimental Course (HUM 410), including such topics as Asiatic and Near Eastern Music, Folk Guitar, Inside Rock Music, and History of Rock and Roll.

Ensembles

Collegium Musicum (MUS 191, 391, 591)

Chamber Ensemble: Brass Choir, other ensembles as needed (MUS 194, 394, 594)

Band: Basketball Band, Green Garter Band, Marching Band, Pep Band, Symphonic Band, Oregon Wind Ensemble (MUS 195, 395, 595)

Orchestra: Sinfonietta, Symphonic Orchestra (MUS 196, 396, 596)

Chorus: Chamber Choir, Gospel Choir, University Men's Chorus, University Women's Chorus, University Singers, Vocal Jazz Ensemble (MUS 197, 397, 597)

Special Studies: Song and Dance Troupe (MUS 199)

Small Jazz Ensembles (MUS 392, 592)

Jazz Laboratory Band (MUS 393, 593)

Opera Workshop (MUS 398, 598)

Minor Requirements

The School of Music offers two minors: the minor in Music and the minor in Music Education: Elementary Education.

Minor in Music. The minor in Music requires 27 credits, of which at least 15 must be upper division. A minimum of 15 credits, including all performance study and ensemble requirements, must be taken in residence. All courses applied to the minor must be graded C- or better. Credits are to be distributed as follows:

Course Requirements **27 credits**

Core (choose A or B): **12 credits**

Option A: Basic Music (MUS 125) 3
Introduction to Music and Its Literature (MUS 201, 202, 203) 9

Option B: Rudiments of Music (MUS 126), Music Theory I (MUS 131, 132, 133), and Aural Skills I (MUS 134, 135, 136) 12

History and Literature **6 credits**

At least *two* courses chosen from the following: Music in World Cultures (MUS 258), The Music of Bach and Handel (MUS 351), The Classic Symphony and Sonata (MUS 352), Survey of Opera (MUS 353), Introduction to 20th-Century Music (MUS 354), History of Jazz (MUS 355) 6

Performance **6 credits**

Performance Studies for Music Minors (MUP 365) 2-4
Performance ensembles 2-4

Electives **3 credits**

Minor in Music Education: Elementary Education. The minor in Music Education : Elementary Education requires 27 credits. Before beginning the minor program, students must complete 13 credits of prerequisites or pass waiver examinations. Up to 6 credits in the minor program may be taken P/N (pass/no pass); grades of D or below cannot be applied to the minor. At least 18 credits must be taken at the University of Oregon.

Prerequisites **13 credits**

Introduction to Music and Its Literature (MUS 201, 202, 203) 9
Music Fundamentals (MUS 321, 322) 4

Required Courses **21-24 credits**

One of the following: Special Studies: Guitar (MUE 199), Basic Performance Studies: Class Piano (MUP 100), Basic Performance Class Piano (MUP 131, 132, 133), Intermediate Performance Class Piano (MUP 231, 232, 233) . 2-3
Basic Performance Studies: Voice (MUP 101) *or* Performance Studies (Studio Instruction): Voice for Nonvoice Specialists (MUP 170) . . . 2-4
Music Methods for Elementary Teachers (MUE 383) *or* Teaching Methods: Elementary Choral and General (MUE 412) 3
Kodály Context I (MUE 416G) 3
Orff-*Schulwerk*: Introduction (MUE 420G) 3
The General Music Program: Elementary (MUE 426G) 3
Classroom Management in Music (MUE 430G) . . . 3
One term of choral ensemble 1

Electives **3-6 credits**

Choose from the following: General Music in the Middle School (MUE 415G), Kodály Context II (MUE 417G), Orff-*Schulwerk*: Level I (MUE 421G), Orff-*Schulwerk*: Level II (MUE 422G), Children's Choir (MUE 424G), Classroom Instruments (MUE 425), Music for Early Childhood (MUE 428G), Music in Special Education (MUE 429G) 3-6

Music Major Programs

Bachelor's Degrees Offered

Bachelor of Arts (B.A.) in Music

Bachelor of Science (B.S.) in Music

Bachelor of Music (B.Mus.):

- Music Composition
- Music Education
- Music Education: Choral-General
- Music Education: Choral-Instrumental
- Music Education: Instrumental
- Music Merchandising
- Music Performance: Instrumental
- Music Performance: Keyboard
- Music Performance: Percussion
- Music Performance: Voice
- Music Theory

The Bachelor of Arts in Music is primarily for students wanting a broad liberal arts education while majoring in Music. The Bachelor of Science in Music is appropriate for those wanting a broad education in the sciences or social sciences while majoring in Music. Those wanting strong preparation in music should work toward the bachelor of music degree.

Admission

To be admitted applicants must demonstrate sufficient competence in a primary medium of performance. Auditions can be scheduled by correspondence. Auditions for fall term admission are held in February and June. Details on repertory and procedure are available upon request. Applicants who are unable to arrange an on-campus audition may submit a tape recording. Applicants in composition must call or write a member of the composition faculty.

A placement examination is required of Music majors prior to first-term registration. Eligibility for enrollment in the core courses Music Theory I (MUS 131, 132, 133) and Aural Skills I (MUS 134, 135, 136) or prescription of remedial courses is determined by this examination. A description of the examination's content is available in the undergraduate office of the School of Music.

Program Requirements

Ensemble Requirements

Each degree requires a minimum number of terms of ensemble. Some degrees require participation in specific ensembles.

Music majors and minors enrolled in studio instruction must be concurrently enrolled in a band, chorus, or orchestra, and they must audition for ensemble placement before each fall term registration. Students entering winter and spring terms audition at the time of entrance. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the School's ensembles. Exceptions may be considered by the Ensemble Performance Studies Committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete the Ensemble Requirement Petition
3. Return the petition to the School of Music front desk

Before University registration begins, the petition will be given to the chair of the Ensemble Performance Studies Committee and the student will be notified of the action taken.

Except for keyboard and guitar students, students enrolled in a chamber ensemble must be concurrently enrolled in an assigned band, choir, or orchestra.

General Requirements

In addition to the general University requirements for bachelor's degrees (see the **Registration and Academic Policies** section of this bulletin), all undergraduate degrees in Music require the following:

Core Courses **45 credits**

Music Theory I (MUS 131, 132, 133) 6
Aural Skills I (MUS 134, 135, 136) 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
History of Music II (MUS 261, 262, 263) 6
Analysis (MUS 324, 325, 326) 9

Music majors must earn a C- or better in each of these courses.

Students are subject to the degree requirements stated in the 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 most recent set of requirements but not a combination of the two.

Specific Degree Requirements

In addition to general University requirements and the general requirements for all undergraduate Music degrees, each undergraduate Music degree has the following specific requirements. Detailed checklists for all degrees are available upon request.

BACHELOR OF ARTS IN MUSIC

Studio instruction: at least three terms at the MUP 171 level or above

Ensemble: at least six terms

9 credits in either History of Western Art (ARH 204, 205, 206) *or* World Literature (ENG 107, 108, 109)

Senior project: a scholarly work, recital, or composition. If a recital is chosen, three terms of performance study at the MUP 300 level are required before the project is presented. Enroll in Reading and Conference (MUS 405); consult adviser for details and procedure

All B.A. degrees in Music require 36 credits in literature and language and proficiency in French, German, or Italian (see Registration and Academic Policies).

BACHELOR OF SCIENCE IN MUSIC

Studio instruction: at least three terms at the MUP 171 level or above

Ensemble: at least six terms

Senior project: a scholarly work, recital, or composition. If a recital is chosen, three terms of performance study at the MUP 300 level are required before the project is presented. Enroll in Reading and Conference (MUS 405); consult adviser for details and procedure

All B.S. degrees require 36 credits in either science or social science and competence in mathematics (see Registration and Academic Policies).

BACHELOR OF MUSIC: MUSIC COMPOSITION

Ensemble: at least nine terms

credits

- Composition I, II, III (MUS 240, 241, 242, 340, 341, 342, 440, 441, 442) 27
- Seminar: New Music (MUS 407) 2
- Instrumental Conducting I, II (MUS 387, 388) 4
- Advanced Analysis (MUS 430, 431, 432) 6
- 18th-Century Counterpoint (MUS 433) 2
- Fugue I, II (MUS 434, 435) 4
- Scoring for Voices and Instruments (MUS 439) ... 3
- Proficiency in piano at the MUP 271 level *or* proficiency in piano at MUP 171 level and the 100 level in another instrument or in voice
- A total of at least 121 Music (MUS, MUP, MUE prefixes) credits including electives and required courses
- Senior recital: a public performance of compositions written by the student under the guidance of the composition faculty
- Final approval of the student's recital and general qualifications by the composition faculty

BACHELOR OF MUSIC IN MUSIC EDUCATION: CHORAL-GENERAL

credits

- Studio instruction 18

Piano emphasis:

Competence of studio performance studies in piano, demonstrated by juried acceptance into the MUP 341 level, and completion of three terms of studio voice (MUP 170)

Voice emphasis:

Competence of studio performance studies in voice, demonstrated by juried acceptance into the MUP 344 level, and completion of three terms of studio piano (MUP 141)

- Ensemble: at least 11 terms
- Choral Conducting I, II (MUS 384, 385) and Instrumental Conducting for Choral Majors (MUS 386) 6
- Orientation to Music Education (MUE 326) 3
- Teaching Methods (MUE 412, 413) 6
- Scoring for Voices and Instruments (MUS 439) ... 3
- Choral Materials for Schools (MUE 444) 2
- Instrumental Techniques (MUE 392), one term each in woodwinds, brass, and strings ... 3
- Voice Pedagogy (MUE 391) 1
- Classroom Instruments (MUE 425) 2
- Practicum (MUE 409) 3
- Piano proficiency: six terms of class piano *or* passing of piano proficiency examination
- Student Teaching: Elementary K-9 (ELED 415) *and* Student Teaching: Secondary (Music) (SEED 417), 15 credits, and student teaching seminar (MUE 407), 1 credit 16
- Educational Psychology I (EPSY 322), Educational Psychology II (EPSY 323) 6
- Completion of courses in the College of Education required for certification to teach in secondary schools
- Minimum cumulative grade point average of 2.50; grades of C– or better in courses listed above; at least two terms in residence

Note: Admission to the music education program requires faculty approval at the end of the sophomore year

BACHELOR OF MUSIC IN MUSIC EDUCATION: CHORAL-INSTRUMENTAL

The requirements for this degree are the same as those for either the instrumental or the choral-general program with the following exceptions:

- Studio instruction: students must meet the performance requirements for both degree options
- Ensemble: at least 11 terms including three in an instrumental ensemble and three in a choral ensemble

credits

- Choose *three* of the following: Teaching Methods: Instrumental (MUE 411), Teaching Methods: Elementary Choral and General (MUE 412), Teaching Methods: Secondary Choral and General (MUE 413), or Instrumental Teaching Strategies (MUE 414) 8-9
- Instrumental techniques, to be determined in conference with an adviser 3-8

Note: Admission to the music education program requires faculty approval at the end of the sophomore year

BACHELOR OF MUSIC IN MUSIC EDUCATION: INSTRUMENTAL

credits

- Studio instruction: 18 credits including 6 at the MUP 300 level or above (band or orchestral instrument only; piano, organ, recorder, harp, and guitar are not considered band or orchestral instruments) 18
- Ensemble: at least 11 terms (including two terms of marching band for woodwind, brass, and percussion specialists)
- Instrumental Conducting I, II (MUS 387, 388), Choral Conducting for Instrumental Majors (MUS 389) 6
- Orientation to Music Education (MUE 326) 3
- Teaching Methods: Instrumental (MUE 411), Teaching Methods: Elementary Choral and General (MUE 412), Instrumental Teaching Strategies (MUE 414) 8
- Scoring for Voices and Instruments (MUS 439) ... 3
- Voice Pedagogy (MUE 391) 1
- Instrumental Techniques (MUE 392) 8
- Practicum (MUE 409) 3
- Piano proficiency: six terms of class piano *or* passing of piano proficiency examination
- Student Teaching: Elementary K-9 (ELED 415) *and* Student Teaching: Secondary (Music) (SEED 417), 15 credits, and 1-credit student teaching seminar (MUE 407) 16
- Educational Psychology I (EPSY 322), Educational Psychology II (EPSY 323) 6
- Completion of courses in College of Education required for certification to teach in secondary schools
- Minimum cumulative grade point average of 2.50; grades of C– or better in courses listed above; at least two terms in residence

Note: Admission to the music education program requires faculty approval at the end of the sophomore year.

BACHELOR OF MUSIC: MUSIC MERCHANDISING

The major in Music Merchandising is designed to prepare students for successful management roles in the retail music industry including those related to the operation of music stores; to sheet music, instrument, recording, and musical equipment sales; and to similar outlets. The program has been designed jointly by the School of Music and the College of Business Administration at the University. Seniors in the program serve one-term internships in music industries throughout the state as a practical application of their classroom learning experience. The program has the enthusiastic support of the retail music industry. Requirements are listed below.

credits

- Studio instruction at the MUP 100 level 7
- Ensemble: 11 terms
- Choral Conducting I, II (MUS 384, 385), Instrumental Conducting for Choral Majors (MUS 386) *or* Instrumental Conducting I, II (MUS 387, 388), Choral Conducting for Instrumental Majors (MUS 389) 6
- Select 10 credits from the following: Orientation to Music Education (MUE 326), Instrumental Techniques (MUE 392), Choral Materials for Schools (MUE 444), String Materials for Schools (MUE 445), Wind Instrument Materials for Schools (MUE 446) 10
- Choose *three* of the following: Music in World Cultures (MUS 258), History of Jazz (MUS 355), Seminar: Instrument Maintenance (MUS 407G), Seminar: Piano Tuning and Maintenance (MUS 407G), or any 400-level seminar in music history 9
- Choose *two* of the following: Teaching Methods: Instrumental (MUE 411), Teaching Methods: Elementary Choral and General (MUE 412), Teaching Methods: Secondary Choral and General (MUE 413), Instrumental Teaching Strategies (MUE 414) 5-6
- Piano Proficiency: six terms of class piano *or* passing of piano proficiency examination
- Electives in Music (MUE, MUP, MUS prefixes) to total 93 credits
- Select 15 credits from the following: Introduction to Business-Information Processing (CIS 131), Introduction to Financial Accounting I (ACTG 221), Introduction to Law (BE 226), Marketing Systems and Demand Analysis (MKTG 311), Management and Organizational Behavior (MGMT 321), Small Business Management (MGMT 340), Principles of Advertising (J 341), Principles of Public Relations (J 359), Retail Administration (MKTG 365), Advertising Layout (J 447) 15

BACHELOR OF MUSIC: MUSIC PERFORMANCE

credits

- Studio instruction: at least 36 credits including three terms at the MUP 400 level 36
- Ensemble: at least 12 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
- Senior recital: Enroll in Reading and Conference: Recital (MUS 405); consult studio teacher for details
- Specialized majors are in Music Performance: Voice, Keyboard, Instrumental, or Percussion. Additional requirements for each major follow.

Voice:

- Proficiency in piano: sight reading, transposing, accompanying; consult studio teacher for details
- Proficiency in French, German, Italian: if all three, equivalent to completion of one college year in each; if two of the three, equivalent to two years in one language and one year in the other

Keyboard:

Six of the 12 terms of ensemble must be in Chamber Ensemble (MUS 194, 394)

Piano Pedagogy I and II (MUE 471, 472), Practicum (MUE 409)

Prerecital auditions must be approved at least six weeks before the proposed recital date

Instrumental:

Candidates majoring in Music Performance: Instrumental with an emphasis on woodwinds are subject to special requirements; consult studio teacher for details and procedures

BACHELOR OF MUSIC: MUSIC THEORY

	credits
Studio instruction: at least 18 credits including at least three terms at the MUP 200 level or above	18
Proficiency in piano at the MUP 271 level *or* proficiency at the MUP 171 level in piano and the MUP 100 level on another instrument or in voice	
Ensemble: at least nine terms	
18th-Century Counterpoint (MUS 433)	2
Fugue I, II (MUS 434, 435)	4
Composition I (MUS 240, 241, 242)	9
Scoring for Voices and Instruments (MUS 439)	3
Advanced Analysis (MUS 430, 431, 432)	6
Select 6 credits from the following: Fugue II (MUS 435), Sacred Choral Music (MUS 457), Music for Chamber Ensemble (MUS 461, 462, 463), Piano Literature (MUS 464, 465, 466), Solo Vocal Music (MUS 467, 468, 469), Orchestral Music (MUS 470, 471, 472), History of Opera (MUS 473, 474, 475), Organ Music (MUS 476), Wind-Instrument Music (MUS 477), or approved Seminar (MUS 407)	6

A total of at least 121 Music credits (MUS, MUP, MUE prefixes) including electives and required courses

Senior lecture-recital: Enroll in Reading and Conference (MUS 405); consult adviser for details

Final approval of the student's lecture-recital and general qualifications

STATE HANDICAPPED LEARNER ENDORSEMENT

The requirements for this endorsement are commensurate with those for either the Music Education: Choral-General or Music Education: Choral-Instrumental programs for the B.Mus. in Music Education. See also the Handicapped Learner Endorsement Program in the Teacher Education section of this bulletin.

The Handicapped Learner endorsement can be completed as part of an undergraduate program in Teacher Education, as a combined undergraduate and postbaccalaureate program, or as part of the fifth year or master's degree program. The endorsement requires a minimum of 36 credits or demonstrated competence and prepares one to teach the mildly handicapped, mildly retarded, learning disabled, and behaviorally disordered. The endorsement requires a Basic or Standard secondary teaching certificate.

The applicant must be accepted into the Handicapped Learner endorsement program and must have completed student teaching in music prior to taking any of the required practica.

Graduate Studies

Master's Degree Programs

Master's Degrees Offered

Master of Arts (M.A.)

- Music Education
- Music Education: Choral-General
- Music Education: Choral-Instrumental
- Music Education: Instrumental
- Music History
- Music Theory

Master of Music (M.Mus.):

- Music: Conducting
- Music Composition
- Music Education
- Music Education: Choral-General
- Music Education: Choral-Instrumental
- Music Education: Instrumental
- Music Performance: Instrumental
- Music Performance: Keyboard
- Music Performance: Percussion
- Music Performance: Voice
- Music: Piano Pedagogy

Admission

Applicants must satisfy general University, Graduate School, and School of Music requirements governing admission. See the Graduate School section of this bulletin regarding credits, residence, and transfer of graduate work taken elsewhere.

Send to the Director of Admissions and Records, Graduate Admissions, University of Oregon, the original copy of an Application for Graduate Admission, a $25.00 fee, and an official transcript showing receipt of a bachelor's degree.

Send the following materials to the Coordinator of Graduate Studies, School of Music, University of Oregon, Eugene OR 97403:

1. The four carbon copies of the Application for Graduate Admission
2. A copy of transcripts of all previous undergraduate and graduate study
3. Three written recommendations, one from a primary-area professor
4. A statement of career goals including purpose and intent in earning a graduate degree
5. A recent sample of applicant's scholarly writing, such as a term paper
6. Supporting material related to the primary area of interest. *Performance students:* a tape, a repertoire list, and copies of programs from solo public performances; *composers:* musical scores and tapes, list of compositions, and copies of programs from performances of your works; *music education majors:* copies of programs conducted; *other music majors:* copies of recent programs in which you have participated

Following are additional admission requirements for each major or area of emphasis:

Music History. Proficiency to enter MUP 541-562 in voice or on an instrument taught at the University

Music Theory. Proficiency to enter MUP 541-562 in voice or on an instrument taught at the University

Music: Choral Conducting. Minimum of two years of successful conducting experience supported by letters of recommendation, tapes, and programs; piano proficiency examination

Wind Ensemble Conducting. Proficiency to enter MUP 541. Students must also have two years' experience as a conductor and pass an audition of conducting skills.

Music Composition. Demonstration of substantial ability and technical skill in composition by submitting to the composition faculty scores and tapes of original works for large and small ensembles and evidence of a senior recital of the candidate's works. The candidate should arrange an interview with a member of the composition faculty, if possible, prior to the first term of graduate study

Performance and Music Literature. Proficiency to enter MUP 570-594. Prospective voice specialists must also have piano proficiency in sight reading and accompanying.

Any student admitted on the basis of a taped performance must have a live audition at the beginning of his or her studies.

Performance in Early Keyboard Instruments. None

Performance in Woodwind or Brass Instruments. Proficiency to enter MUP 581-590 in primary instrument. Proficiency to enter MUP 521-530 in two secondary instruments

Piano Pedagogy. Proficiency to enter MUP 541

Entrance Examinations

All entering graduate students admitted into a master's degree program, either conditionally or unconditionally, are required to take entrance examinations in musicianship and music history before their first term of enrollment. These examinations are given on or before the first day of registration each term. Students who do not pass the examinations (or portions of them) are required to complete prescribed courses by the end of their second term of enrollment. Entering graduate students in Music Education must pass a teaching skills examination or complete courses prescribed by the Music Education Committee.

Note: Students in the planned fifth-year certification program are exempt from these examinations.

Program Requirements

Ensemble Requirements. Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles.

Students enrolled in studio instruction must be concurrently enrolled in a band, chorus, or orchestra, and they must audition for ensemble placement before each fall term registration. Students entering winter and spring terms audition at the time of entrance. In making assignments a faculty auditioning committee and the performance instructors give priority to the University Orchestra, the University Singers, and the Oregon Wind Ensemble. Assignments take into account the student's preference, level of ability, major performance medium, educational and musical needs, and the needs of the School's ensembles. Exceptions may be considered by the Ensemble Performance Studies Committee after the student completes the following procedure:

1. Audition for the appropriate ensemble auditioning committee (choral or instrumental)
2. Complete the Ensemble Requirement Petition
3. Return the petition to the School of Music front desk

Before University registration begins, the petition will be given to the chair of the Ensemble Performance Studies Committee and the

student will be notified of the action taken.

Note: Except for keyboard and guitar specialists, students enrolled in a chamber ensemble must be concurrently enrolled in an assigned conducted ensemble.

Degree Requirements. A minimum of 50 percent of all degree requirements must be taken in 500-level courses. In addition to Graduate School requirements (see the **Graduate School** section of this bulletin) for master's degrees, each degree program listed below has the following specific requirements:

MASTER OF ARTS OR MASTER OF MUSIC IN MUSIC EDUCATION

Specialized majors are in Music Education: Choral-General, Choral-Instrumental, or Instrumental. Candidates are required to establish an area of emphasis within their specialized majors.

Areas of Emphasis:
Elementary General Music
Instrumental Conducting and Literature
Choral Conducting and Literature

Note: Other areas of emphasis within or outside the School of Music can be arranged (consult adviser and Graduate Committee).

Ensemble: at least three terms

Studio instruction: at least three terms

credits

Music in School and Society (MUE 532) 3
Resources in Music Education (MUE 514) 3
Research Methods in Music (MUS 511) 3
Curricular Strategies in Music Education (MUE 538) 3
A total of at least 9 credits in music history, theory, or composition at the 400G level or above 9
A total of at least 12 credits in courses related to the degree emphasis area at the 400G level or above 12
Professional Education courses 12
Electives (chosen with adviser) within or outside the School of Music at the 400G level or above to complete 48 graduate credits

Courses as needed in expository writing

For M.A. degree: reading proficiency in a foreign language (usually German); see the **Graduate School** section of this bulletin

Completion requirements—*one* of the following: 9 credits in Thesis (MUS 503) and oral examination *or* a major project (2-4 credits) and oral examination *or* a recital (if studio instruction is MUP 541-562 level or above) and oral examination

MASTER OF ARTS: MUSIC HISTORY

Studio instruction: at least three terms

Ensemble: at least three terms

credits

Research Methods in Music (MUS 511) 3
Choose *four* of the following: Music in the Middle Ages (MUS 560), Music in the Renaissance (MUS 561), Music in the Baroque Era (MUS 562), Music in the Classical Period (MUS 563), Music in the Romantic Era (MUS 564), Music in the 20th Century (MUS 565) 12
A total of at least 9 credits in music history or theory seminars (MUS 407G, 507) 9
Electives in music history or theory or appropriate area outside Music; recommended courses are MUS 457-477G, 543, 544, 589, or additional seminars (MUS 407G, 507)

A total of at least 48 graduate credits

Thesis (MUS 503) 9

Language requirement: reading proficiency in a foreign language (usually German) demonstrated by two years of successful undergraduate study or by passing an examination. **Note:** Language courses taken to meet this requirement are not included in the 48 total credits

Completion requirements: defined in consultation with the adviser; normally an oral examination on the thesis

MASTER OF ARTS: MUSIC THEORY

Studio instruction: at least three terms

Ensemble: at least three terms

credits

Research Methods in Music (MUS 511) 3
Choose *three* of the following: Music in the Middle Ages (MUS 560), Music in the Renaissance (MUS 561), Music in the Baroque Era (MUS 562), Music in the Classical Period (MUS 563), Music in the Romantic Era (MUS 564), Music in the 20th Century (MUS 565) 9
A total of at least 6 credits in music history or theory seminars (MUS 407G, 507) 6
Electives in music theory or history or appropriate area outside Music; recommended courses are MUS 425-427G, 430-435G, 543, 544, or seminars in Music Theory or Music History or other topics (MUS 407G, 507)

A total of at least 48 graduate credits

Thesis (MUS 503) 9

Language requirement: reading proficiency in a foreign language (usually German) demonstrated by two years of successful undergraduate study or by passing an examination. **Note:** Language courses taken to meet this requirement are not included in the 48 total credits

Completion requirements: defined in consultation with the adviser; normally an oral examination on the thesis

MASTER OF MUSIC: CONDUCTING

Choral Emphasis

Studio instruction: at least three terms of voice

Ensemble: at least three terms of choral

credits

Advanced Instrumental Conducting (MUS 486) . . . 3
Research Methods in Music (MUS 511) 3
Practicum: Advanced Choral Conducting (MUS 509) 6
Reading and Conference: Choral Literature (MUS 505) 9
Advanced Choral Conducting (MUS 485G), Seminar: Advanced Choral Analysis (MUS 507), Seminar: Advanced Choral Performance (MUS 507) 7-11
A total of at least 6 credits in music history selected from MUS 561-565 6
Electives selected from Scoring for Voices and Instruments (MUS 439G), Advanced Pedagogy: Voice (MUE 491G), Baroque Performance Practices (MUS 589), Collegium Musicum (MUS 591)

Three consecutive terms in residence, excluding summer sessions

A total of at least 54 graduate credits

Completion requirements: conduct at least two public performances of choral ensembles (faculty approval required), final oral examination

Wind Ensemble Emphasis

credits

Advanced Instrumental Conducting (MUS 486) . . . 3
Seminar: Literature for Large Wind Groups Study and Analysis (MUS 507), three terms 9
Seminar: Wind Ensemble Conducting (MUS 507) . 3
Practicum (MUS 509), three terms 6
Research Methods (MUS 511) 3
Studio performance studies at the MUP 541 level or above 6
Music in the 20th Century (MUS 565) 3
Wind Ensemble (MUS 595) 6
One additional course in music history at the 500 level or above 3
Electives in the area of emphasis, chosen with adviser, at the 400G level or above 12

Completion requirements: academic year in residence, final oral examination, juried rehearsal, juried conducting performance, and research paper dealing with some aspect of wind ensemble conducting

MASTER OF MUSIC: MUSIC COMPOSITION

Ensemble: at least three terms

credits

Advanced Composition Studies (MUS 540, 541, 542) 6
Research Methods in Music (MUS 511) 3
Seminar: New Music (MUS 407G), two terms 4
A total of at least 6 credits in music history selected from MUS 561, 562, 563, 564, 565 6
A total of at least 10 credits selected from: Advanced Keyboard Harmony (MUS 425G), Score Reading (MUS 426, 427G), Advanced Analysis (MUS 430, 431, 432G), Scoring for Voices and Instruments (MUS 439G), Synthesizer Techniques (MUS 443G), Electronic Synthesizer Laboratory (MUS 444G), Advanced Choral Conducting (MUS 485G), Advanced Instrumental Conducting (MUS 486G), Advanced Pedagogy (MUE 491G), Seminar: Advanced Aural Skills (MUS 407G), Performance Studies (Studio Instruction) (MUP 541-562) 10
A total of at least two courses outside the School of Music at the 400M level or above 4
Music electives, selected in consultation with the adviser, to complete at least 50 graduate credits

Proficiency in piano at the MUP 271 level or proficiency at the MUP 171 level in piano and at the MUP 100 level on another instrument or in voice

Thesis (MUS 503): a composition of substantial dimension, composed under the guidance of a member of the music composition faculty, performed, and recorded

Public performance of works composed under the guidance of a member of the composition faculty. Faculty approval is required for graduation.

Final oral examination reviewing the thesis

MASTER OF MUSIC: MUSIC PERFORMANCE

Music Literature Emphasis

Specialized majors are in Music Performance: Instrumental, Keyboard, Percussion, or Voice

Options are available in piano, harpsichord, organ, voice, harp, violin, viola, cello, string bass, oboe, flute, clarinet, bassoon, trumpet, trombone, horn, tuba, saxophone, string bass, and percussion.

credits

Studio instruction: MUP 570-594 12
Ensemble: at least three terms
Research Methods in Music (MUS 511) 3
Collegium Musicum (MUS 591) 1
Seminars or courses in music history or literature at the 400G level or above 12
Electives at the 400G level or above and chosen in consultation with the adviser 17

A total of at least 48 graduate credits

A public recital

Completion requirements: a final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium

Keyboard: Piano Literature (MUS 464, 465, 466G)

Voice: Competence in Italian, French, and German equivalent to two years of college study in one language and one year of college study in each of the other two

Piano Accompanying Emphasis

credits

Research Methods in Music (MUS 511) 3
Music History and Literature (MUS 400G or above, except MUS 464, 465, 466) 9
Performance Studies (Studio Instruction): Piano Accompanying (MUP 570) 9
Performance Studies (Studio Instruction): Piano (MUP 571) 3
Chamber Ensemble (MUS 594) 4
Solo Vocal Music (MUS 467, 468 or 469G), two terms chosen in consultation with adviser 4
Lyric Diction (MUS 455, 456G) 6
Music for Chamber Ensemble (MUS 461, 462, 463G) or Reading and Conference: Music for Chamber Ensemble (MUS 505), one term chosen in consultation with adviser 2
Reading and Conference: Music for Chamber Ensemble Laboratory (MUS 505) 1
A total of 9 credits selected from:
Conducted Ensemble (MUS 595, 596, or 597)
Voice Pedagogy (MUE 391)
Advanced Keyboard Harmony (MUS 425G)
Score Reading (MUS 426G, 427G)
Collegium Musicum (MUS 591)
Performance Studies: Harpsichord, at appropriate level
Opera Workshop (MUS 598) *or* Reading and Conference (MUS 505) as appropriate, with adviser's approval

Solo Vocal Music (MUS 467, 468, or 469G), one term behond those listed above 9

Proficiency in French, Italian, and German is strongly recommended.

Final Demonstration. Two public recitals, each consisting of at least 45 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 15 minutes of repertoire for solo piano. Each recital must be given prior approval by at least three music faculty members, chosen in consultation with the adviser, at an audition to be held at least six weeks before the proposed performance.

Early Keyboard Instruments Emphasis

This option requires specialization in two or more of the following: clavichord, harpsichord, fortepiano, organ.

	credits
Studio instruction: selected from MUP 572, 573, 593, 594 (as applicable)	12
Secondary instruments selected from MUP 372, 373, 393, 594 or higher (as applicable)	12
Ensemble: at least three terms	
Collegium Musicum (MUS 591)	1
Research Methods in Music (MUS 511)	3
Seminars or courses in music history or literature at the MUS 400G level or above	12
Electives at the MUS 400G level or above and chosen in consultation with the adviser	17
A total of at least 48 graduate credits	
Two public recitals	
Final oral examination with emphasis on history, literature, and pedagogy related to the performance media	

Woodwind or Brass Instruments Emphasis

	credits
Studio instruction: MUP 581-590 in primary instrument	9
Studio instruction: MUP 521-530 in each secondary instrument	3
Ensemble: at least three terms	
Collegium Musicum (MUS 591)	1
Research Methods in Music (MUS 511)	3
Wind Instrument Music (MUS 477G)	3
Advanced Pedagogy: Woodwind or Brass (MUE 491G)	3
Seminars or courses in music history or literature at the 400G level or above	12
Electives at the 400G level or above and chosen in consultation with the adviser	8
A total of at least 48 graduate credits	
Complete public recital of both solo and ensemble music on the primary instrument, and a performance of a substantial composition on each of the two secondary instruments during a public student recital	
Final oral examination with emphasis on woodwind or brass history, literature, and pedagogy	

MASTER OF MUSIC: PIANO PEDAGOGY

Studio instruction in piano: at least 12 credits at the MUP 541 level or above

Ensemble: at least three terms

	credits
Research Methods in Music (MUS 511)	3
Piano Literature (MUS 464, 465, 466G)	9
Piano Pedagogy I: Fundamentals of Teaching (MUE 471G)	3
Piano Pedagogy II: Pre-Piano and Beginning Piano Study (MUE 472G) concurrent with Practicum (MUE 409G or 509)	4
Piano Pedagogy III: Teaching Teenagers and Adults (MUE 473G)	3
Advanced Pedagogy: Piano (MUE 491G)	3
A total of at least three terms of Practicum (MUE 509), 1 credit each term	3
Seminars or courses in music history or literature	6
Electives at the 400G level or above and chosen in consultation with the adviser	7
A total of at least 52 graduate credits	
Project and short recital (at least 30 minutes performing time)	
Final oral examination	

Doctoral Degree Programs

Doctoral Degrees Offered

Doctor of Musical Arts (D.M.A.)

- Music Composition
- Music Education
- Music Education: Choral-General
- Music Education: Choral-Instrumental
- Music Education: Instrumental
- Music History
- Music Performance: Instrumental
- Music Performance: Keyboard
- Music Performance: Percussion
- Music Performance: Voice
- Music Theory

Doctor of Education (D.Ed.) or Doctor of Philosophy (Ph.D.)

- Music Education: Choral-General
- Music Education: Choral-Instrumental
- Music Education: Instrumental

Primary and supporting areas are offered in music composition, music education, music history, music performance, and music theory. Supporting areas are also offered in choral conducting and wind ensemble conducting.

Note: All doctoral candidates in music must complete one primary area and one supporting area. The D.Ed. and Ph.D. degree programs offer the primary area in music education; the supporting area for these degrees is outside the School of Music. Additional details are available upon request from the School of Music office.

Admission

Conditional Admission

Send to the Office of Admissions and Records, University of Oregon:

1. The original copy of an Application for Graduate Admission
2. An official transcript showing receipt of a bachelor's degree

Send to the Coordinator of Graduate Studies, School of Music, University of Oregon, Eugene OR 97403:

1. The four carbon copies of the Application for Graduate Admission
2. A copy of transcripts of all previous undergraduate and graduate study
3. Three written recommendations from people who know the applicant's professional and personal qualifications
4. A recent sample of scholarly writing, such as a term paper, and recent copies of concert or recital programs
5. For applicants choosing either a primary or a supporting area in composition: a score and a tape recording of an original composition
6. For applicants choosing a primary area in music education: two letters of recommendation indicating three years of successful full-time music teaching. For applicants choosing a supporting area in music education: two letters of recommendation indicating two years of successful full-time music teaching. These letters are in addition to the recommendations required of all applicants in 3 above
7. For applicants choosing a primary or supporting area in music history or music theory: a document exemplifying the applicant's scholarship and research ability. This document serves as the sample of writing requested in 4 above
8. For applicants choosing either a primary or supporting area in music performance: a personal audition or a recent tape recording of a performance; a list of repertoire and copies of recent programs
9. Any other materials the applicant believes are of interest to the School of Music Graduate Admissions Committee

Entrance Examinations

All entering graduate students admitted into a doctoral or predoctoral program are required to take entrance examinations in musicianship and music history before their first term of enrollment. These examinations are given on or before the first day of registration each term. Students who do not pass the examinations (or portions thereof) must complete prescribed courses by the end of their second term of enrollment.

Formal Admission

Formal admission is accomplished by appearing before the Graduate Committee during the second or third term of residence (not including summer session). Students must meet this requirement to be permitted to enroll for subsequent terms. Further information about formal admission is available from the graduate secretary, School of Music.

Program Requirements

Ensemble Requirements

Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles.

Students enrolled in studio instruction must be enrolled concurrently in a band, chorus, or orchestra, and they must audition for ensemble placement before each fall registration.

Note: Except for keyboard and guitar specialists, students enrolled in a chamber ensemble must be concurrently enrolled in an assigned conducted ensemble.

General Degree Requirements

In addition to the Graduate School's requirements for doctoral degrees, the School of Music has the following general requirements:

	credits
Ensemble: at least three terms	3-6
Concept Development in College Music Teaching (MUE 540, 541, 542)	9
Research Methods in Music (MUS 511)	3
Advanced Pedagogy (MUE 491G): two terms, one each in primary and supporting areas	6
Supervised College Music Teaching (MUE 502): two terms, one each in primary and supporting areas	
A total of at least *two* courses or seminars in music history or theory, chosen from MUS 407G or the 500 level	4-6
A total of at least *two* of the following: Music in the Middle Ages (MUS 560), Music in the Renaissance (MUS 561), Music in the Baroque Era (MUS 562), Music in the Classical Period (MUS 563), Music in the Romantic Era (MUS 564), Music in the 20th Century (MUS 565)	6

A total of at least 9 credits in courses outside Music, chosen in consultation with the faculty adviser and excluding elementary language courses 9

Proficiency in a foreign language, usually French, German, or Italian. Students with a primary or supporting area in voice must demonstrate proficiency in French, German, and Italian equivalent to two years of college study in one language and one year of study in each of the other two

Note: Reading and Conference, Thesis, and Research are available during the summer session on a limited basis.

Specific Area Requirements

In addition to the general requirements of the Graduate School and School of Music for doctoral degrees, the following are specific requirements for the various primary and supporting areas.

MUSIC COMPOSITION, PRIMARY

credits

Advanced Pedagogy: Musicianship (MUE 491G), one term; if the supporting area is other than musicianship, this term is in addition to the one term required in the supporting area 3

Courses in composition chosen with a faculty adviser, 20 credits including thesis 20

Courses outside the School of Music, chosen with a faculty adviser, 3 credits beyond what is required of all students 12

Public performance , usually a graduate composition recital, on the University of Oregon campus of compositions completed during the period of doctoral study and approved by the music composition faculty

MUSIC COMPOSITION, SUPPORTING

credits

Courses in composition, analysis, or pedagogy of musicianship or of composition, chosen in consultation with a faculty adviser 12

Public performance on the University of Oregon campus of compositions completed during the period of doctoral study and approved by the music composition faculty

MUSIC EDUCATION, PRIMARY

The following requirements are the same for the D.M.A., Ph.D., and D.Ed. degrees:

credits

Research Methods in Music (MUS 513) 3

Resources in Music Education (MUE 514) 3

Seminar: Thesis Organization (MUE 507)

Educational Statistics (EPSY 415, 416G) or equivalents 6

Studio instruction, three terms

Thesis (MUE 503) 18

A total of at least 15 credits in additional graduate MUE courses 15

MUSIC EDUCATION, SUPPORTING

credits

Research Methods in Music (MUS 513) 3

Educational Statistics (EPSY 415G) or equivalent 3

Studio instruction, three terms

A total of at least 9 credits in additional graduate MUE courses 9

For the Ph.D. degree the supporting area is in research. For the D.Ed. degree the supporting area is in any field other than music.

MUSIC HISTORY, PRIMARY

credits

Collegium Musicum (MUS 591) 3

Music in the Middle Ages (MUS 560) 3

Music in the Renaissance (MUS 561) 3

Music in the Baroque Era (MUS 562) 3

Music in the Classical Period (MUS 563) 3

Music in the Romantic Era (MUS 564) 3

Music in the 20th Century (MUS 565) 3

A total of at least three terms in music history or theory seminars (MUS 407G, 507)

Notation of Medieval and Renaissance Music (MUS 543, 544) 6

Performance Practices before 1800 (MUS 589) ... 3

Seminar: Thesis Organization (MUE 507) 1-2

Thesis (MUS 503) 18

Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University campus

MUSIC HISTORY, SUPPORTING

At least three terms in music history or theory seminars (MUS 407G, 507)

credits

Music in the Middle Ages (MUS 560) 3

Music in the Renaissance (MUS 561) 3

Music in the Baroque Era (MUS 562) 3

Music in the Classical Period (MUS 563) 3

Music in the Romantic Era (MUS 564) 3

Music in the 20th Century (MUS 565) 3

MUSIC PERFORMANCE, PRIMARY

credits

Performance Studies (Studio Instruction) (MUP 671-694), six terms 24

Seminar: Thesis Organization (MUE 507) 1-2

Thesis (MUS 503), focusing on some aspect of the performance medium 18

Three public performances on the University of Oregon campus (subject to prerecital approval by a faculty jury), one of which must be a solo recital

MUSIC PERFORMANCE, SUPPORTING

credits

Performance Studies (Studio Instruction) (MUP 641-661), three terms 12

Two public performances (subject to prerecital approval by a faculty jury), one of which must be a solo recital

MUSIC THEORY, PRIMARY

credits

Collegium Musicum (MUS 591) 3

Choose at least *three* of the following: Music in the Middle Ages (MUS 560), Music in the Renaissance (MUS 561), Music in the Baroque Era (MUS 562), Music in the Classical Period (MUS 563), Music in the Romantic Era (MUS 564), Music in the 20th Century (MUS 565) 9

A total of at least three terms in music history and music theory seminars (MUS 407G, 507)

Advanced Analysis (MUS 430, 431, 432G) 6

Choose at least *three* of the following: 18th-Century Counterpoint (MUS 433G), Fugue I, II (MUS 434, 435G), Advanced Keyboard Harmony (MUS 425G), Score Reading (MUS 426, 427G) 6

Seminar: Thesis Organization (MUE 507) 1-2

Thesis (MUS 503) 18

Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University of Oregon campus

MUSIC THEORY, SUPPORTING

A total of at least three terms of music theory and history seminars (MUS 407G, 507)

credits

Advanced Analysis (MUS 430, 431, 432G) 6

Choose at least *three* of the following: Music in the Middle Ages (MUS 560), Music in the Renaissance (MUS 561), Music in the Baroque Era (MUS 562), Music in the Classical Period (MUS 563), Music in the Romantic Era (MUS 564), Music in the 20th Century (MUS 565) 9

Choose at least *three* of the following: Advanced Keyboard Harmony (MUS 425G), Score Reading (MUS 426, 427G), 18th-Century Counterpoint (MUS 433G), Fugue I, II, (MUS 434, 435G) 6

CHORAL CONDUCTING, SUPPORTING

Vocal Performance Studies (Studio Instruction) (MUS 641-661), three terms

Advanced Instrumental Conducting (MUS 486) 3

Practicum: Choral Conducting (MUE 509), one-term minimum. Supervised College Music Teaching (MUE 502) may be substituted

Seminar: Advanced Choral Conducting (MUS 507) taken concurrently with MUE 509

Choral literature courses to be selected after consultation with an adviser

Inquire at the School of Music front desk for a list of recommended elecitives

Two summer workshops held during the Oregon Bach Festival. Participation at least one summer as a conductor during the Festival

Piano proficiency. May be demonstrated by successful completion of Intermediate Performance Class Piano (MUP 231, 232, 233) or by examination 6

One public choral conducting performance (faculty approval required)

Diction proficiency in French, German, Italian, and Latin. May be demonstrated by successful completion of Lyric Diction (MUS 455, 456) or by examination 6

Comprehensive examination in choral conducting

WIND ENSEMBLE CONDUCTING, SUPPORTING

credits

Advanced Instrumental Conducting (MUS 486) ... 3

Seminar: Wind Ensemble Conducting (MUS 507) . 3

Seminar: Wind Repertoire from 1500-1850 (MUS 507) 3

Seminar: Wind Repertoire from 1850-1950 (MUS 507) 3

Seminar: Repertoire from 1950 to the present (MUS 507) 3

Practicum: Wind Ensemble Conducting (MUE 509) . 3

Band: Wind Ensemble (MUS 595), three terms ... 6

Electives in subject are chosen by student and adviser.

Comprehensive Examinations

Written and oral comprehensive examinations in the primary and supporting areas are taken before advancement to candidacy but after meeting the following conditions:

Formal admission to the doctoral program

Completion of all course work in the examination area

Approval of the dissertation proposal by the dissertation advisory committee

Approval from the adviser

Satisfaction of the foreign language requirement

Further information about comprehensive examinations is available from the graduate secretary, School of Music.

Advancement to Candidacy

Advancement to candidacy is based on successful completion of comprehensive examinations and foreign language requirements, approval by the dissertation advisory committee, and the recommendation of the adviser.

Dissertation Requirement

A dissertation is required in all degree programs. For candidates whose primary area is composition, the dissertation must be an original composition of major proportions composed during doctoral study and performed and recorded on the University campus. For candidates whose primary area is performance, the dissertation consists of three required public performances and a written dissertation focusing on some aspect of the performance medium.

Time Limit

Doctoral students have seven years from the beginning of their first year in residence to complete the degree. All course work, the comprehensive examinations, any required recitals, and the dissertation must be satisfactorily completed before the end of the seven-year period. If this period is exceeded, an additional year of residence or a new set of comprehensive examinations, or both, are required.

Final Examination

A final oral examination is required in all degree programs. The candidate is expected to defend the dissertation and show a command of the primary area. Members of the dissertation advisory committee normally conduct the final examination; their appointment is subject to the approval of the dean of the Graduate School.

Courses Offered

The School of Music curriculum is divided into three general categories, each designated by a specific prefix:

MUS: Music Courses and Ensembles
MUE: Music Education
MUP: Performance Studies

Music Courses (MUS)

Lower Division

125 Basic Music (3) Elementary study of terms and notational symbols; designed to develop elementary competence in performing from notation and in notating musical ideas. Nonmajors or premajors.

126 Rudiments of Music (3) Elementary study of terms and notational symbols; designed to develop elementary competence in performing from notation and in notating musical ideas. For music majors and minors who need preparation to enter MUS 131 and 134.

131, 132, 133 Music Theory I (2,2,2S) Elementary study of musical structure, emphasizing the acquisition of descriptive and analytical capacity. Prereq: placement examination; coreq: MUS 134, 135, 136.

134, 135, 136 Aural Skills I (1,1,1S) Elementary ear training through sight singing, dictation, and related activities. Prereq: placement examination; coreq: MUS 131, 132, 133. Karpinski, S. Owen.

161, 162, 163 History of Music I (3,3,3S) Study of the history and evolution of music, principally of Western art music to ca. 1800. Smith.

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. Prereq: audition. H. Owen.

194 Chamber Ensemble (1R) Study of music through small-group rehearsal. For string and wind instrument players, percussionists, keyboard players, and singers. Prereq: audition, instructor's consent. **R** for maximum of 6 credits.

195 Band (1-2R) Marching Band, 2 credits; Oregon Wind Ensemble, 1-2 credits; Eugene-University Wind Ensemble, 1 credit; University Band, 1 credit; Symphonic Band, 1 credit; Basketball Band, 1 credit; Green Garter Band, 1 credit. Prereq: audition for Oregon Wind Ensemble and Eugene-University Wind Ensemble; interview for Marching Band, Symphonic Band, and Basketball Band and Green Garter Band. **R** for a maximum of six terms. Bennett.

196 Orchestra (1-2R) University Symphony Orchestra, 2 credits; University Sinfonietta, 1 credit. **R** for a maximum of six terms. Mabrey, Maves.

197 Chorus (1-2R) University Singers, Chamber Choir, Vocal Jazz Ensemble, 2 credits; University Men's Chorus, University Women's Chorus, Laboratory Chorus, 1 credit. Prereq: audition, instructor's consent. **R** for maximum of six terms. Clark, Miller, Saltzman, Stone.

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

201, 202, 203 Introduction to Music and Its Literature (3,3,3) Cultivation of understanding and intelligent enjoyment of music through a study of its elements, forms, and historical styles.

231, 232, 233 Music Theory II (2,2,2,S) Continuation of MUS 131, 132, 133. Prereq; MUS 133, 136 or equivalent proficiency; coreq: MUS 234, 235, 236.

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. Karpinski.

240, 241, 242 Composition I (3,3,3) Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; contemporary techniques; emphasis on student's own beginning creative work. Prereq: MUS 113, 203 or equivalents and instructor's consent. Healey, H. Owen, Tubb.

258 Music in World Cultures (3) Survey of music from Africa, Asia, and the oral traditions of Europe and the Americas; the styles and functions of music in many cultures.

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. Smith.

Upper Division

321, 322 Music Fundamentals (2,2) Music notation and terminology; learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and harmonic instruments. Nonmajors only. Laboratory fee. R. Moore.

324, 325, 326 Analysis (3,3,3) 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, instructor's consent. Healey, H. Owen, Tubb.

351 The Music of Bach and Handel (3) Compositions by Bach and Handel such as organ chorale, cantata, oratorio, opera, and mass; cultural context in Germany, France, Italy, and England for the development of their styles. Primarily for nonmajors. Prereq: sophomore standing or higher.

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. Prereq: sophomore standing or higher.

353 Survey of Opera (3) *Le nozze di Figaro, Carmen, Otello, Tristan und Isolde, Pelléas et Melisande,* and *The Rake's Progress* as masterpieces fusing theatrical and musical modes of dramatic expression. Primarily for nonmajors. Prereq: sophomore standing or higher.

354 Introduction to 20th-Century Music (3) Evolution and revolution in musical style since Debussy and Mahler; selected masterpieces by such composers as Stravinsky, Bartók, Schoenberg, Copland, and Varèse. Primarily for nonmajors. Prereq: sophomore standing or higher.

355 History of Jazz (3) Jazz from the turn of the century to the present. Duke Ellington, Count Basie, Woody Herman, Charlie Parker, and Miles Davis. Improvisation and trends in vocal jazz. Prereq: sophomore standing or higher. Stone.

384, 385 Choral Conducting I, II (2,2) Conducting techniques with emphasis on practical application to choral organizations; score reading; analysis and interpretation of choral music. Conducting experience with laboratory chorus. Prereq: MUS 223, 226 or equivalents and instructor's consent. Clark, Saltzman.

386 Instrumental Conducting for Choral Majors (2) Transposition and instrumental conducting techniques. Third term in the conducting sequence for choral majors. Prereq: MUS 385, MUE 392 (one term), and instructor's consent. Bennett, Mabrey.

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 223, 226, MUE 392 (one term) or equivalents and instructor's consent. Bennett, Mabrey.

389 Choral Conducting for Instrumental Majors (2) Choral conducting techniques. Third term in the conducting sequence for instrumental majors. Prereq: MUS 388 and instructor's consent. Clark, Saltzman.

391 Collegium Musicum (1R) Repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Prereq: audition. H. Owen.

392 Small Jazz Ensembles (1R) Improvisatory group. Study of current and past small-group jazz performances. Prereq: audition, interview with instructor, full-year commitment. Kammerer.

393 Jazz Laboratory Band (1R) Large ensembles performing progressive jazz-rock repertoire. Performances on campus and at jazz festivals. Improvisation as well as repertoire study. Prereq: audition, full-year commitment. Casey, S. Owen, Williams.

394 Chamber Ensemble (1R) Study of music through small-group rehearsal. For string and wind instrument players, percussionists, keyboard players, and singers. Prereq: audition, instructor's consent.

395 Band (1-2R) See MUS 195 for available bands. **R** for maximum of six terms. Prereq: audition, instructor's consent. Bennett, Casey, Paul.

396 Orchestra (1-2R) University Orchestra, University Sinfonietta. **R** for maximum of six terms. Prereq: audition, instructor's consent. Mabrey, Maves.

397 Chorus (1-2R) See MUS 197 for available choruses. **R** for maximum of six terms. Prereq: audition, instructor's consent. Clark, Miller, Saltzman, Stone.

398 Opera Workshop (2R) Traditional and contemporary repertory for the musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques. Prereq: instructor's consent.

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (1-4R)

407 (G) Seminar: [Term Subject] (Arr,R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability. Recent topics are Bartók, Beethoven, The Classical Symphony, Haydn, Jazz Improvisation, Mahler, Mozart, Monteverdi, Schoenberg, Stravinsky, and Wagner.

408 Workshop (Arr,R) Various topics at a level beyond that available in regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic or equivalents and both instructor's and dean's consent.

410 (G) Experimental Course: [Term Subject] (Arr,R)

411 (G) Percussion Master Class (1R) Techniques of percussion ensemble, performance, education methods, instrument construction, mallet construction. Limited to percussion specialists and Music Education majors. Dowd.

425 (G) Advanced Keyboard Harmony (2) Realization of figured bass notation in the light of baroque performance practices. Prereq: MUS 223, 226 or instructor's consent. H. Owen.

426, 427 (G) Score Reading (2,2) Analysis of musical scores of composition for small and large ensembles involving transposition of parts; use of the piano as a means of studying ensemble scores. Maves.

430, 431, 432 (G) Advanced Analysis (2,2,2) Advanced analytical techniques, especially those developed by Heinrich Schenker and Felix Salzer, applied to music of all periods and styles. Prereq: MUS 223, 226. Bergquist. Not offered 1988-89.

433 (G) 18th-Century Counterpoint (2) Study of contrapuntal techniques through analysis and composition. Prereq: MUS 222, 226 or equivalents and instructor's consent. H. Owen.

434 (G) Fugue I (2S) Contrapuntal techniques of the 18th century through analysis and composition. Prereq: MUS 433 and instructor's consent. **S** with MUS 435. H. Owen.

435 (G) Fugue II (2S) Continuation of 434; contrapuntal techniques of the 19th and 20th centuries through analysis and composition. Prereq: instructor's consent. **S** with MUS 434. H. Owen.

439 (G) Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of choral and instrumental groups. Prereq: MUS 223, 226. Maves. Offered winter term only.

440, 441, 442 (G) Composition III (3,3,3) Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital. Prereq: MUS 342 and instructor's consent.

443 (G) Synthesizer Techniques (3) Basic principles and techniques of music synthesis; laboratory experience using the Moog and Arp synthesizers and other related equipment in the electronic music studio of the School of Music. Fee: $20.00. Prereq: instructor's consent. H. Owen.

444 (G) Electronic Synthesizer Laboratory (1) Individual laboratory experience with electronic synthesizers and related equipment. Fee: $20.00. Prereq: instructor's consent. H. Owen.

450 (M) Listening with Understanding (3) Introduction to perceptive listening through experiencing and analyzing various types of music; collateral reading and class discussion. Not open to Music majors or to students with credit in MUS 201, 202, 203.

455, 456 (G) 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:** Italian and German. **456:** French and English. Need not be taken in sequence. Eckhoff.

457 (G) Sacred Choral Music (3) Choral music based on liturgical and nonliturgical sacred themes;

performance practices of various styles; development of criteria for judging aesthetic quality of the music and its performance.

461, 462, 463 (G) Music for Chamber Ensemble (2,2,2) Basic repertory for string quartet and other ensembles using piano and strings; emphasis on listening and analysis. Prereq: MUS 363. Hladky.

464, 465, 466 (G) Piano Literature (3,3,3) Solo piano music from J. S. Bach to the present; original works for four hands and for two pianos; the concerto; emphasis on style as it affects performance. Prereq: MUS 363. Thal.

467, 468, 469 (G) 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 363. Miller.

470, 471, 472 (G) Orchestral Music (2,2,2) Major types of orchestral music from the 18th to the 20th century; dance suite, symphony, tone poem, descriptive suite, pieces for string orchestra. Prereq: MUS 363.

473, 474, 475 (G) History of Opera (2,2,2) Critical study of the musical and dramatic content of operas forming the standard international repertoire. **473:** antiquity to Mozart. **474:** Mozart to Verdi. **475:** Wagner to the present. Prereq: MUS 363. Miller.

476 (G) Organ Music (3) The organ in church and concert; organ repertoire from the 15th century to the present. Prereq: MUS 363. Hamilton.

477 (G) 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 363.

478 (G) History of the Band (3) The development of the wind band in Europe and the United States.

485 (G) Advanced Choral Conducting (3) Refinement of choral conducting techniques; musical scores from contemporary and earlier periods with emphasis on analysis, interpretation, and rehearsal procedures. Administrative procedures for choral organizations. Prereq: MUS 384, 385, 386. Saltzman.

486 (G) Advanced Instrumental Conducting (3) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. Prereq: MUS 387, 388 or equivalents.

Graduate

Note: Research, Thesis, and Reading and Conference are available only on a limited basis to graduate students enrolled during summer sessions.

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (1-4R) Individual study of topics beyond the availability of regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic and instructor's and dean's consent.

507 Seminar: [Term Subject] (Arr,R) Studies of various topics at an advanced level, offered periodically according to student and faculty interest and availability. A current topic is Composition. For additional topics see MUS 407.

510 Experimental Course: [Term Subject] (Arr,R)

511, 512, 513 Research Methods in Music (3,3,3) **511:** use of reference, research, and bibliographical sources in music. **512:** research methods in music history and theory. **513:** experimental research including problem identification, research design, influencing variables, research tools, and the interpretation of data in relation to the teaching of music. MUS 511 is a prerequisite to both 512 and 513. Bergquist, Hurwitz, Moore.

520 Bibliography in Wind Ensemble Conducting (3) Survey of research in conducting. Discussion of rehearsal strategies and psychology.

521, 522, 523 Wind Repertoire (3,3,3S) Survey and analysis of music composed for large wind groups. **521:** 1500-1850. **522:** 1850-1950. **523:** 1950 to the present.

524 Wind Conducting Laboratory (2R) Study, preparation, and conducting of works for instrumental ensembles in rehearsals and performances. **R** for maximum of 6 credits.

533, 534 20th-Century Counterpoint (2,2) Techniques of present-day contrapuntal practice; application in larger contrapuntal forms. Prereq: MUS 434. Not offered 1988-90.

540, 541, 542 Advanced Composition Studies (2,2,2) Studio instruction in composition. Prereq: MUS 442 or instructor's consent; coreq: Seminar: Composition (MUS 507). Healey, H. Owen, Tubb.

543, 544 Notation of Medieval and Renaissance Music (3,3) Representative examples of notational systems and practices in Western European polyphony from 900 to 1600. Bergquist. Not offered 1989-90.

560 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. Not offered 1988-89.

561 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. Not offered 1989-90.

562 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. Not offered 1989-90.

563 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. Not offered 1988-89.

564 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. Hurwitz. Not offered 1989-90.

565 Music in the 20th Century (3) The crisis of romanticism and tonality: the transition of Debussy, Mahler, and others; new styles of Stravinsky, Schoenberg, Bartók; developments in the United States; implications of recent developments. Hurwitz. Not offered 1988-89.

589 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. Not offered 1989-90.

591 Collegium Musicum (1R) See MUS 391 for additional information.

592 Small Jazz Ensembles (1R) See MUS 392 for additional information.

593 Jazz Laboratory Band (1R) See MUS 393 for additional information.

594 Chamber Ensemble (1R) See MUS 394 for additional information.

595 Band (1-2R) See MUS 195 for additional information.

596 Orchestra (1-2R) See MUS 196 for additional information.

597 Chorus (1-2R) See MUS 197 for additional information.

598 Opera Workshop (2R) See MUS 398 for additional information.

Music Education Courses (MUE)

Lower Division

199 Special Studies: [Term Subject] (1-3R)

200 Innovative Education: [Term Subject] (1-3R)

Upper Division

326 Orientation to Music Education (3) Observation of the total school music program (grades one through 12). Includes dialogue with local teachers. Open to school administrators and teachers in areas other than music. Transportation fee. L'Hommedieu.

383 Music Methods for Elementary Teachers (3) Planning and organizing musical activities for elementary school children; opportunities for presenting and testing ideas and techniques. Laboratory fee. Prereq: MUS 321, 322. R. Moore, Van Rysselberghe.

391 Voice Pedagogy (1R) Vocal techniques for chorus, studio, and class instruction. Methods and materials for adolescent and mature soloists. Bailey.

392 Instrumental Techniques (1R) Elementary instruction in pedagogy and performance of various instruments. Sections in strings, woodwinds, brass, percussion, flute, clarinet and saxophone, oboe and bassoon, trumpet, trombone, horn, violin and viola, and cello. Primarily for Music Education majors. Instrument rental fee.

400 Innovative Education: [Term Subject] (1-3R)

405 Reading and Conference: [Term Subject] (1-4R) Individual study of topics at a level beyond the availability of regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic or equivalents and both instructor's and dean's consent.

407 (G) Seminar: [Term Subject] (1-3R) Various topics at an advanced level, offered periodically according to student and faculty interest and availability.

408 (G) Workshop (Arr,R)

409 (G) Practicum: [Term Subject] (1-2R) Practical experience in guiding learning activities. Prereq: coordinator's consent.

410 (G) Experimental Course: [Term Subject] (Arr,R)

411 Teaching Methods: Instrumental (3) Concerns of music teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Instrumental technique classes recommended. Precedes student teaching. Doerksen.

412 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. Precedes student teaching. Coreq: Practicum: Elementary School Music (MUE 409). Laboratory fee. Van Rysselberghe.

413 Teaching Methods: Secondary Choral and General (3) See MUE 411 for details.

414 Instrumental Teaching Strategies (2) Learning comprehensive musicianship through orchestra and band performance in a laboratory setting. Performance on primary and secondary instruments, conducting, developing teaching strategies with goals and objectives. May be taken prior to MUE 411. Paul.

415 (G) General Music in the Middle School (3) Musical characteristics and capabilities of middle school students. Suitable materials and music experiences; alternative approaches to curriculum development, methods, and evaluation. Laboratory fee. Van Rysselberghe.

416, 417 (G) Kodály Context I, II (3,3) Development of musicianship through solfa and hand signs. Sequential steps for teaching music literacy. Review of folk and composed musical literature for children. R. Moore.

419 Senior Colloquium in School Music (3) The interrelationships among the various areas of music. To be taken in the last term of the senior year.

420 (G) Orff-*Schulwerk*: Introduction (3R) Introduction to Orff-*Schulwerk*. Speech and rhythm improvisation, basic instrumentation. **R** when instructor changes.

421 (G) Orff-*Schulwerk*: Level I (3R) Ostinati, simple bordun, recorders, creative movements. Prereq: MUE 420. **R** when instructor changes.

422 (G) Orff-*Schulwerk*: Level II (3R) Moving bordun, orchestrations: I-V, I-IV, I-IV-V. Prereq: MUE 420, 421. **R** when instructor changes.

424 (G) Children's Choir (3) Study techniques that lead to beautiful singing by children. Warm-ups, intonation exercises, motivation strategies, high-quality music, programming concerts, rehearsals. R. Moore.

425 Classroom Instruments (2) Basic performing skills on the recorder and guitar; advanced strumming techniques on the autoharp. Laboratory fee. Prereq: instructor's consent. R. Moore.

426 (G) The General Music Program: Elementary (3) Musical development of children from nursery through elementary school; curriculum, methods, materials, and evaluation. Prereq: MUE 383 or 412. Laboratory fee. Van Rysselberghe.

427 (G) The General Music Program: Secondary (3) Objectives, procedures, instructional materials, and evaluation of music programs for the general student in both junior and senior high schools.

428 (G) Music for Early Childhood (3R) Musical characteristics and abilities of preschool children. Suitable materials and musical experiences; techniques involving parents and children in a laboratory setting. Laboratory fee. **R** for maximum of 9 credits. Van Rysselberghe.

429 (G) Music in Special Education (3) Music for handicapped or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners. R. Moore.

430 (G) Classroom Management in Music (3) Alternative techniques for maintaining an environment conducive to music learning. Emphasis on observing effective public school music classes and interpretation of effects on children.

444 (G) Choral Materials for Schools (2) Repertoire for choral groups in secondary schools; choral music from early historical periods to the *avant-garde*; criteria for selection of choral music; instructional program and concert planning.

445 (G) 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 (G) Wind Instrument Materials for Schools (2) Repertoire for bands and other wind instrument groups in elementary and secondary schools; problems of leadership, presentation, and organization. Prereq: instructor's consent. Paul.

447 (G) Psychology of Music (3) Functions of the musical mind; knowledge and intellectual skills related to mature perception; implications for the teaching of music. Prereq: EPSY 323 or equivalent.

471 (G) Piano Pedagogy I: Fundamentals of Teaching (3) Basic processes of piano teaching. Observation of individual, group, and laboratory instruction at all levels of student proficiency. Allen.

472 (G) Piano Pedagogy II: Pre-Piano and Beginning Piano Study (3) Processes and materials for teaching children during the first three years of piano study. Group and individual teaching experiences. Prereq: MUE 471; coreq: MUE 409 or 509. Allen.

473 (G) Piano Pedagogy III: Teaching Teenagers and Adults (3) Processes and materials for teaching older beginners and intermediate students. Group, individual, and laboratory teaching experiences. Prereq: MUE 471; coreq: MUE 409 or 509. Allen.

491 (G) Advanced Pedagogy (3R) Sections in brass, college music education courses, composition, piano, history, theory, percussion, string instruments, voice, woodwinds. **R** for maximum of 9 credits.

Graduate

501 Research (Arr,R) P/N only. Prereq: instructor's and dean's consent.

502 Supervised College Music Teaching (Arr,R)

503 Thesis (Arr,R) P/N only. Prereq: instructor's consent.

505 Reading and Conference: [Term Subject] (1-2R) Individual study of topics beyond the availability of regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic or equivalents and instructor's consent.

507 Seminar: [Term Subject] (Arr,R) Recent topics are General Seminar in Music Education, History of U.S. Music Education, New Trends in Music Education, and Thesis Organization.

509 Practicum: [Term Subject] (1-4R) Professionally related experience on campus or elsewhere, with supervision by a qualified expert both in planning and in carrying out the project. Prereq: knowledge and competence both in the substance of the activity and in curricular planning, coordinator's consent.

510 Experimental Course: [Term Subject] (Arr,R)

514 Resources in Music Education (3) Review of resources in musical pedagogy. Compilation of annotated bibliography. Ways to evaluate music teaching and learning in order to improve ensemble and classroom instruction. L'Hommedieu.

532 Music in School and Society (3) Musical experiences and responses in contemporary society; standards for musical quality. Elementary and secondary school music programs, past and present, and their relationships to the communities they serve. Paul.

533 Music in the Elementary School (3) Curricula, materials, and procedures of teaching general music in the elementary school. Laboratory fee. Van Rysselberghe.

534 Music in the Junior High School (3) Current concerns and philosophies related to music in the junior high school and in the life of its students. Van Rysselberghe.

535 Music in the Senior High School (3) Curricula, organizations, methods, and materials in senior high school music, both vocal and instrumental.

536 Administration of School Music (3) Principles underlying a sound policy in the administration of school music programs; budgets, personnel, curriculum, facilities. Doerksen.

538 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.

540, 541, 542 Concept Development in College Music Teaching (3,3,3) Developing knowledge, skills, and attitudes useful for teaching music; current principles of educational psychology, instructional techniques, tests and measurements. Doctoral students only. Prereq: instructor's consent. Martin.

Performance Studies Courses (MUP)

Lower Division

100 Basic Performance Studies (2R) P/N only. Class piano. Prereq: instructor's consent. Extra fee.

101-107 Basic Performance Studies (2R) P/N only. 101: Voice, **102:** Strings, **103:** Woodwinds, **104:** Brass, **105:** Percussion, **106:** Guitar, **107:** Recorder. Prereq: instructor's consent. **R** twice for maximum of 6 credits. Extra fee.

131, 132, 133 Basic Performance Class Piano (2,2,2) First-year sequence for students with little or no piano background. Reading on the grand staff, technique, improvisation, ensemble and solo repertoire, playing by ear, adding simple accompaniments. Music majors only.

140-162 Intermediate Performance Studies (2R) P/N only. Instruction in performance for students with minimal previous training. **140:** Voice for Nonvoice Specialists, **141:** Piano, **142:** Harpsichord, **143:** Organ, **144:** Voice for voice specialists, **145:** Violin, **146:** Viola, **147:** Cello, **148:** Bass, **149:** Harp, **150:** Guitar, **151:** Flute, **152:** Oboe, **153:** Clarinet, **154:** Saxophone, **155:** Bassoon, **156:** Trumpet, **157:** French Horn, **158:** Trombone, **159:** Baritone Horn, **160:** Tuba, **161:** Percussion, **162:** Recorder. Prereq: audition, instructor's consent. **R** twice for maximum of 6 credits. Extra fee.

170-194 Performance Studies (Studio Instruction) (2-4R) First level of lower-division studio instruction. Technique and style of artistic performance. **170:** Voice for Nonvoice Specialists, **171:** Piano, **172:** Harpsichord, **173:** Organ, **174:** Voice for Voice Specialists, **175:** Violin, **176:** Viola, **177:** Cello, **178:** Bass, **179:** Harp, **180:** Guitar, **181:** Flute, **182:** Oboe, **183:** Clarinet, **184:** Saxophone, **185:** Bassoon, **186:** Trumpet, **187:** French Horn, **188:** Trombone, **189:** Baritone, **190:** Tuba, **191:** Percussion, **192:** Recorder, **193:** Fortepiano, **194:** Clavichord.

200 Innovative Education: [Term Subject] (1-3R)

231, 232, 233 Intermediate Performance Class Piano (2,2,2) Chords, harmonization, transposition, and playing by ear. Closed- and open-score reading. Improvisation in classical and 20th-century traditions. Solo and ensemble repertoire from baroque, classical, romantic, and contemporary periods. Music majors only.

271-294 Performance Studies (Studio Instruction) (2-4R) Second level of lower-division study. **271:** Piano, **272:** Harpsichord, **273:** Organ, **274:** Voice, **275:** Violin, **276:** Viola, **277:** Cello, **278:** Bass, **279:** Harp, **280:** Guitar, **281:** Flute, **282:** Oboe, **283:** Clarinet, **284:** Saxophone, **285:** Bassoon, **286:** Trumpet, **287:** French Horn, **288:** Trombone, **289:** Baritone, **290:** Tuba, **291:** Percussion, **292:** Recorder, **293:** Fortepiano, **294:** Clavichord. Prereq: instructor's consent, proficiency equivalent to completion of 100 level.

Upper Division

341-362 Performance Studies (Studio Instruction) (2-4R) Upper-division study for qualified degree candidates specializing in an area other than performance. **341:** Piano, **342:** Harpsichord, **343:** Organ, **344:** Voice, **345:** Violin, **346:** Viola, **347:** Cello, **348:** Bass, **349:** Harp, **350:** Guitar, **351:** Flute, **352:** Oboe, **353:** Clarinet, **354:** Saxophone, **355:** Bassoon, **356:** Trumpet, **357:** French Horn, **358:** Trombone, **359:** Baritone, **360:** Tuba, **361:** Percussion, **362:** Recorder. Prereq: jury audition, instructor's consent; proficiency equivalent to completion of 200 level.

365 Performance Studies for Music Minors (2-4R) Studies in a variety of performance areas for the student seeking a Music minor. Extra fee.

371-394 Performance Studies (Studio Instruction) (2-4R) First level of upper-division study for degree candidates. **371:** Piano, **372:** Harpsichord, **373:** Organ, **374:** Voice, **375:** Violin, **376:** Viola, **377:** Cello, **378:** Bass, **379:** Harp, **380:** Guitar, **381:** Flute, **382:** Oboe, **383:** Clarinet, **384:** Saxophone, **385:** Bassoon, **386:** Trumpet, **387:** French Horn, **388:** Trombone, **389:** Baritone, **390:** Tuba, **391:** Percussion, **392:** Recorder, **393:** Fortepiano, **394:** Clavichord. Prereq: jury audition, instructor's consent, proficiency equivalent to completion of MUP 271-294.

400 Innovative Education: [Term Subject] (1-3R)

410 Experimental Course: [Term Subject] (Arr,R)

471-494 Performance Studies (Studio Instruction) (2-4R) Second level of upper-division study for degree candidates preparing a recital. **471:** Piano, **472:** Harpsichord, **473:** Organ, **474:** Voice, **475:** Violin, **476:** Viola, **477:** Cello, **478:** Bass, **479:** Harp, **480:** Guitar, **481:** Flute, **482:** Oboe, **483:** Clarinet, **484:** Saxophone, **485:** Bassoon, **486:** Trumpet, **487:** French Horn, **488:** Trombone, **489:** Baritone, **490:** Tuba, **491:** Percussion, **492:** Recorder, **493:** Fortepiano, **494:** Clavichord. Prereq: instructor's consent, proficiency equivalent to completion of MUP 371-394.

Graduate

510 Experimental Course: [Term Subject] (Arr,R)

511-532 Performance Studies (Studio Instruction) (2R) Beginning study for graduate students in a secondary performance medium. **511:** Piano, **512:** Harpsichord, **513:** Organ, **514:** Voice, **515:** Violin, **516:** Viola, **517:** Cello, **518:** Bass, **519:** Harp, **520:** Guitar, **521:** Flute, **522:** Oboe, **523:** Clarinet, **524:** Saxophone, **525:** Bassoon, **526:** Trumpet, **527:** French Horn, **528:** Trombone, **529:** Baritone, **530:** Tuba, **531:** Percussion, **532:** Recorder. Prereq: instructor's consent, jury audition in primary performance medium to demonstrate proficiency required for admission to MUP 341-362 or 371-394. **R** for maximum of 6 credits.

541-562 Performance Studies (Studio Instruction) (2-4R) Graduate-level study for degree candidates specializing in other than performance. **541:** Piano, **542:** Harpsichord, **543:** Organ, **544:** Voice, **545:** Violin, **546:** Viola, **547:** Cello, **548:** Bass, **549:** Harp, **550:** Guitar, **551:** Flute, **552:** Oboe, **553:** Clarinet, **554:** Saxophone, **555:** Bassoon, **556:** Trumpet, **557:** French Horn, **558:** Trombone, **559:** Baritone, **560:** Tuba, **561:** Percussion, **562:** Recorder. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 271-294. **R** for maximum of 12 credits.

570 Performance Studies (Studio Instruction): Piano Accompanying (2-4R) Master's-level piano accompanying for degree candidates specializing in performance. Concentration on vocal and instrumental repertoire. Prereq: instructor's consent and audition to demonstrate proficiency equivalent to MUP 571.

571-594 Performance Studies (Studio Instruction) (2-4R) Master's level study for degree candidates specializing in performance. **571:** Piano, **572:** Harpsichord, **573:** Organ, **574:** Voice, **575:** Violin, **576:** Viola, **577:** Cello, **578:** Bass, **579:** Harp, **580:** Guitar, **581:** Flute, **582:** Oboe, **583:** Clarinet, **584:** Saxophone, **585:** Bassoon, **586:** Trumpet, **587:** French Horn, **588:** Trombone, **589:** Baritone, **590:** Tuba, **591:** Percussion, **592:** Recorder, **593:** Fortepiano, **594:** Clavichord. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 471-494.

641-661 Performance Studies (Studio Instruction) (2-4R) Doctoral level study for degree candidates with a supporting area in performance. **641:** Piano, **642:** Harpsichord, **643:** Organ, **644:** Voice, **645:** Violin, **646:** Viola, **647:** Cello, **648:** Bass, **649:** Harp, **650:** Guitar, **651:** Flute, **652:** Oboe, **653:** Clarinet, **654:** Saxophone, **655:** Bassoon, **656:** Trumpet, **657:** French Horn, **658:** Trombone, **659:** Baritone, **660:** Tuba, **661:** Percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 571-594, sufficient talent and experience to justify the undertaking of performance as a supporting area.

671-694 Performance Studies (Studio Instruction) (2-4R) Doctoral level study for degree candidates with a primary area in performance. **671:** Piano, **672:** Harpsichord, **673:** Organ, **674:** Voice, **675:** Violin, **676:** Viola, **677:** Cello, **678:** Bass, **679:** Harp, **680:** Guitar, **681:** Flute, **682:** Oboe, **683:** Clarinet, **684:** Saxophone, **685:** Bassoon, **686:** Trumpet, **687:** French Horn, **688:** Trombone, **689:** Baritone, **690:** Tuba, **691:** Percussion, **692:** Recorder, **693:** Fortepiano, **694:** Clavichord. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 571-594, sufficient talent and experience to justify the undertaking of performance as a primary area.

Graduate School

125 Chapman Hall
Telephone (503) 686-5128
Kenneth D. Ramsing, Acting Dean
Toby J. Deemer, Assistant to the Dean for Academic Administration

Graduate Council Faculty
Kenneth D. Ramsing, Cochair, *ex officio*, and Linda F. Ettinger, Cochair
Françoise Calin, Romance Languages
Richard Maxwell Brown, History
Linda F. Ettinger, Art Education
Gunilla K. Finrow, Architecture
Maradel K. Gale, Planning, Public Policy and Management
James B. Lemert, Journalism
Stoddard Malarkey, English
Norman M. Savage, Geological Sciences

Advanced Degrees

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

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
- Genetics
- Marine Biology
- Microbiology
- Molecular Biology
- Morphology
- Neurosciences
- Physiology (mammal, plant)
- Systematics

Chemistry: M.A., M.S., Ph.D.
- Biochemistry
- Chemical Physics
- Molecular Biology
- Organic Chemistry
- Physical Chemistry
- Theoretical Chemistry

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

Computer and Information Science: M.A., M.S., Ph.D.

Economics: M.A., M.S., Ph.D.
- Econometrics
- Economic Development
- International Economics
- Monetary Theory and Policy
- Public Finance
- Regional and Urban Economics
- Resource Economics

English: M.A., M.F.A., D.A., Ph.D.
- American Literature
- Creative Writing: M.F.A.
- English Literature

Geography: M.A., M.S., Ph.D.
- Cultural Geography
- Physical Geography

Geological Sciences: M.A., M.S., Ph.D.
- Economic Geology
- Geochemistry
- Geophysics
- Mineralogy-Petrology
- Paleontology
- Stratigraphy
- Volcanology

Germanic Languages and Literatures: M.A., Ph.D.

History: M.A., Ph.D.
- Ancient History
- East Asia
- England since 1485
- Europe to 1500
- Europe 1400-1815
- Europe 1780 to Present
- Latin America
- Russia
- United States

Linguistics: M.A., Ph.D.
- English as a Second Language
- General Linguistics

Mathematics: M.A., M.S., Ph.D.
- Algebra
  - Fields
  - Groups
  - Rings
- Analysis
  - Differential Equations
  - Functional
  - Harmonic
- Combinatorics
- Geometry
  - Algebraic
  - Differential
- Mathematical Education
- Numerical Analysis
- Probability
- Statistics
- Topology
  - Algebraic
  - General
  - Geometric

Philosophy: M.A., Ph.D.

Physics: M.A., M.S., Ph.D.
- Applied Physics (including solar energy)
- Astronomy, Astrophysics, Cosmology
- Atomic and Chemical Physics
- Biophysics
- Condensed Matter, Experimental and Theory
- Elementary Particle Theory
- Nuclear Physics
- Statistical Mechanics

Political Science: M.A., M.S., Ph.D.
- American Government and Politics
- Comparative Politics
- International Relations
- Methodology
- Political Behavior and Political Theory
- Public Administration and Public Policy

Psychology: M.A., M.S., Ph.D.
- Clinical
- Developmental, Personality
- General Experimental (Cognitive)
- Neurosciences
- Physiological
- Social

Romance Languages: M.A., Ph.D.
- French Language and Literature: M.A.
- Italian Language and Literature: M.A.
- Spanish Language and Literature: M.A.

Russian: M.A.

Sociology: M.A., M.S., Ph.D.
- Family, Sex Roles, and Socialization
- Population, Community, and Environment
- Sociology of Women
- Stratification and Political Sociology
- Theory
- Work, Occupations, and Organization

Speech
- Speech: Rhetoric and Communication: M.A., M.S., Ph.D.
- Speech: Telecommunication and Film: M.A., M.S., Ph.D.
- Speech: Theater Arts: M.A., M.S., M.F.A., Ph.D.

Interdisciplinary Programs

Asian Studies: M.A., M.S.
- Chinese
- Japanese

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

Corrections: M.A., M.S.

Individualized Program: M.A., M.S.
- e.g., Individualized Program: American Studies, Individualized Program: Applied Information Management, Individualized Program: Environmental Studies, Individualized Program: Folklore, Individualized Program: Gerontology

Industrial Relations: M.A., M.S.

International Studies: M.A.

Teaching: M.A., M.S.

Professional Schools and Colleges

School of Architecture and Allied Arts

Architecture: M.Arch.
  Interior Architecture: M.I.Arch.

Art Education: M.A., M.S., D.Ed., Ph.D. (D.Ed. and Ph.D. degrees granted by College of Education)

Art History: M.A., Ph.D.

Fine and Applied Arts: M.F.A.
  Ceramics: M.F.A.
  Metalsmithing and Jewelry: M.F.A.
  Painting: M.F.A.
  Printmaking: M.F.A.
  Sculpture: M.F.A.
  Visual Design: M.F.A.
  Weaving: M.F.A.

Historic Preservation: M.S.

Landscape Architecture: M.L.A.

Planning, Public Policy and Management
  Public Affairs: M.A., M.S.
  Urban and Regional Planning: M.U.P.

College of Business Administration

Accounting: M.B.A. (to be discontinued), Ph.D.

Decision Sciences: M.A., M.S., M.B.A., Ph.D.
  Decision Sciences: Business Statistics: M.A., M.S., M.B.A., Ph.D.
  Decision Sciences: Production and Operations Management: M.A., M.S., M.B.A., Ph.D.

Finance: M.B.A., Ph.D.

Management: M.A., M.S., M.B.A., Ph.D.
  Management: Corporate Strategy and Policy: Ph.D.
  Management: General Business: M.B.A.
  Management: Human Resource Management: Ph.D.
  Management: Organizational Studies: Ph.D.

Marketing: M.A., M.S., M.B.A., Ph.D.
  Marketing: International Business: M.A., M.S., M.B.A.

College of Education

Counseling Psychology: D.Ed., Ph.D.
  Counseling: M.A., M.S., M.Ed.
    Employment and Vocational
    Individual and Family
    School and Social Agency

Curriculum and Instruction: M.A., M.S., M.Ed., D.Ed., Ph.D.
  Early Childhood Education: M.A., M.S., M.Ed.
  Elementary Education: M.A., M.S., M.Ed., D.Ed., Ph.D.
  Instructional Technology, M.A., M.S., M.Ed.
  Special Education: Handicapped Learner: M.A., M.S., M.Ed., D.Ed., Ph.D.

Curriculum and Supervision: M.A., M.S., M.Ed.
  Talented and Gifted: M.A., M.S., M.Ed.
  Reading and Language Arts: M.A., M.S., M.Ed.
  Secondary Education: M.A., M.S., M.Ed.

Educational Policy and Management: M.S., D.Ed., Ph.D.

Educational Psychology: M.A., M.S., M.Ed., D.Ed., Ph.D.
  Applied Human Development
  General Educational Psychology
  Measurement and Research
  School Psychology: M.A., M.S., M.Ed., Ph.D.

Special Education: M.A., M.S., M.Ed., D.Ed., Ph.D.
  Special Education: Developmental Disabilities: M.A., M.S., M.Ed., D.Ed., Ph.D.
  Special Education: Rehabilitation: D.Ed., Ph.D.

Speech Pathology-Audiology: M.A., M.S., M.Ed., D.Ed., Ph.D.

College of Human Development and Performance

Dance: M.A., M.S.

Health Education: M.A., M.S., D.Ed., Ph.D.
  Community Health Administration
  Community Health Education
  Gerontology (certificate only)
  Health and Fitness Management
  Health Education for Health Care Practitioners
  School Health Education

Leisure Studies and Services: M.A., M.S., D.Ed., Ph.D.
  Outdoor Recreation and Education
  Professional Education
  Recreation and Park Administration
  Recreation Program Supervision

Physical Education: M.A., M.S., D.Ed., Ph.D.
  Adapted Physical Education
  Athletic Training
  Biomechanics
  Curriculum
  Fitness and Life-Style Management
  Growth and Development
  Human Anatomy
  Human Movement Studies
  Leadership and Management
  Motor Learning and Neuromuscular Control
  Physiology of Exercise
  Social Psychology of Sport and Physical Activity
  Teaching Analysis

School of Journalism

Journalism: M.A., M.S.
  Journalism: Advertising: M.A., M.S.
  Journalism: Magazine: M.A., M.S.

Journalism: News-Editorial: M.A., M.S.
  Journalism: Public Relations: M.A., M.S.
  Journalism: Radio-Television: M.A., M.S.

School of Music

Music
  Music: Conducting: M.Mus.
  Music Composition: M.Mus., D.M.A.
  Music History: M.Mus., D.M.A.
  Music Performance: Instrumental
  Music Performance: Keyboard: M.Mus., D.M.A.
  Music Performance: Percussion: M.Mus., D.M.A.
  Music Performance: Voice: M.Mus., D.M.A.
  Music Theory, M.Mus., D.M.A.
  Music: Piano Pedagogy: M.Mus.

Music Education: M.A., M.Mus., D.M.A., D.Ed., Ph.D. (D.Ed. and Ph.D. degrees granted by College of Education)
  Music Education: Choral-General: M.A., M.Mus., D.M.A., D.Ed., Ph.D.
  Music Education: Choral-Instrumental: M.A., M.Mus., D.M.A., D.Ed., Ph.D.
  Music Education: Instrumental: M.A., M.Mus., D.M.A., D.Ed., Ph.D.

General Information

Students wanting to earn a second bachelor's degree should not apply to the Graduate School. They should request an application for G6 Postbaccalaureate Nongraduate Student status from the Office of Admissions and Records, University of Oregon, Eugene OR 97403; telephone (503) 686-3201.

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:

- G0 Premaster's certificate
- G1 Postmaster's certificate
- G2 Postdoctoral work
- G3 *conditional* G8 *unconditional* Master's degree
- G4 *conditional* G9 *unconditional* Doctoral degree

A student from an unaccredited institution or an institution that offers the equivalent of bachelor's degree instruction, but not the degree itself, may be admitted under special procedures once he or she has been recommended for admission by a school or department at the University of Oregon and has received the approval of the dean of the Graduate School.

The University's schools and departments determine their own specific requirements for graduate admission. Students should become familiar with these requirements before applying.

Initial admission may be either *conditional* or *unconditional*. If a conditionally accepted student has not been granted unconditional admission after the completion of 36 credits of graduate course work, the Graduate School may inquire as to the reason 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 must be accepted by the new department. Filing a Change of Major form and any official documents the new department requires accomplishes this change.

A student not previously enrolled at the University is required to pay a $25.00 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 the Office of Admissions and Records.

Application Procedure

Students seeking admission to the Graduate School must submit an application on an official University application form. The first copy of the Application for Graduate Admission and an official transcript from the college or university from which the applicant received a bachelor's degree must be sent to:

Office of Admissions and Records
PO Box 3237
University of Oregon
Eugene OR 97403

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

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

Admission for Graduate Postbaccalaureate Study. An applicant with a bachelor's degree or the equivalent from an accredited institution who wants to take additional graduate work 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 and Records, University of Oregon, Eugene OR 97403. (University of Oregon graduates do not need to send an official transcript to the Office of Admissions and Records.) Graduate postbaccalaureate status is a nondegree classification. A satisfactory record is a major factor in determining reenrollment. Credits earned by postbaccalaureate students are recorded in the Office of the Registrar. For more information see Other Graduate Classifications under General Requirements and Policies.

International Students

Students whose native language is not English must supply the results of the Test of English as a Foreign Language (TOEFL) with their application.

For information about testing dates and places write to:

TOEFL
PO Box 899
Princeton NJ 08540
USA

Additional proficiency tests may be administered upon the student's arrival at the University. Students who are deficient in English are assigned to special courses in English as a second language. Tutoring on an individual basis during the school term is available through the Center for Academic Learning Services, 108 Library; telephone (503) 686-3226.

International students wanting 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:

American English Institute
241 Prince Lucien Campbell Hall
University of Oregon
Eugene OR 97403
USA

Course Numbering System

401-499 (M)
Upper-division courses that may be offered for graduate credit to nonmajors or may, if approved, form part of an interdisciplinary master's program.

401-499 (G)
Upper-division courses that may be offered for graduate credit.

500-599
Graduate courses (seniors with superior scholastic achievement may be admitted with instructor's consent).

501-510, 601-610
Graduate and professional courses that may be repeated in successive terms under the same number; credits are arranged according to the amount of work to be completed. Certain numbers are reserved for special types of work: **501** Research or other supervised original work; **502** Supervised College Teaching; **503** Thesis; **505** and **605** Reading and Conference; **506** Field Studies or Special Problems; **507** and **607** Seminar; **508** and **608** Workshop, Special Topics, or Colloquium; **509** Practicum, Terminal Project, or Supervised Tutoring; **510** and **610** Experimental Course.

In all divisions except the School of Law, **501** Research and **503** Thesis are classified as pass/no pass (P/N) courses.

600-699
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.

General Requirements and Policies

Course Registration Requirements and Limits

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

Graduate students working toward an advanced degree must be enrolled continuously until all requirements for the degree are completed (see Continuous Enrollment). Furthermore, those using faculty assistance, services, or facilities must register each term for a number of graduate credits (no fewer than 3) to compensate for usage. This includes students who are only taking comprehensive or final examinations or presenting recitals or terminal projects.

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

Students living elsewhere while writing a thesis or dissertation and sending chapters to an adviser for criticism must also be registered for a minimum of 3 credits; they may register by proxy for thesis credits. Proxy registration is permitted only during the normal registration period for the term in question, as stated in the *Time Schedule of Classes*.

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

Course Enrollment for Faculty and Staff Members

Faculty and staff members wanting to take graduate courses should refer to the University's *Faculty Handbook* or *Staff Handbook* for information on regulations and fees.

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

Joint-Campus Program

Graduate students at the University may, with adviser and departmental approval, take graduate courses at any of the other institutions in the Oregon State System of Higher Education. A student registers for these courses with the University of Oregon registrar, who records the grade on the transcript under JC 510. The student must be a matriculated UO graduate student in an advanced degree program and registered for regular UO courses the same term the JC 510 course is taken. A maximum of 15 credits may be applied toward a graduate degree program. Forms are available in the Office of the Registrar.

WICHE Regional Graduate Programs

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

University of Oregon WICHE programs and degrees are in molecular biology, Ph.D. (Aaron Novick, Institute of Molecular Biology); neurosciences, Ph.D. (Russell D. Fernald, Institute of Neuroscience); historic preservation, M.S. (Wilmot G. Gilland, School of Architecture and Allied Arts); and physical education, Ph.D.,

D.Ed. (Michael Ellis, Department of Physical Education and Human Movement Studies).

Graduate Credit by Examination

Currently enrolled graduate students may submit a petition to the major department to receive graduate credit by examination for areas in which they feel qualified by experience or independent study. These areas must be directly equivalent to graduate courses listed by title in the current University of Oregon *General Bulletin*. Credit earned in this manner does not count toward the satisfaction of the residence requirement for the master's degree. Procedures for credit by examination for graduate students are as follows:

1. The graduate adviser and the dean or department head of the division offering the course must approve the student's petition
2. The student must pay in advance a special examination fee of $40.00 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 *Time Schedule of Classes* as graded only
5. Credit by examination is not awarded for Research (501), Thesis (503), Reading and Conference (505), Workshop (508), Practicum (509), and Experimental Course (510)
6. Students may not receive graduate credit by examination for (a) courses they have previously failed at the University or elsewhere or (b) courses that would substantially duplicate credit already received and being applied toward an advanced degree at the University

Petition forms are available in the Office of the Registrar.

Grade Requirements

For all master's programs, and those doctoral programs with credit requirements, students must maintain at least a 3.00 grade point average (GPA) in all graduate courses taken in the degree program. Grades of D or F for graduate courses are not accepted for graduate credit but are computed in the GPA. The grade of N (no pass) is neither accepted for graduate credit nor computed in the GPA.

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 major 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 but not for a degree or certificate (G0,G1,G5), a community education student (G7), or a nonprogram summer session student (G7). 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, signed by the instructor, to the dean of the Graduate School for approval. This policy does not apply to incompletes assigned to Research (501), Thesis (503), and Terminal Project (509). Thesis credits are automatically converted when the thesis 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 transcript 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 staus has been approved, a student enrolled in an advanced degree or graduate certificate program must attend the University continuously until all of the 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 *Time Schedule of Classes*. On-leave status is granted for a specified time period that may not exceed three academic terms, excluding summer session. Students with on-leave status are not required to pay fees. However, students must register and pay fees if they will be using University facilities or faculty or staff services during that term.

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

Waiver of Regulations

All graduate students have the right to 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 at the department, school, and Graduate School offices.

Student Records Policy

A copy of the Student Records Policy appears in the fall term *Time Schedule of Classes*. Copies may also be obtained at the Office of the Dean of Students and the Office of the Dean of the School of Law. The following is a summary of that policy:

Students enrolled in the University generally have the right to inspect records maintained by the University that directly affect them. The University maintains only student records relevant to the educational or related purposes of the University and will 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. The University will release upon request directory information about the student, but the student may ask that such information not be released. The student may request the correction of errors in University records and is also entitled to a hearing, if necessary. Students may review letters of recommendation received after December 31, 1974, unless they have waived that right with the appropriate University department.

Graduate Tuition, Fees, and Financial Aid

Tuition and Fees

All fees are subject to change by the Oregon State Board of Higher Education. The tuition schedule for graduate students each term of the 1987-88 academic year was as follows:

Credits	Resident	Nonresident
3	$295.00	$ 442.00
4	$370.00	$ 566.00
5	$444.00	$ 689.00
6	$518.00	$ 812.00
7	$592.00	$ 935.00
8	$675.00	$1,068.00
9-16	$751.50	$1,193.50
Each credit over 16	$ 70.00	$ 119.00

Every graduate student must make one $50.00 general deposit annually at the first registration to protect the University against loss or damage to institutional property.

A graduate student not previously enrolled at the University pays a nonrefundable $25.00 application fee with the application materials to the Office of Admissions and Records.

All authors of doctoral 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*, available 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. Consult 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 some research assistants are represented by the Graduate Teaching Fellows Federation, AFT, Local 3544. Recruitment and selection follow established published procedures from departments and the provisions of the GTF 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 1987-88 stipends for a 0.40 standard appointment ranged from $4,900 to $6,950 for the academic year. Appointments are at a minimum of a 0.20 FTE (full-time equivalent) position and a maximum of a 0.49 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 disqualify an appointment. GTFs on nine-month teaching appointments who are designated for reappointment the following fall term may also have tuition paid during the summer.

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

It is sometimes possible to extend these fellowships through the summer, thus increasing the total stipend. In addition, some departments have federally supported training grants and consider fellowship applicants for support through these resources.

Fellowships from Other Sources. Graduate students at the University are sometimes eligible for fellowship awards granted by federal agencies and private foundations. Specific information is available from the Graduate School, University of Oregon, Eugene OR 97403.

Postdoctoral Fellowships. The University of Oregon participates in several postdoctoral fellowship programs and provides facilities for postdoctoral study under faculty supervision.

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

International Students. International students may work on campus during the school year but should not expect to work off campus. Those who hold student (F-1) visas are expected to have sufficient funds for the period of their studies. Their dependents are not normally allowed to work. However, if it is necessary for a dependent to work, students should write for assistance to the Office of International Services, 330 Oregon Hall, University of Oregon, Eugene OR 97403, USA.

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

Master's Degrees

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

To earn a master's degree, students must complete an integrated program of study through either a departmental major or a program of interdisciplinary studies totaling not fewer than 45 credits in courses approved for graduate credit.

As noted above, some departments require more than the 45-credit minimum. The credits must be taken after admission to the master's degree program (conditional, G3, or unconditional, G8) or approved by petition. Of the total, 24 must be in University of Oregon graded courses.

A minimum of 30 credits in the major are ordinarily required for a master's degree with a departmental major. In addition, there must be at least 9 credits in courses numbered 500-599 taken in residence. The grade point average (GPA) of all graded courses must be 3.00 or better.

Credit Requirements

Students working toward a 45-credit master's degree with thesis must register for a minimum of 36 credits of course work and 9 credits of Thesis (503). By Graduate School general petition and with departmental approval, up to 3 of the 9 credits of thesis may be taken in Research (501) instead. Credit for thesis and research is given on a pass/no pass basis.

Second Master's Degree

Students earning the first master's degree from the University of Oregon may receive a second master's degree in another field by taking at least 30 graduate credits, of which 24 must be in graded courses, after official admission as a master's degree candidate in the new major at the University. (This provision does not apply to a second master's degree in the Interdisciplinary Studies: Individualized Program [IS:IP], as this is a composite master's degree program.) Schools and departments may require more than this minimum or may not approve the request. If the first master's degree is from another institution, the second master's degree program must comply with the normal University master's degree requirements (45 credits). A Concurrent Master's Degree form is available in the Graduate School.

Time Limit

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

Residence and Enrollment Requirements

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

In addition, students enrolled in an advanced degree program must attend the University continuously, except for summers, until all of the program requirements have been completed, unless on-leave status (maximum time of three academic terms) has been approved. In the term the degree is received, the graduate student must register for at least 3 graduate credits. For more information see Course Registration Requirements and Limits under General Requirements and Policies.

Transferred Credit

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

1. The total transferred credit may not exceed 15 credits in a 45-credit master's degree program
2. The courses must be relevant to the degree program as a whole
3. The student's major department and the Graduate School must approve the transfer
4. The grades earned must be A, B, or P

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

Graduate credit is not allowed for correspondence courses.

Transfer of Baccalaureate Credit

Undergraduates who have passed graduate-level courses during their senior year at the University of Oregon—beyond all bachelor's degree requirements—may apply up to 9 credits toward a master's degree (within the overall 15-credit maximum for transfer credit).

Credits in Research (501); Thesis (503); Reading and Conference (505); Workshop, Special Topics, or Colloquium (508); and Practicum, Terminal Project, or Supervised Tutoring (509) do not qualify.

Work in graded courses (B or better) and P/N courses, if accompanied by the instructor's statement that the work was of graduate quality, can count toward meeting all relevant University master's degree requirements, with departmental or school approval. A Transfer of Baccalaureate Credit form (available at the Graduate School) must be filed within two terms of acceptance into a master's degree program and within two years of earning the bachelor's degree.

Other University of Oregon Transferred Credit

A maximum of 15 graduate credits earned at the University of Oregon while classified as a graduate postbaccalaureate (G5), community education (G7), nonprogram summer session (G7), or a graduate certification student (G0, G1) may later be counted toward the master's degree (see Other Graduate Classifications under General Requirements and Policies), pending school or department endorsement and Graduate School approval. This is within the overall 15-credit maximum for transfer credit to a 45-credit master's degree program. Grades earned must be A, B, or P.

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

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

Examinations and Thesis

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

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

1. Request information from the major school or department about the various steps involved and the standards expected
2. Purchase from the Graduate School a current copy of the *University of Oregon Style and Policy Manual for Theses and Dissertations* (only theses meeting the standards of style and form discussed in that manual are accepted)
3. Find out at the Graduate School office the exact number of copies of the thesis to submit
4. Submit three copies of an abstract (150-word maximum) to the Graduate School

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

Summary of Graduate School Master's Degree Requirements

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

Language requirement	M.A. only
Required minimum GPA	3.00
Minimum thesis credits	9 credits*
Time limit for program completion	7 years
Total credit minimum	45 credits
Registration minimum per term	3 graduate credits
Minimum graded credits taken in residence	24 credits
Minimum 500-level credits in residence	9 credits
Minimum credits in major	30 credits**
Minimum credits in residence	30 credits
Department requirements	Specified by school or department

* The school or department specifies whether a thesis is mandatory or optional; however, a student writing a thesis must register for 9 credits of 503 Thesis. (Three credits of 501 Research may apply; the student must submit a general petition to the Graduate School.)

** Exception: College of Human Development and Performance, 24 credits for M.A. and M.S.

Interdisciplinary Master's Degree Programs

In addition to specialized graduate work in the traditional fields of learning, the University provides opportunities for integrated interdisciplinary studies leading to the M.A. or the M.S. degree. These programs are planned in the light of 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)

501 Research (Arr,R) P/N only

503 Thesis (Arr,R) P/N only

505 Reading and Conference: [Term Subject] (Arr,R)

506 Special Studies (Arr,R)

507 Seminar: [Term Subject] (Arr,R) Current topics are Administration of Justice and Corrections, Asian Studies, Industrial Relations, and Research in American Studies.

508 Colloquium (Arr,R)

509 Terminal Project (Arr,R)

A student interested in one of the specified interdisciplinary programs approved by the Graduate Council should direct inquiries to the program director. Approved programs and their directors are American Studies, Sam B. Girgus; Asian Studies, William S. Ayres; Corrections, Kenneth Viegas; Environmental Studies, John H. Baldwin; Folklore, Sharon R. Sherman; Gerontology, Christopher R. Bolton; Industrial Relations, Eaton H. Conant; Teacher's Program and Individualized Program, Kenneth D. Ramsing.

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 major or minor fields. For the M.A. degree, the student must show a reading knowledge of a foreign language either by examination (Graduate Student Foreign Language Test minimum score of 440) or by adequate undergraduate courses (satisfactory completion of the second-year college course). As with all work for the master's degree, demonstration of language competence must be within the overall seven-year time limit.

Interdisciplinary Studies: Individualized Program

The Individualized Program is the University's most flexible interdisciplinary program leading to M.A. and M.S. degrees. The program is intended to meet the needs of students with specific, well-articulated goals that cannot be reached through established departmental programs. Although considerable flexibility is allowed in program design, the program must be composed of existing graduate courses from approved master's degree programs in three separate professional schools, in three departments within the College of Arts and Sciences, or in a combination of three programs from separate professional schools and the College of Arts and Sciences. By vote of its faculty, the Counseling Psychology area may not be used as a department in an IS:IP program.

The Individualized Program (IS:IP) requires a total of at least 54 graduate credits; a minimum of 15 graduate credits in each of the three areas of concentration; and 9 credits for an integrated terminal project or thesis, which the student and three advisers determine during the course of study.

Additional guidelines in the IS:IP program include the following:

1. No more than three 400-level courses labeled (M) in the *General Bulletin* or in the *Time Schedule of Classes* may be used for graduate credit
2. 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
3. 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 509); credit for the thesis is obtained by registering for Thesis (IST 503)
4. 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.

If the initial application is approved, a final course plan must be submitted to the Graduate School during the first term of enrollment. 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 Kenneth D. Ramsing, Director, Interdisciplinary Studies: Individualized Program, Graduate School, University of Oregon, Eugene OR 97403.

Individualized Program: American Studies. A special program of courses leads to an interdisciplinary master's degree focusing on American Studies. The program is described in the American Studies section of this bulletin. Address inquiries to Sam Girgus, Director, American Studies Program, 404 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403.

Individualized Program: Applied Information Management. The interdisciplinary master's degree focusing on applied information management is designed as a professional master's degree serving the needs of Portland-area residents. Coordinated by the Continuation Center, the program combines interdisciplinary work in business management, computing applications, computer graphics, and computer-human interface studies. 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 fully described under Continuing Education Off Campus in the Special Studies section of this bulletin. Address inquiries to Curt Lind, Applied Information Management Program, University of Oregon Continuation Center, 333 Oregon Hall, Eugene OR 97403.

Individualized Program: Environmental Studies. Available through the Interdisciplinary Studies: Individualized Program is a special program of courses leading to an interdisciplinary master's degree focusing on environmental studies. The Program is fully described in the Environmental Studies section of this bulletin. Address inquiries to John H. Baldwin, Director, Environmental Studies Program, 156 Hendricks Hall, University of Oregon, Eugene OR 97403.

Individualized Program: Folklore. Available through the Interdisciplinary Studies: Individualized Program, this special program of courses leads to an interdisciplinary master's degree focusing on folklore studies. The Program is fully described in the Folklore and Ethnic Studies section of this bulletin. Address inquiries to Sharon R. Sherman, Director, Folklore and Ethnic Studies Program, 466 Prince Lucien Campbell Hall, University of Oregon, Eugene OR 97403.

Individualized Program: Gerontology. Address inquiries about this program to Christopher R. Bolton, Director, University of Oregon Center for Gerontology, 122 Esslinger Hall, Eugene OR 97403.

Interdisciplinary Studies: Corrections Program

The Corrections Program is designed as a professional master's degree. The Program is flexible and uses the strengths of existing disciplines at the University. Program faculty members and the student develop an individualized program of study with a well-defined set of goals that allows professional development in an area of corrections and defines a specific issue or topic for analysis.

The Program contract is designed according to the student's professional goals, faculty expertise, and relevant curriculum content available within the disciplines and professional schools.

Each student admitted to the Program develops a contract with a program adviser that includes course content in theories of crime and delinquency causation, applied social research, and examination of contemporary issues of justice. The Program provides opportunity for internships in situations where students can gain practical experience. It is recommended that each participant select an issue of special interest for thorough examination through the entire period of the Program. This issue analysis becomes the focus of the required oral examination.

Each student must complete a minimum of one IST 507 seminar in corrections. The seminars are organized around contemporary policy and practice issues in the administration of justice.

Address inquiries about the Program to Kenneth Viegas, Director, Interdisciplinary Studies: Corrections Program, 111 Hendricks Hall, University of Oregon, Eugene OR 97403.

Interdisciplinary Studies: Teaching

The University offers an interdisciplinary master's degree program for secondary teachers who are also working toward the Standard teaching certificate. Students must have a reasonable background of undergraduate study in education and in the field or fields in which they propose to work, as evidenced by holding a Basic Oregon certificate for secondary teaching.

Although certification requirements for institutional recommendation for the Standard certificate are separate from the University master's degree requirements, some courses taken as part of a master's degree program may also be applied toward certification requirements. Depending on the student's background, additional courses at the undergraduate or the graduate level or both may be required for certification. Every admitted student must file a planned program with the Office of Teacher Certification in the College of Education in order to meet certification requirements. Inquiries regarding certification requirements should also be directed to that office.

The student must plan a well-rounded program of related courses. The program culminates in a comprehensive examination in each subject matter field or in an approved terminal project.

Requirements. A minimum of 45 credits in graduate courses, distributed as shown below, is required for an interdisciplinary master's degree for secondary teachers. However, the total number of required credits may be as high as 54 or 57, depending on the number of courses an individual student needs to meet Standard certification requirements. To be granted the Interdisciplinary Studies: Teaching degree, a student must complete both the program requirements for the master's degree and the requirements designated by the Office of Teacher Certification for recommendation for the Standard teaching certificate.

A total of 36 credits in subject fields (work in professional schools or in arts and sciences) are required in accordance with one of the following options:

One-Subject Emphasis (IS:T:1SUB). A minimum of 36 credits in a subject matter field in which secondary certificates are issued.

Two-Subject Emphasis (IS:T:2SUB). Between 15 and 21 credits in each of two subject matter fields in which secondary certificates are issued.

Social Science Emphasis (IS:T:SSCI) or Science Emphasis (IS:T:SCI). A minimum of 36 credits in the composite field of social studies—including work in any three of the following: Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology—or in the composite field of science—including work in any three of the following: Biology, Chemistry, Geology, Mathematics, and Physics. 12 credits are required in each field.

In each of the emphases listed above, the student must take at least 9 credits in 500-level courses; the remaining courses may include, with some restrictions, both the 400(G) and the 400(M) series.

A student electing the *one-subject emphasis* or the *two-subject emphasis* must have had at least 18 credits of course work in the chosen subject matter field or fields as an undergraduate. An undergraduate prerequisite of at least 12 credits of course work in each of the three chosen subject matter fields is required of the student electing the *social science emphasis* or the *science emphasis.*

Based on the amount of work in professional education that the student completed as an undergraduate, no fewer than 9 credits of graduate professional education must be included as part of the master's degree requirements. However, additional courses in education may be required to satisfy certification requirements.

Address inquiries about programs under the *one-subject emphasis* to the appropriate departmental adviser for teacher certification. Address general inquiries about the program as a whole or about the *two-subject emphasis,* the *social science emphasis,* or the *science emphasis* to the Interdisciplinary Master's Teaching Program, Graduate School, University of Oregon, Eugene OR 97403.

Doctoral Degrees

Doctor of Philosophy

The degree of doctor of philosophy (Ph.D.) is granted primarily for attainment and proven ability. 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 academic program 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 (G4) or an unconditionally (G9) enrolled 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 (501) and Thesis (503) may be a part of the 9 credits per term, although thesis credits normally are not recorded as completed until the final dissertation is submitted.

A doctoral candidate may fulfill the residency requirement during the period in which he or she works toward a master's degree on the University campus as long as the doctoral degree program immediately follows the master's degree program and when both the master's degree and the doctoral degree are in the same major.

Students working toward a Ph.D. or professional doctorate must register for a minimum total of 18 credits in Thesis (503); with departmental and Graduate School approval, up to 6 of the 18 credits may be in Research (501). Credit for Thesis and Research is recorded on a P/N (pass/no pass) basis. Credit for Thesis (503) will not be accepted until the candidate is advanced to candidacy.

Language Requirement

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

Advisory Committee

The advisory committee is appointed by the department and determines the work to be completed in light of the student's academic background and objectives. This committee usually consists of three or four members, with the student's adviser chairing.

Examinations and Advancement to Candidacy

Every student must pass a group of comprehensive examinations (oral, written, or both) that cover the major 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 major department must submit a report to the dean of the Graduate School recommending advancement to candidacy.

Dissertation

All candidates must submit a dissertation based on independent and original research. The dissertation must contribute significantly to knowledge, show a mastery of the literature of the subject, be written in acceptable literary style, and conform to the standards outlined in the *University of Oregon Style and Policy Manual for Theses and Dissertations*. Copies of the manual are available at the Graduate School office and the UO Bookstore. The preparation of the dissertation normally requires the greater part of one academic year.

Dissertation Committee. Following advancement to candidacy, the candidate's department proposes the membership of the dissertation committee to the dean of the Graduate School who, after approving it, appoints the committee.

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. The outside member, who represents the Graduate School, must be from a University of Oregon department with a doctoral program. When appropriate, some of the "department" committee members may be from another department, with the approval of the dean of the Graduate School and the department. The committee should be proposed to the dean within one month after advancement to candidacy but in no case later than six months before completion of the dissertation.

Dissertation Registration. The dissertation committee cannot be appointed formally, nor can Thesis (503) credits be accepted, until the candidate is advanced to candidacy.

Defense of Dissertation. Formal, public defense must take place on the campus at a date set by the committee chair and approved by the Graduate School.

Note: Tentative approval of the dissertation by the committee is recommended prior to formal defense. This evaluation is based on copies of the final manuscript, which the candidate provides for the dissertation committee at least three weeks before the formal defense.

Four copies of the dissertation abstract (350-word maximum) must also be filed with the Graduate School at this time.

The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense, and the chair of the committee must certify to the Graduate School within two weeks following the defense that the defense was held as scheduled.

Completion of Dissertation. Within two weeks following the defense of the dissertation but before the dissertation is submitted in duplicate to the Graduate School, each member of the dissertation committee must confirm in writing approval or disapproval of the final version. Approval requires a unanimous vote. In the event of a split vote, the dean of the Graduate School determines the review procedure after consultation with the student, the department chair (or the school dean), and the committee.

Following final approval of the dissertation, two copies must be submitted to the Graduate School. Committee members should sign approval of the dissertation only if they have seen and approved what is substantially a final draft and, further, if they are willing to delegate the overseeing of remaining minor revisions to the chair. If this is not the case, they should not sign the final oral form. If no signed approval form is received by the Graduate School within two weeks following the scheduled oral, another oral eventually must be scheduled to defend the dissertation.

Time Limit

The one year of residency required to be spent on the Eugene campus, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within a seven-year period. If this period is exceeded, either a second year of residency or a new set of comprehensive examinations or both are required. In addition, some departments may require that the dissertation be completed within a certain number of years after advancement to candidacy (e.g., three years), to ensure currency of knowledge. Students are responsible for informing themselves regarding individual departmental regulations.

Continuous Enrollment

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

Beyond this, the doctoral student is permitted to register *in absentia*, for a reduced term fee, when he or she is neither doing any work toward the degree nor using any University or faculty services (e.g., no examinations are being taken, no committee changes are being processed, and no dissertation chapters are being sent in for review). This *in absentia* registration maintains the student's status as a degree candidate and reserves a place for dissertation supervision and other academic affairs upon the student's return to active enrollment within the seven-year time limit.

Doctor of Education

The doctor of education (D.Ed.) degree is granted in recognition of the candidate's mastery of theory, practice, and research in professional education or in human development and performance.

General Requirements

A student interested in the D.Ed. degree in the College of Human Development and Performance or in the College of Education must meet

the requirements established by the college. In addition to a primary specialization, the student's plan of study should include work in supporting areas of education, such as foundation areas, a research area, and some noneducation courses related to the program. With the exceptions noted here, the general requirements for residence, dissertation, examinations, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree.

Dissertation

The student should develop the dissertation proposal early in the doctoral program. The dissertation may be either a report of research that makes an original contribution to knowledge or a study in which the student deals with knowledge already available and produces a constructive result of importance and value for educational practice.

Advancement to Candidacy

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

Doctor of Musical Arts

Requirements for the Doctor of Musical Arts (D.M.A.) degree include formal admission, proficiency and comprehensive examinations, 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

Procedure

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 full-time years of accredited graduate work beyond the bachelor's degree, of which at least one academic year (three consecutive terms of full-time study—minimum of 9 completed graduate credits a term, involving mainly organized course work) 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 Thesis (503), and completion of dissertation. The committee is appointed following advancement to candidacy and at least six months before completion of the dissertation. Normally, the committee consists of at least three members of the graduate faculty of the candidate's major 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 Thesis (503) are required after advancement
7. *In absentia.* Postadvancement doctoral students are allowed only a single academic year of leave following advancement to candidacy. Beyond this, permission to register *in absentia* is allowed for a reduced term fee, when *no* work or use of faculty or facilities occurs
8. Application for degree made to the registrar. Refer to *Time Schedule of Classes* for deadline
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. Certificate of completion issued after approval of dissertation by committee and Graduate School
12. Granting of degree at end of term in which all degree requirements are satisfied
13. Diploma, with commencement date, issued by registrar

Campus and Community Resources

Continuation Center

333 Oregon Hall
Telephone (503) 686-4231
Curt Lind and Ron Trebon, Codirectors
Curt Lind, Director, Continuing Education
Ron Trebon, Director, Summer Session
Corinne Hunt, Associate Director, Community Education Program
Paul Katz, Assistant Director, Continuing Education

Continuing Education

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, Oregon history, business computing, art therapy, and teacher education. Divisions of Continuing Education are Off-Campus Programs, the Division of Conferences and Special Programs, and the Microcomputer Laboratories Program.

Off-Campus Programs. The Continuation Center, in cooperation with the Paul D. Lintner Center for Advanced Education, offers computer classes and nondegree certificates of completion in computer graphics, human-computer interface studies, and computers in business to Portland-area residents. The Off-Campus Teacher Education Program serves teachers and administrators throughout Oregon. The interdisciplinary master of science (M.S.) degree and certificate programs in applied information management include course work in business management, computing applications, computer graphics, and human-computer interface studies. For a more detailed description of these programs see Continuing Education Off Campus in the Special Studies section of this bulletin.

Division of Conferences and Special Programs. This division offers major conferences and noncredit workshops and supports academic departments and individual faculty members in the development of activities for both UO students and community members. It sponsors many annual events including the Pacific Northwest Computer Graphics Conference, Technology in Education Conference, the Computers in Business Conference, the Health and Fitness in the Workplace Conference, the Men and Masculinity Symposium, and the UO Computer Camp for students 10 to 16 years of age. In addition, the Division sponsors academic society and association regional meetings, nonacademic community-interest programs, and telecourses, which offer credit opportunities for the nontraditional student. Additional programs for 1988 included a component of the National Educational Computing Conference, the Career Information System 15th Anniversary Celebration Conference, and the 78th Annual Meeting of the Society for the Advancement of Scandinavian Study. The Division continually offers new and exciting programs to provide diverse educational opportunities to a wide range of participants.

Two special components of the Division of Conferences and Special Programs are the Computer-Aided Design Training Program and the Corporate Training Program. The Computer-Aided Design Training Program links Continuing Education to an international network of training centers specializing in computer-aided design applications for engineers, architects, and other design professionals. Areas of study include computer-aided design (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 10-week courses and intensive seminars. The Corporate Training Program is designed to meet the special needs of local, regional, and national organizations in business, industry, public utilities, and education. Individualized programs provide educational support and staff development, and instructors develop courses specifically designed for applications within the participating organization.

Address written inquiries to Continuing Education, University of Oregon, 1553 Moss Street, Eugene OR 97403. In Oregon call toll free 1 (800) 824-2714; others call (503) 686-3537.

See also Microcomputer Laboratories in the Special Studies section of this bulletin.

Community Education Program

An important dimension of the University's continuing education responsibility is the Community Education Program, which provides an opportunity for individuals not formally admitted to enroll in University classes.

Community Education students may register for a maximum of 7 credits a term at reduced fees. A limited number of credits earned through the Community Education Program may be subsequently transferred to undergraduate or graduate degree programs.

For further information write or call Community Education Program, 333 Oregon Hall, University of Oregon, Eugene OR 97403; telephone (503) 686-5614.

Summer Session

Enrollment during summer session is open to anyone. Formal admission to the University is necessary only if a student decides to pursue a formal degree program. All summer courses offer regular University credit. In addition, all students pay in-state tuition. An Intent to Register card should be filed prior to registration to enable preparation of a personalized registration packet. Intent to Register cards are available in the *Summer Session Bulletin* and at the Continuation Center. In Oregon call toll free 1 (800) 524-2404; others call (503) 686-3475.

Financial Aid

Financial aid is available in summer only for students who are in good academic standing and were enrolled in the University the previous spring term or have been formally admitted and plan to attend the succeeding fall term. University loans and part-time work are available on a limited basis during summer. Students must have completed applications in the Office of Student Financial Aid on or before March 1.

Housing

Single and multiple 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 1989 summer session are June 19-August 11. Selected 11-week courses begin June 20 and end September 1. Students may also register the first day of class.

The dates for the eight-week 1990 summer session are June 18-August 10. No 11-week summer session will be held summer 1990. Registration day will be June 18. Students may also register the first day of class.

Detailed information about summer session registration and courses may be obtained from the *Summer Session Bulletin* or by writing to Summer Session, 333 Oregon Hall, University of Oregon, Eugene OR 97403. In Oregon call toll free 1 (800) 524-2404; others call (503) 686-3475.

Museums

Condon Museum of Geology

144 Geology Building
Telephone (503) 686-4586
William N. Orr, Curator

The Condon Museum of Geology houses the geological collection of Thomas Condon, pioneer geologist and professor of natural history and geology at the University of Oregon. Condon was one of the first professors to join the faculty of the University when it was established in 1876. When he died in 1907 his personal and extensive collection of vertebrate

fossils, which he used for teaching, became the permanent possession of the University. Since 1907 the collection has been added to by various people, particularly A. J. Shotwell during the 1950s and 1960s.

The Museum houses approximately 35,550 specimens. Vertebrate fossils make up the bulk of the collection, but it also includes some invertebrate fossils, large holdings of fossil plants (largely leaf impressions), and several thousand skulls and skeletons of recent birds, reptiles, amphibians, and fish. Several hundred technical papers have been published documenting the collections, and some research on the collections has been published in the University of Oregon Museum of Natural History Bulletin series. A list of publication titles and a pamphlet with additional information about the Museum may be obtained by writing to the Condon Museum of Geology, University of Oregon, Eugene OR 97403.

Museum of Art

Museum of Art
Telephone (503) 686-3027
Stephen C. McGough, Director

Lawrence Fong, Museum Registrar
Tommy Lee Griffin, Curator of Exhibitions
Michael J. Whitenack, Supervisor of Visual Arts Resources

The University of Oregon Museum of Art is a valuable resource for the visual arts on campus and in the Pacific Northwest. Among the Museum's 14,000 works of art is a large and renowned collection of Oriental art, which principally represents the cultures of China and Japan but includes works from Korea, Cambodia, and Mongolia as well as American and British works of Oriental influence. The Museum also has collections of Russian icon paintings; Chandaran and Indian sculpture; Persian miniatures and ceramics; Syrian glass; African art, mostly from Ghana and Nigeria; and works from European and American traditions. A strong collection of paintings and sculpture by contemporary Northwest artists contains more than 500 items by Morris Graves.

The Museum building was constructed in 1930 with private funds to house the Murray Warner Collection of Oriental Art, a gift by Gertrude Bass Warner. The adjoining courtyard is dedicated to the memory of Prince Lucien Campbell, fourth president of the University.

An important teaching resource for faculty members and students, the Museum brings an ambitious schedule of temporary exhibitions to campus each year, often in collaboration with course offerings in academic departments. Museum staff members encourage student involvement at several levels, ranging from occasional volunteer opportunities to research on class projects.

Through its traveling exhibition division, Visual Arts Resources, the Museum offers extensive outreach programs to communities throughout the state and the region. In addition to a wide-ranging selection of exhibitions, Visual Arts Resources programs include artists' workshops and museum consultation.

Volunteer docents give guided tours through the Museum's collections and special exhibitions. Tour appointments may be made by contacting 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 $10.00 (student) to $250 and higher (benefactor). The Friends of the Museum organizes fund-raising events on a regular basis for the Museum, and members serve as volunteers in Museum activities.

Admission to the Museum is free. A small gift shop offers unusual items related to the Museum's collections. Museum hours are noon to 5:00 p.m., Wednesday through Sunday.

Museum of Natural History

1680 East 15th Avenue
Telephone (503) 686-3024
Don E. Dumond, Director
Patricia Krier, Program Director

The Museum of Natural History was originally established in 1936 as an umbrella organization to include existing research collections such as the Condon Museum of Geology, the University Herbarium, and the Oregon State Museum of Anthropology. Since 1977, when some of the subsidiary museums became autonomous, the Museum of Natural History has served as the public education and exhibit vehicle for those museums and for other University-owned reference collections that relate to natural history. Much of the direct financial support for Museum programs is obtained from nonstate sources. A Department of Energy grant and private donations financed the building of a handsome new and expanded Museum in 1987.

In addition to frequently changed displays in geology, paleontology, zoology, botany, and anthropology, Museum programs include periodic workshops, field trips, and traveling exhibitions. Recent workshops have included storytelling by Oregon Indians, studies of animal movement, sketching of artifacts and ethnographic art objects, and Native American Days, a program held in conjunction with local school districts. Field trips have presented visits to sites of archaeological and paleontological interest. Facilities of the Museum of Natural History are used regularly for programs on geology, geography, and native peoples of Oregon, which are presented to elementary school classes and other groups. Display facilities are available for use in connection with University classes in biology, geology, anthropology, folklore, and other appropriate subjects.

Admission to the Museum is free except for special exhibitions. A small store features unusual items as well as publications related to natural history. Museum hours are noon to 5:00 p.m., Wednesday through Sunday.

Oregon State Museum of Anthropology

1680 E. 15th Avenue
Telephone (503) 686-5120
Don E. Dumond, Director
C. Melvin Aikens, Curator
Pamela Endzweig, Collections Manager
Theodore Stern, Curator

Established by the Oregon Legislature in 1935 to serve as custodian of archaeological and anthropological material in the possession of the state of Oregon, the Oregon State Museum of Anthropology contains holdings that are among the most important in the Pacific Northwest. They include extensive archaeological collections resulting from excavations in Oregon and elsewhere in the Northwest that were begun by Luther S. Cressman and continued by numerous successors. The Museum has a fine collection of northwest Indian baskets made before 1900. Collections of archaeological material from southwestern Alaska are also particularly important.

The Oregon State Museum of Anthropology also sponsors research in its field by faculty members and students and contracts archaeology for state and federal agencies. Facilities for fieldwork in archaeology are especially complete. The Museum is administered as a division of the Museum of Natural History.

University of Oregon Herbarium

Herbarium, 1811 Garden Avenue
Telephone (503) 686-3033
David H. Wagner, Director and Curator
Georgia Mason, Honorary Curator

The University of Oregon Herbarium is a systematically arranged collection of pressed, dried, mounted, and carefully labeled plants. The collections document the flora of Oregon and the Pacific Northwest. Only a few specimens are from other parts of the world. The Herbarium was established in 1903 and soon thereafter became the repository for the original collections of most of Oregon's resident pioneer botanists. A succession of professional botanists has cared for the Herbarium since that time, beginning with Albert R. Sweetser and continued by Louis Henderson, LeRoy E. Detling, and Georgia Mason. Each contributed to the growth and significance of the collections and has left a valuable legacy in published studies of the flora of the region. Current holdings are in excess of 120,000 prepared specimens of lichens, bryophytes, and vascular plants. The vascular plant Type Collection contains more than 1,100 nomenclatural types. The collection is used for research and educational purposes, mainly by students and scientists at the University. Several hundred specimens are sent each year for specialized study at other botanical institutions throughout the country and abroad. Current research, directed mainly toward solving regional taxonomic problems, includes special projects involving liverworts, ferns, and rare and endangered plants of Oregon. Educational activities center around training in systematic botany. Public services include identification of native plants for the general public, consultation with federal and state agencies, and informal community education programs.

Research Institutes

110 Johnson Hall
Telephone (503) 686-3186
John T. Moseley, Vice-President for Research

Several interdisciplinary institutes provide opportunities for graduate training and research in addition to those offered by schools and departments. Institute staff members hold joint appointments in related teaching departments. Graduate students who intend to do thesis or dissertation research work in one of the institutes must also satisfy the graduate degree requirements of the related department through which they will receive their degree.

Students who want to work in any of these fields may obtain detailed information concerning the programs and available financial aid from the institute directors listed.

Advanced Science and Technology Institute

110 Johnson Hall
Telephone (503) 686-3189
Robert McQuate, Executive Director

The Advanced Science and Technology Institute (ASTI) is a joint institute of the University of Oregon and Oregon State University. The Institute's purpose is to increase business and corporate access to research and scholarship of both universities. Toward this end, ASTI

- Organizes colloquia, workshops, and conferences for industry in various research areas
- 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 Oregon State System of Higher Education (OSSHE) chancellor's office

Bureau of Governmental Research and Service

340 Hendricks Hall
Telephone (503) 686-5232
Jeffrey S. Luke, Director

Faculty

Sandra L. Arp, Senior Research Associate (public law). B.A., 1972, J.D., 1976, Oregon. (1978)

Alan Contreras, Legal Analyst (public law). B.A., 1982, J.D., 1985, Oregon. (1986)

Jeffrey S. Luke, Director (state and local government, public policy and management). B.A., 1972, Ph.D., 1982, Southern California. (1986)

Lluana McCann, Research Associate (public policy and program analysis, public management, political theory). B.A., 1971, University of the Pacific; M.P.A., 1977, California State, Hayward. (1987)

Karen Seidel, Senior Research Associate (public finance, data systems). B.A., 1957, Knox. (1963)

Peter K. Watt, Research Associate (land use policy, mediation, coastal planning). B.A., 1964, Ohio State; M.U.P. 1971, Oregon. (1985)

Emeriti

Donald N. Johnson, Associate Director Emeritus (regional planning and governmental systems, state and local government, economic development). B.A., 1946, Reed. (1960)

Herman Kehrli, Professor Emeritus (state and local government) and Director Emeritus. B.A., 1923, Reed; M.A., 1933, Minnesota. (1933)

Robert E. Keith, Planning Consultant Emeritus (urban and regional planning). B.S., 1944, Kansas State; M.Arch., 1950, Oregon. (1963)

Kenneth C. Tollenaar, Director Emeritus (state and local government, intergovernmental relations). B.A., 1950, Reed; M.A., 1953, Minnesota. (1953)

A. Mark Westling, Planning and Public Works Consultant Emeritus (planning and public works). B.S., 1943, Washington (Seattle). (1947)

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

The Bureau of Governmental Research and Service is a University research center, established and maintained especially to serve Oregon state and local governments as well as citizens, students, scholars, organizations, news media, and other individuals and agencies interested or involved in state and local government. The Bureau has programs in the areas of public finance, public law, public administration, planning, and energy management.

The Bureau conducts and publishes policy research studies; compiles and disseminates data and information; provides consultation to local governments, state agencies, citizen groups, and other interested persons or agencies; sponsors and participates in training conferences; and undertakes special service activities at the request of specific government agencies on a cost-reimbursable basis. In addition to their research, consultation, training, and service activities, Bureau staff members teach University courses and provide other instructional support.

Bureau researchers work closely with faculty members in the Department of Planning, Public Policy and Management, other University social science departments, and the Public Affairs Library.

Center for Asian and Pacific Studies

154 Prince Lucien Campbell Hall
Telephone (503) 686-5087
Esther Jacobson, Director

Advisory Board

William S. Ayres, Anthropology
Kathleen Bowman, Research and Sponsored Programs
Cynthia J. Brokaw, History
Charles W. Cole, Management
Gerald W. Fry, International Studies
Theodore Huters, East Asian Languages and Literatures
Glenn A. May, History
Richard M. Steers, Management
Alan S. Wolfe, East Asian Languages and Literatures

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 Island Studies, and Southeast Asian Studies. The Center is committed to the development of innovative academic programs relating to Asia and the Pacific. One of its primary concerns is the support of individual and group developmental proposals leading to such programs. The Center's associates include close to 50 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, public speakers, and 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.

Center for the Study of Women in Society

636 Prince Lucien Campbell Hall
Telephone (503) 686-5015
Cheris Kramarae, Acting Director

Executive Committee

Frances B. Cogan, Honors College
Sonja K. Foss, Speech
Marion Sherman Goldman, Sociology
Judith H. Hibbard, School and Community Health
Cheris Kramarae, Sociology
John J. Whalen, Sociology

Advisory Committee

Doris Renshaw Allen, Music
Christine Chaille, Teacher Education
Patricia A. Gwartney-Gibbs, Sociology
Judith H. Hibbard, School and Community Health
Marsha Ritzdorf, Planning, Public Policy and Management
Mary K. Rothbart, Psychology
John J. Whalen, Sociology

The Center for the Study of Women in Society offers grants and services to faculty members, graduate students, and community researchers to encourage research on women within a broadly defined sociological perspective. Dissertation fellowships are also provided by the Center. More than 75 scholars from 20 disciplines are affiliated with the Center. Areas of research include, but are not limited to, women and social structure, symbolic representations of gender and sexuality, and gender differentiation in developmental and life-span perspectives. The Center fosters collaboration and interchange among faculty and student researchers interested in questions about women, gender, and the new women's scholarship. Visiting scholars, seminars, conferences, and a lecture series are part of the program. A bequest from William B. Harris in honor of his wife, Jane Grant, a writer and feminist, to establish a Fund for the Study of Women, provides support for the Center program.

Center for the Study of Work, Economy, and Community

616 Prince Lucien Campbell Hall
Telephone (503) 686-5002
Steven Deutsch, Director

Participating Faculty

Joan R. Acker, Sociology
Steven Deutsch, Sociology
John B. Foster, Sociology
Paul Goldman, Educational Policy and Management
Daniel Goldrich, Political Science
David Milton, Sociology
Daniel A. Pope, History
George J. Sheridan, Jr., History
Donald R. Van Houten, Sociology

The Center for the Study of Work, Economy, and Community provides a facilitating structure for interdisciplinary research on issues of work and work organizations, labor force and labor market, and the economy and linkages to the community. Some current projects and interests of participants include labor and new technology; American and Japanese organizational and managerial applications within United States industry; form, content, and direction of labor-management cooperation in the United States economy; changing positions of women in the United States labor force; the politics of comparable worth; labor and community connections in historical and contemporary perspective; alternative policies for reindustrialization and economic growth in Oregon and the United States; international comparisons of worker participation in industry, including quality of working life applications; and energy and community-regional economic development.

The Center has hosted visiting American and foreign scholars and conducts forums, conferences, and seminars as part of its programs.

Participating faculty members hold appointments in academic departments. Opportunities are available for graduate and undergraduate student involvement in research.

Chemical Physics Institute

129 Science I
Telephone (503) 686-4773
Thomas R. Dyke, Director

Members

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
Stephen D. Kevan, Physics
John T. Moseley, Physics
Thomas W. Mossberg, Physics
Ira G. Nolt, Physics
Warner L. Peticolas, Chemistry
Geraldine 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 and high-resolution photoelectron spectroscopy. 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. 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. The Chemical Physics Institute faculty is drawn from the Physics and Chemistry departments. A student, regardless of departmental affiliation, may elect to work with a staff member from either department. Formal course work and degree requirements are handled through the cooperating departments. Facilities, support, and research guidance are provided for qualified undergraduates, graduate students, and postdoctoral fellows.

Institute facilities include the UO Shared Laser Facility, which contains 10 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.

Institute of Cognitive and Decision Sciences

38 Straub Hall
Telephone (503) 686-4941
Douglas L. Hintzman, Director

Members and Associates

Jacob Beck, Psychology
Marinus J. Bouwman, Accounting
Robert T. Clemen, Decision Sciences
Scott Delancey, Linguistics
Sarah A. Douglas, Computer and Information Science
John S. Dryzek, Political Science
Jennifer J. Freyd, Psychology
Deborah Frisch , Psychology
Morton Ann Gernsbacher, Psychology
T. Givón, Linguistics
Douglas L. Hintzman, Psychology
Ray Hyman, Psychology
Peter W. Jusczyk, Psychology
Steven Keele, Psychology
Kenneth B. Liberman, Religious Studies and Sociology
John M. Orbell, Political Science
Michael I. Posner, Psychology
Myron Rothbart, Psychology
Paul Slovic, Psychology
Kent A. Stevens, Computer and Information Science
Marjorie Taylor, Psychology
Russell S. Tomlin, Linguistics
Don M. Tucker, Psychology

The Institute of Cognitive and Decision Sciences, established in 1987, promotes the study of intelligent systems. The computer revolution has produced important new approaches to understanding the nature and functioning of intelligence as manifested in animals, humans, social organizations, and machines. University of Oregon faculty members study questions ranging from the neural basis of thought processes through the organization of memory and language to how individuals and groups make decisions and manage risks. Common to the Institute is the use of observational and experimental methods to formulate and test theories. Faculty members and students from several different departments meet weekly to discuss their research.

Research projects being carried out at Oregon include work on human-computer interaction, computer instruction, the perception and comprehension of language, semantics, attention, motor skills, visual cognition, memory, computer models of sensory and cognitive processes, neuropsychology of cognition and

emotion, linguistic and conceptual development, social categories and prejudice, deception, social dilemmas, negotiations, decision theory, expert systems, and risk assessment. Off-campus facilities affiliated with the Institute include Decision Research, Inc., in Eugene and the Laboratory of Cognitive Neuropsychology in Portland.

Courses, seminars, and research projects allow graduate and undergraduate students to participate actively in the life of the Institute. Students wanting to do graduate work in cognitive and decision sciences should apply for admission to one of the participating departments.

Institute of Molecular Biology

297 Science II
Telephone (503) 686-5151
Aaron Novick, Director

Members and Associates

Sidney A. Bernhard, Chemistry
Roderick A. Capaldi, Biology
Vicki L. Chandler, Biology
Frederick W. Dahlquist, Chemistry
O. Hayes Griffith, Chemistry
Diane K. Hawley, Chemistry
Bruce S. Hudson, Chemistry
Brian W. Matthews, Physics
Douglas Ry Meeks-Wagner, Biology
Aaron Novick, Biology
Warner L. Peticolas, Chemistry
Stephen J. Remington, Physics
John A. Schellman, Chemistry
Eric Selker, Biology
William R. Sistrom, Biology
George F. Sprague, Jr., Biology
Karen U. Sprague, Biology
Franklin W. Stahl, Biology
Tom H. Stevens, Chemistry
Tadmiri R. Venkatesh, Chemistry
Peter H. von Hippel, Chemistry

The Institute of Molecular Biology fosters research and training in contemporary biology at the molecular level by bringing together scientists from various disciplines into a common intellectual and physical space. Collaboration is encouraged through the sharing of facilities and ideas. Because a broad range of expertise is focused on related problems, researchers with specialties ranging from molecular genetics to physical biochemistry and protein structure directly benefit from each other.

Current research is directed toward understanding basic cellular mechanisms in both eukaryotes and prokaryotes, including control of gene expression and development, genetic recombination, replication and transcription of DNA, and chemotaxis. A more fundamental understanding is developed through studies of DNA-protein interactions as the basis for control of gene expression, protein structure through X-ray crystallography combined with molecular genetics, conformational changes in proteins as the result of ligand binding, and structure-function relationships in proteins and in membranes.

Faculty members in the Institute hold joint appointments in one of the regular departments (biology, chemistry, or physics). Graduate students are admitted through one of the departments and supported by the Institute. Prospective students should indicate an interest in the Institute when applying directly to one of the participating departments.

The 1985 Oregon Legislative Assembly approved funding for five Centers of Excellence at the University of Oregon. 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.

Institute of Neuroscience

219 Huestis Hall
Telephone (503) 686-4556
Russell D. Fernald, Director

Members

Judith S. Eisen, Biology
Russell D. Fernald, Biology
Barbara Gordon-Lickey, Psychology
Marvin Gordon-Lickey, Psychology
Philip Grant, Biology
Steven Keele, Psychology
Daniel P. Kimble, Psychology
Charles B. Kimmel, Biology
Gary A. Klug, Physical Education and Human Movement Studies
Richard Marrocco, Psychology
Peter M. O'Day, Biology
Michael I. Posner, Psychology
William Roberts, Biology
Kent A. Stevens, Computer and Information Science
Terry Takahashi, Biology
Nathan J. Tublitz, Biology
Tadmiri R. Venkatesh, Chemistry
Janis Weeks, Biology
Monte Westerfield, Biology
James A. Weston, Biology
Marjorie Woollacott, Physical Education and Human Movement Studies

Associate

Frederick W. Dahlquist, Chemistry

The objective of the interdisciplinary Institute of Neuroscience is to promote research training in the field of neuroscience at the University by providing a formal structure that facilitates collaboration among individual scientists and students from the four departments with Neuroscience faculty members. It fosters the development of a graduate curriculum in neuroscience that makes most efficient use of the participating faculty members.

The focus of the Institute is on experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A special aspect of the program is an effective interdisciplinary approach to problems, brought about by the collaboration of scientists from different disciplines who have differing viewpoints about neuroscience. Within the program, a strong group of developmental neurobiologists is pursuing questions concerning the establishment of nervous system patterns during growth. Members of the group from both biology and psychology are interested in various aspects of visual neurobiology. Additional research programs focus on the neuronal and neuroendocrine control of behavior, molecular neurogenetics, and membrane biophysics, CNS regeneration, and proprioceptive mechanisms in humans.

The 1985 Oregon Legislative Assembly approved funding for the Centers of Excellence at the University of Oregon. Along with the Institute of Molecular Biology and the Department of Biology's Cell Biology Program, the Institute of Neuroscience is part of the Biotechnology Center of Excellence.

Staff members of the Institute hold appointments in academic departments. Research 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 of Neuroscience. Graduate students who want to enter the program should apply through the appropriate department.

For a list of relevant graduate courses offered at the University, see the Neuroscience section of this bulletin.

Institute of Theoretical Science

155 Science II
Telephone (503) 686-5204
Nilendra G. Deshpande, Director

Members

Paul L. Csonka, Physics
Charles W. Curtis, Mathematics
Nilendra G. Deshpande, Physics
Russell J. Donnelly, Physics
Marvin D. Girardeau, Physics
Amit Goswami, Physics
Roger Haydock, Physics
David R. Herrick, Chemistry
Rudolph C. Hwa, Physics
James N. Imamura, Physics
James A. Isenberg, Mathematics
John V. Leahy, Mathematics
Robert M. Mazo, Chemistry
Joel W. McClure, Jr., Physics
Michael J. Moravcsik, 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.

International Institute for Sport and Human Performance

1479 Moss Street
Telephone (503) 686-4114
Gwen Steigelman, Administrative Coordinator

The International Institute for Sport and Human Performance is an interdisciplinary venture formed as an outgrowth of the 1984 Olympic Scientific Congress. Its mission is to support the study of human motor behavior through research and development, dissemination of information, and service to the international community of scholars concerned with the study of sport and human performance. Central to the international exchange of ideas and scholars, the Institute augments and expands the offerings of the College of Human Development and Performance. Its faculty members hold appointments in various academic departments.

Materials Science Institute

205C Science I
Telephone (503) 686-4784
J. David Cohen, Director

Members

Dietrich Belitz, Physics
J. David Cohen, Physics
M. Darby Dyar, Geological Sciences
Roger Haydock, Physics
David C. Johnson, Chemistry
Stephen D. Kevan, Physics
Catherine J. Page, Chemistry
Geraldine Richmond, Chemistry
Martin Wybourne, Physics

Associates

Russell J. Donnelly, Physics
Richard G. Finke, Chemistry
Harlan W. Lefevre, Physics
Thomas W. Mossberg, Physics
Jack C. Overley, Physics
George W. Rayfield, Physics
Stephen J. Remington, Physics
Jack M. Rice, Geological Sciences
David R. Tyler, Chemistry
Harve S. Waff, Geological Sciences

The Materials Science Institute fosters research and education in the structure and properties of solids and liquids by encouraging collaborations between scientists in chemistry, geological sciences, molecular biology, and physics. The Institute structure facilitates a coordinated attack on topical problems with ideas, techniques, and specialized resources. While the Institute emphasizes the science of materials, applications are often close at hand. Current research, for example, will influence future developments in electronic, optoelectronic, solar-cell, and superconductor materials and devices as well as applications in catalysis and electrochemistry. Close coodination is also maintained with materials and device colleagues at nearby Oregon State University and with Oregon's dynamically growing microelectronics industry.

Resources include materials preparation such as crystal and film growth, electronic, optical, and defect characterization equipment as well as X-ray diffraction, transmission electron microscopy and X-ray microprobing, a 5-MV Van de Graaf accelerator with a 1 pm scanning ion microprobe, a Convex C-1/XP minisupercomputer, electrochemical and ultra high-vacuum surface equipment, 10 T magnetic fields, nanometer structure fabrication, transport measurement, and low-temperature (0.3 K) facilities. The Institute is moving in 1988 into the new advanced science and technology building, which includes clean-room and microphysics facilities for fine-scale patterning of electronic and physics devices. Access to the University's $2 million Shared Laser Facility and a resident helium liquifier is also available. Regional collaboration gives Institute scientists access to molecular beam epitaxy and metal-organic chemical vapor deposition growth methods as well as sophisticated semiconductor device fabrication facilities.

Current research topics include synthesis and characterization of novel metastable materials; characterization of heterostructure and amorphous materials, interfaces, and devices; surfaces, surface-reaction dynamics, and interface formation; limited dimensionality; organic conductors and polymer science; biotechnological materials; and ion-modification and ion probes for materials. Prospective students should apply to a participating academic department (Biology, Chemistry, Geological Sciences, or Physics) and mention specifically an interest in the Institute.

The Institute is one of five University of Oregon Centers of Excellence funded by the 1985 Oregon Legislative Assembly to encourage science activities that promote economic development. The state funds the Institute administration and the faculty positions, and it provides seed and match money for new faculty members. The Institute's equipment budget averages $250,000 a year during this growth phase. Members receive outside federal and industrial grants averaging $1 million a year. Two of the members, Geraldine Richmond and Stephen D. Kevan, have received Presidential Young Investigator awards—five-year career development grants—won in national competition. David C. Johnson, another member, has received an Office of Naval Research Young Investigator Award, also in national competition.

Oregon Humanities Center

122 Chapman Hall
Telephone (503) 686-3934
John J. Stuhr, Director

Advisory Board

Paul B. Armstrong, English
Kathleen Bowman, Research and Sponsored Programs
Esther Jacobson, Art History
Mary E. Kuntz, Classics
Wendy Larson, East Asian Languages and Literatures
James A. Miller, Music
Kathleen D. Nicholson, Art History
James M. O'Fallon, Law
Stanley A. Pierson, History
Cheyney C. Ryan, Philosophy
Karla L. Schultz, Germanic Languages and Literatures
Steven Shankman, Classics and English
Richard L. Stein, English

The Oregon 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 Scholars Program will bring to campus leading researchers from other institutions. The Humanities Center also provides other forms of research support in connection with travel, library needs, and research publication.

Curriculum. The Center offers an innovative, nonmajor undergraduate humanities program. This program seeks to provide opportunities for intellectual integration, self-examination, awareness of context, and the connection of humanistic theory to practice through courses that are both multicultural and interdisciplinary. Accordingly, these courses are offered in this new humanities program rather than by individual departments. The Center's Humanities Curriculum Development Awards provide faculty members with the support necessary to develop these courses.

Public Programs. The Center offers a broad range of public lectures, conferences, symposia, exhibitions, and performances to extend humanistic understanding. These include a Distinguished Lecturers Program, a Humanities Lecture Series, and a Work-in-Progress Program as well as activities cosponsored with other groups.

Throughout these activities, the term *humanities* is understood to include literature; philosophy; history; the study of languages; linguistics; religion; ethics; jurisprudence; archaeology; history, theory, and criticism of the arts; and historical, interpretive, conceptual, and normative aspects of the social and natural sciences and the professions. In addition, the Center seeks to explore the relations of the humanities to other disciplines and to question traditionally accepted disciplinary boundaries and self-understandings.

Oregon Institute of Marine Biology

Charleston OR 97420
Telephone (503) 888-2581
Robert C. Terwilliger, Acting Director

Faculty

James T. Carlton, Biology
Paul P. Rudy, Biology
Nora B. Terwilliger, Biology
Robert C. Terwilliger, Biology

The Oregon Institute of Marine Biology is situated on 107 acres of coastal property along Coos Bay on the southern Oregon Coast. The many different marine environments in that area provide the Institute with an ideal location for the study of marine organisms. Current research focuses on the biochemistry of respiratory pigments and on marine ecology.

The Institute offers a program of summer study for Biology majors, a fall program for undergraduate and graduate Biology students, and,

in the spring, an interdisciplinary course for undergraduates entitled People and the Oregon Coast. Facilities for individual research are available throughout the year. Courses include marine ecology, invertebrate zoology, comparative physiology, marine birds and mammals, algae, and the biology of fishes, and students have the opportunity to conduct research projects in these areas. The Institute also sponsors a fall seminar program on a variety of topics.

For detailed information and applications, inquire at the Department of Biology on the Eugene campus or write to the Director, Oregon Institute of Marine Biology, Charleston OR 97420.

Solar Energy Center

202 Lawrence Hall
Telephone (503) 686-3656
John S. Reynolds, Director

Participating Faculty

G. Z. Brown, Architecture
Virginia Cartwright, Architecture
David K. McDaniels, Physics
Barbara-Jo Novitski, Architecture
John S. Reynolds, Architecture

Associates

John H. Baldwin, Planning, Public Policy and Management
Susan Ota, Physics
Pat Ryan, Physics
Tomoko Sekiguchi, Architecture
Frank Vignola, Physics

The Solar Energy Center emphasizes a regional approach to research in the utilization of the sun's radiant energy for heating water; for the lighting, heating, and cooling of buildings; and for the generation of electricity. Current work includes expanded collection and improved monitoring of insolation data in Oregon, evaluation of basic solar cell parameters, and development of passive solar design information in solar heating, passive cooling, and daylighting. The Center's efforts also include the development and distribution of information; the development of needed technology and the facilitation of its application; and the study of legal, economic, and subsequent technical problems that accompany solar energy development in this region.

University research personnel in the areas of architecture, planning, business administration, law, and physics are involved in the Center.

In addition to continuing publications, the Center sponsors frequent seminars attended by University and community people involved in various aspects of solar energy use. Courses in solar energy are offered in the Architecture; Planning, Public Policy and Management; and Physics Departments.

Other Research Facilities

Listed below are research facilities described in other sections of this bulletin. Please consult the Subject Index for page references.

American English Institute. See Special Services

Architecture and Allied Arts Research and Development Office. See School of Architecture and Allied Arts

Career Information System. See College of Education

Center for Advanced Technology in Education. See College of Education

Center for Environmental Design, Planning, and Visual Arts Research. See School of Architecture and Allied Arts

Center on Human Development. See Special Education and Rehabilitation

Center for Volcanology. See Geological Sciences

Crippled Children's Division. See Special Education and Rehabilitation

DeBusk Memorial Center. See Counseling and Educational Psychology

Early Intervention Program. See Center on Human Development

E. C. Brown Foundation. See College of Education

Energy Studies in Buildings Laboratory. See School of Architecture and Allied Arts

ERIC Clearinghouse on Educational Management. See College of Education

Foreign Language Resource Center. See Romance Languages

Forest Industries Management Center. See College of Business Administration

Institute of Recreation Research and Service. See Leisure Studies and Services

Institute of Industrial Relations. See College of Business Administration

International Council on Computers in Education. See College of Education

Labor Education and Research Center. See Special Studies

Malheur Field Station. See Biology

Northwest Regional Consortium for Southeast Asian Studies. See Asian Studies

Ocean and Coastal Law Center. See School of Law

Oregon School Study Council. See College of Education

Pine Mountain Observatory. See Physics

Project TRENDS. See Leisure Studies and Services

Regional Daylighting Center. See School of Architecture and Allied Arts

Russian and East European Studies Center. See Russian and East European Studies

Slocum Sports Medicine and Fitness Research Laboratory See Physical Education and Human Movement Studies

Specialized Training Program. See Center on Human Development

Speech-Language-Hearing Center. See Special Education and Rehabilitation

University Affiliated Facility. See Center on Human Development

University of Oregon Center for Gerontology. See Gerontology

University of Oregon Portland Center. See Continuing Education Off Campus, Labor Education and Research Center, Recreation and Sports, and UO Bookstore.

Western Regional Resource Center. See Center on Human Development

University Computing

250 Computing Center
Telephone (503) 686-4394
Gordon P. Ashby, Director, Computing Facilities
Joanne R. Hugi, Director, Computing Services
JQ Johnson, Director, Network Services

University Computing provides computing facilities and services for the University, serving instructional, research, and administrative needs. Central computing facilities include an IBM 4341 system for batch and interactive computing and a VAX 8800, primarily for interactive academic and research applications. Other facilities include IBM PC and Apple Macintosh microcomputer laboratories, which support instructional computing; campus computing networks; and an NCS 7008 mark/sense document scanner.

The University Computing staff supports a sizable collection of programming languages, applications packages, and other software systems on its IBM and VAX systems, including

- FORTRAN, PL/1, Pascal, COBOL, and C programming languages
- IBM 4341 assembler language
- ACCENT R, a data-base management system
- SAS, SPSSX, BMDP, and MINITAB general-purpose statistics packages
- the VAXTPU, DSR, and SCRIPT text formatting programs
- the IMSL mathematics and statistics library
- electronic mail and conferencing systems
- connection to ARPA Internet, BITNET, and NorthWestNet networks

University Computing's services include consulting assistance on a wide range of computing topics related to its large-scale and microcomputing systems; a microcomputer discount purchase plan; assistance with office system decisions; short courses on elementary and advanced topics on the use of computers; limited contract programming; support for data communications; data entry and scanning services; and a documents library that offers an extensive collection of vendor manuals, local documentation, textbooks, and computing-related periodicals.

University Computing is a service unit independent of the Department of Computer and Information Science, which is the academic department offering credit courses toward bachelor's and advanced degrees. For further information about that department, see the Computer and Information Science section of this bulletin.

University Library

113 Library
Telephone (503) 686-3056
George W. Shipman, University Librarian
Patricia A. Wand, Assistant University Librarian for Public Services
George E. Bynon, Assistant University Librarian for Administrative Services
Alice J. Allen, Assistant University Librarian for Technical Services

Faculty

Alice J. Allen, Associate Professor; Assistant University Librarian for Technical Services. B.A., 1962, Drake; M.A., 1966, Rice; A.M.L.S., 1968, Michigan. (1982)

Judith Andrews, Assistant Professor; Documents Librarian. B.A., 1973, San Jose State; M.L.S., 1977, Hawaii at Manoa. (1986)

Jane L. Barnwell, Assistant Professor; Reference Librarian. B.A., 1979, Michigan State; A.M.L.S., 1985, Michigan. (1985)

Andrew R. Bonamici, Assistant Professor; Head, Budget, Personnel, and Planning. B.A., 1983, Marylhurst; A.M.L.S., 1984, Michigan. (1985)

Sara N. Brownmiller, Associate Professor; Reference Librarian; Coordinator, Information Online Service. B.A., 1974, Incarnate Word; M.L.S., 1978, Arizona. (1987)

George E. Bynon, Professor; Assistant University Librarian for Administrative Services; Director, Instructional Media Center. B.A., 1973, Willamette; M.S., 1975, Oregon College of Education; D.Ed., 1980, Oregon. (1976)

James H. Carmin, Assistant Professor; Architecture and Allied Arts Librarian. B.A., 1976, M.L.S., 1981, Ball State. (1983)

Rodney E. Christensen, Professor; Reference Librarian. B.S., 1956, M.S., 1957, Northern Illinois; M.S., 1967, Southern California. (1968)

Mary E. Clayton, Associate Professor; Associate Law Librarian. B.A., 1971, Illinois State; M.L.S., 1973, Oregon; J.D., 1975, Marshall. (1984)

Kathleen M. Connors, Assistant Professor; Reference Librarian. B.A., 1983, Eastern Illinois; M.L.S., 1985, Illinois. (1985)

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)

Hilary A. Cummings, Assistant Professor; Manuscripts Curator. B.A., 1973, Southern Illinois; M.A., 1985, Oregon. (1980)

Karen D. Darling, Associate Professor; Head, Serials Department. B.A., 1973, St. Olaf; Dipl.Lib., 1975, Polytechnic of North London. (1982)

Kenneth W. Duckett, Professor; Curator of Special Collections. B.A., 1950, Denver; M.S., 1954, Wisconsin, Madison. (1979)

Ann C. Fletcher, Assistant Professor; Law Reference Librarian. B.S., 1982, J.D., 1986, Nebraska at Lincoln; M.L.L., 1987, Washington (Seattle). (1987)

Paul A. Frantz, Assistant Professor; Reference Librarian; Coordinator, Library Instruction. B.A., 1972, University of Alberta; M.A., 1977, Portland State; M.L.S., 1984, Washington (Seattle). (1986)

Richard E. Gates, Assistant Professor; Systems Librarian. B.A., 1984, M.L.S., 1988, Arizona. (1988)

Leslie K. Greer, Associate Professor; Music Librarian. B.A., 1971, M.A., 1977, California State, Long Beach; M.L.S., 1979, California, Los Angeles. (1983)

Joanne V. Halgren, Associate Professor; Head, Interlibrary Loan Service, Collection Development Department. B.A., 1966, George Fox; M.L., 1967, Washington (Seattle). (1967)

J. Richard Heinzkill, Professor; Reference Librarian. B.A., 1955, Saint John's (Collegeville); A.M.L.S., 1964, Michigan. (1967)

Katsuko T. Hotelling, Assistant Professor; Catalog Librarian. B.A., 1983, M.L.S., 1985, North Carolina. (1986)

Dennis R. Hyatt, Associate Professor; Law Librarian. B.A., 1969, Missouri; J.D., 1972, M.L.L., 1974, Washington (Seattle). (1976)

Sheila M. Klos, Associate Professor; Head, Architecture and Allied Arts Library. B.A., 1976, State University of New York College at Brockport; M.L.S., 1977, State University of New York College at Geneseo; M.A., 1983, Brown. (1985)

William C. Leonard, Associate Professor; Head, Graphic Arts Service, Instructional Media Center. A.A., 1958, San Jose City; B.S., 1965, M.S., 1970, Oregon. (1968)

Jan C. Maxwell, Associate Professor; Head, Acquisition Department. B.A., 1979, M.L.S., 1982, Indiana. (1988)

Meryl A. Miasek, Associate Professor; Head, Reference Department. B.A., 1971, M.L.S., 1973, City University of New York. (1985)

Christine Olson, Associate Professor; Catalog Librarian. B.A., 1971, M.L.S., 1972, Oregon. (1973)

Martha K. Renick, Assistant Professor; Assistant Law Librarian for Public Services. B.A., 1977, Virginia; J.D., 1982, Richmond; M.L.S., 1985, Arizona. (1986)

K. Keith Richard, Professor; University Archivist; Secretary of the Faculty. B.S., 1958, Oregon College of Education; M.S., 1964, M.L.S., 1971, Oregon. (1972)

Howard W. Robertson, Associate Professor; Slavic Catalog Librarian-Bibliographer. B.A., 1970, Oregon; M.S.L.S., 1975, Southern California; M.A., 1978, Oregon. (1975)

George W. Shipman, Professor and University Librarian. B.A., 1963, Albion; M.A., 1965, Western Michigan; A.M.L.S., 1967, Michigan. (1980)

Laura C. Simic, Research Assistant; Coordinator, Library Development. B.A., 1986, Oregon. (1986)

Terry M. Smith, Assistant Professor; Catalog Librarian. B.S., 1972, Purdue; M.L.S., 1976, M.S., 1978, Oregon. (1975)

Ruth E. South, Associate Professor; Reference Librarian. B.A., 1950, M.L.S., 1972, M.A., 1981, Oregon. (1973)

Laine Stambaugh, Assistant Professor; Personnel Librarian. B.A., 1977, M.A., 1986, California State, Long Beach; M.L.S., 1987, Arizona. (1987)

Peter L. Stark, Associate Professor; Head, Map Library. A.B., 1976, California, Berkeley; M.L., 1978, Washington (Seattle). (1983)

Thomas A. Stave, Associate Professor; Head, Documents and Public Affairs Service. B.A., 1972, Whitworth; M.L., 1974, Washington (Seattle). (1980)

Isabel A. Stirling, Professor; Head, Science Library. B.A., 1970, California, Riverside; M.L.S., 1977, Western Michigan. (1982)

Christine L. Sundt, Assistant Professor; Slide Curator. B.A., 1969, Illinois Institute of Technology, Chicago; M.A., 1972, Wisconsin, Madison. (1985)

Luise E. Walker, Associate Professor; Science Reference Librarian. A.B., 1951, Washington (Seattle); A.M.L.S., 1955, Michigan; M.S., 1961, State University of New York College of Environmental Sciences and Forestry. (1967)

Patricia A. Wand, Professor; Assistant University Librarian for Public Services. B.A., 1963, Seattle; M.A.T., 1967, Antioch; A.M.L.S., 1972, Michigan. (1982)

Hsiao-Guang Wang, Assistant Professor; Orientalia Catalog Librarian. B.A., 1984, M.L.S., 1986, Rutgers. (1986)

Mark R. Watson, Assistant Professor; Catalog Librarian. 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; Head Acquisition Librarian. B.A., 1941, M.A., 1943, Minnesota; Ph.D., 1947, Chicago. (1947)

Jane B. Durnell, Professor Emerita. B.A., 1938, Iowa; M.L.S., 1968, Oregon. (1968)

Katherine G. Eaton, Associate Professor Emerita. B.A., 1944, Minnesota; M.S., 1952, M.S., 1968, Oregon (1970)

Elizabeth Findly, Professor Emerita of Librarianship. A.B., 1929, Drake; B.S., 1934, Illinois; A.M.L.S., 1945, Michigan. (1934)

Alfred Heilpern, Senior Instructor Emeritus; Acquisition Librarian Emeritus. B.A., 1956, M.L., 1957, Washington (Seattle). (1957)

Carl W. Hintz, Professor Emeritus of 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; Assistant Head, Acquisition Department. A.B., 1951, Harvard; M.L.S., 1955, California, Berkeley. (1956)

Clarice E. Krieg, Professor Emerita. B.A., 1932, Iowa; B.S., 1933, A.M., 1935, Illinois. (1941)

Robert R. Lockard, Assistant Professor Emeritus; Reference Librarian. 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)

Claire Meyer, Assistant Professor Emerita. B.A., 1958, M.A., 1961, Minnesota. (1961)

Perry D. Morrison, Professor Emeritus. A.B., 1942, M.A., 1947, Whittier; B.L.S., 1949, D.L.S., 1961, California, Berkeley. (1967)

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)

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)

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

Facilities and Services

The University of Oregon Library supports the instructional and research programs of the University. Services provided by the Library include reference, on-line searching, interlibrary loan, and reserve reading. The Library has more than 1,700,000 volumes and subscribes to more than 17,600 journals. In addition to books and journals, the library has extensive collections of microforms; slides; maps; compact discs; phonograph records; films and videos; and state, federal, and international documents.

The University Library system consists of the Main Library, the Law Library, and five branch libraries. The Kenneth Lucas Fenton Memorial Law Library is located in the School of Law. The Science Library is a branch located within the science complex; the Mathematics Library, in Fenton Hall, is a branch of the Science Library. The Architecture and Allied Arts Library is located in Lawrence Hall, and the Map Library is in Condon Hall. The Public Affairs Library is located in Hendricks Hall.

Reference service is provided in all the libraries. In addition to printed bibliographies and indexes, the library offers on-line searching for users. Although users must pay for the direct costs of the search, this on-line searching, with access to more than 400 data bases, can save hours of searching in indexes.

Regular tours of the Main Library are offered during the academic year on Wednesdays and Thursdays at 1:30 p.m. The Library offers several courses on use of the library; these courses are listed in the Special Studies section of this bulletin.

The University Library supports both undergraduate reading and advanced research. With membership in the Center for Research Libraries, and through interlibrary loan, many items not owned by the Library can be obtained. The Library's Special Collections contain more than 3,800,000 manuscripts and 37,000 rare books. Oregon Collection contains specialized materials about Oregon and by Oregon authors.

The Library's Instructional Media Center supports the instructional and research endeavors of the University's faculty with more than a million-dollar inventory of audiovisual hardware and nonprint software. The Center's services include centralized purchasing, maintenance, and distribution of equipment; production support of audio programs and instructional television; graphics; film rental and distribution; and multimedia presentations. Faculty members offer assistance and consultation for instructional improvement.

The records of the University of Oregon dating from 1872 are on deposit in the University Archives, a department of the University Library. These materials are open for research under the State of Oregon laws governing the use of public records. The Archives contain several thousand photographs and negatives concerning the University community, audio tapes of campus events, and memorabilia reflecting the history of the University. The University Archives are in the west end of Fenton Hall.

For Library hours, call (503) 686-3054.

History

The initial library building was constructed in 1937 by Public Works Administration labor with a loan from the federal government that was repaid by the student building fee. Additions were constructed in 1950 and 1966. The handsome facade of the Main Library shows some influence of the Lombard Romanesque style. Notable fine arts pieces that embellish the building include the 15 stone heads by Edna Dunberg and Louise Utter Pritchard, ornamental memorial gates by O. B. Dawson located in the entrance hall, carved wooden panels by Arthur Clough, and two large murals painted by Albert and Arthur Runquist.

Friends of the Library

The Friends of the Library is a volunteer membership organization founded in 1940 to promote the welfare of the University Library. In addition to financial support of the Library's Special Collections, the Friends of the Library regularly sponsors lectures and social and cultural events that are open to the public. Further information is available from the Office of the University Librarian.

Fines and Charges

Each Library user must present a validated UO identification card in order to borrow materials.

Fines. All borrowers are subject to the following fines for overdue materials:

General materials: $.25 a day

Reserve material: First hour or portion $1.00; each additional hour $.25; if material is in demand $1.00 an hour

Recalled and seven-day material including periodicals from the Science Library or Mathematics Library: $1.00 a day

Maximum fine: $10.00 an item

Replacement Costs. All borrowers who lose Library materials or return damaged materials pay:

- a replacement or repair charge
- a service charge of $6.00 an item
- the accrued fine

Recalls. When a book is charged to a borrower, another person may request that it be recalled, and the second person is notified when the book is returned. Borrowers are responsible for prompt return of recalled material. If a borrower plans to be out of town, he or she should return borrowed items or arrange with someone to receive notices and return recalled material. Borrowers who return recalled material late are charged overdue fines.

The libraries of the Oregon State System of Higher Education honor each other's faculty and currently validated student identification cards for the purpose of borrowing library materials, subject to the lending library's circulation policies. Any fines or charges accrued by faculty members and students from other state system libraries are submitted to the librarian of their home institution for routine billing.

School of Librarianship

The School of Librarianship was suspended in August 1978. Questions about the operation of this school should be directed to George Shipman, University Librarian, University of Oregon Library, Eugene OR 97403.

The program leading to certification for school library media is no longer offered by the University of Oregon.

Note: Library courses are listed in the Special Studies section of this bulletin.

Services for Students

364 Oregon Hall
Telephone (503) 686-3105
Gerard F. Moseley, Vice-Provost for Student Affairs
Anne Leavitt, Assistant to the Vice-Provost
Shirley J. Wilson, Dean of Students
Gregg M. Lobisser, Assistant Dean of Students
Hilda Young, Director of Special Projects
Bill Ballester, Assistant Dean of Students and Conduct Coordinator

Under the general direction of the vice-provost for Student Affairs 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) 686-3211
Joe Wade, Director
Marliss G. Strange, Associate Director
Jack W. Bennett, Hilary Gerdes, Heidi Imhof, Randy Martin, Bunny Nosler, and George Wasson, Counselors
Margaret Donahue, Counselor for Student Athletes

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 selected faculty members in the College of Arts and Sciences. The staff also coordinates advising meetings between students who have indicated a major preference and faculty advisers from academic departments. Students in the prehealth sciences and prelaw receive special advising assistance in this office.

Workshops, held throughout the year, cover such topics as How to Apply to Graduate School, How to Choose a Major, Majoring in Architecture, Preparing for Law School, and Redirecting Academic Focus.

Students interested in careers that use interpersonal and problem-solving skills are trained by office staff members to assist other students who come to the Office of Academic Advising and Student Services. Students seek help with a variety of problems such as choosing a major, making a smooth transition to the University, cutting red tape, and withdrawing from the University. Student advisers also make referrals to other offices.

The opportunity to assist professional counselors gives student advisers valuable skills, increases their knowledge of the University, and builds self-confidence. For more information, consult Jack Bennett in 164 Oregon Hall; telephone (503) 686-3211.

Professional and student counselors are available weekdays on a drop-in basis for all students needing advice about general University requirements and help with personal or academic problems.

Counselor for Student Athletes

The counselor for student athletes provides academic advising for student athletes. The counselor is available to all student athletes listed on a varsity roster to help them balance academic responsibilities with athletic activities. The counselor also assists student athletes with academic program planning and course registration issues as well as monitoring their academic progress. The counselor can provide information about academic majors and help student athletes relate academic interests to potential career opportunities. Located at 1535 Agate Street, the office is open weekdays from 8:30 a.m. to 4:30 p.m. including the noon hour; telephone (503) 686-5428.

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 20 academic departments now participate in the Program.

Peer advisers have the opportunity to combine instruction in problem-solving and organizational and leadership skills with on-the-job experience. Students seeking advice can talk over personal concerns about academic and career goals with trained and empathetic fellow students.

For more information contact Heidi Imhof in 164 Oregon Hall; telephone (503) 686-3211.

Academic Standing

Academic standing at the University is determined by the grades and marks a student earns in University of Oregon courses. Good academic standing means that the student is making satisfactory progress toward a degree each term and may register for as many as 21 credits.

Academic sanctions are explained in the **Registration and Academic Policies** section of this bulletin and in the *Time Schedule of Classes*. Counselors in the Office of Academic Advising and Student Services are available to assist students who are not in good academic standing.

Student Services

Adult Learners

The staff of the Office of Admissions and Records 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. Some counselors have special interests and training in working with this population, and trained student advisers have themselves been adult learners.

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) 686-3211.

Freshman Interest Groups

Freshman Interest Groups (FIGs) are designed to help students begin meeting general University requirements while focusing on a particular area of interest and possibly a major. Students in each interest group share enrollment in three related courses. One of these classes has a small enrollment, so that members are likely to meet other students who share similar interests. Beyond the FIG courses, students plan an individual schedule in consultation with an adviser. Social and academic activities are coordinated by a trained peer, who acts as the FIG group leader.

Freshmen who are undecided about their majors and are not attending the Early Orientation and Registration Program (EORP) can join a FIG in September if space is available. For further information, consult Jack Bennett or Lisa Duba-Biedermann in 164 Oregon Hall; telephone (503) 686-3211.

Students with Disabilities

It is the policy of the University of Oregon that no man or woman shall, solely by reason of physical limitation, be subjected to discrimination or denied the benefit of, or be excluded from, participation in any University program or activity.

The Office of Academic Advising and Student Services is available to assist students with

disabilities in obtaining required accommodations to enable them to complete their studies. These accommodations, in compliance with Section 504 of the Vocational Rehabilitation Act of 1973, may consist of modification of classroom techniques and practices to accommodate visual or auditory limitations; provision of lecture notes; auxiliary aids such as readers, audiovisual materials, and sign language interpreters; and modification, such as substitution or waiver of some degree requirements, to allow accessibility to degree or program objectives. Assistance is available to plan schedules, register for classes, and obtain special services through several University offices. For more information consult Hilary Gerdes in 164 Oregon Hall; telephone (503) 686-3211.

Affirmative Action

472 Oregon Hall
Telephone (503) 686-3123
Norma Comrada, Director
Al Okahara, Assistant Compliance Director
Janet Wentworth, Equal Education Specialist

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 for information on their rights, options, and resources. The Office of Affirmative Action staff offers grievance counseling, informal problem solving, information on formal grievance procedures, and referrals. Confidentiality is respected for all parties.

Associated Students of the University of Oregon

Erb Memorial Union, Suite 4
Telephone (503) 686-3724

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, the five-member EMU Board, and the Associated Students President's Advisory Council (ASPAC). The ASUO Executive appoints part of 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. The ASUO Constitution describes the legal and procedural functioning and the general makeup of the ASUO Executive. It is the recognized voice of UO students and administers more than 85 funded ASUO programs.

Incidental Fee Committee. The incidental fee is a self-imposed tax by which students finance student nonacademic activities. The Incidental Fee Committee (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 recommendation 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 ASUO 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 18 members of the Student Senate are elected for two-year terms on a rotating basis. Student Senate members represent specific academic departments and colleges. The Student Senate comprises one-third of the University Senate; the other two-thirds are faculty members. The Student Senate members are also full voting members of the University Assembly, the faculty body that debates and sets general University policies. In addition, Student Senate members run the Information and Grievance Center in the lobby of the Erb Memorial Union (EMU), approve appointments, and help make up the ASUO Committee on Committees, which nominates students for more than 80 positions on 24 student-faculty committees.

EMU Board. The EMU Board is a 15-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 Erb Memorial Union (EMU). The Board is responsible for allocating a $3.7 million budget to programs and service areas and for allocating space in the 200,000 square-foot facility. The Board, of which students comprise 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 review power covers almost any action by ASUO government bodies, programs, and individual students when covered by the ASUO Constitution.

Associated Students President's Advisory Council (ASPAC) offers discussion and advice about matters of student concern in monthly meetings with the UO President. The 14-member council includes representatives from the ASUO Executive, IFC, Student Senate, 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, reviewing benefits offered, and other responsibilities related to the administration of the program.

Student Interests

Advertising Club is a national organization of professional and student groups whose goal is to encourage students to enter advertising careers.

Alpha Kappa Psi is a professional business fraternity that helps members gain experience in activities essential to their future careers.

Amazon Child Care Center is a student cooperative offering good, low-cost care and seminars on parenting, teacher education, and child development.

Amazon Community Tenants representatives participate in the Amazon Family Housing Policy Board, which sets all the policies concerning the Amazon Housing Complex.

American Civil Liberties Union's campus branch is student directed and funded; it is affiliated with both the Oregon and the Lane County ACLU chapters.

American Institute of Architects associated student chapters offer speaker and film series, peer advising, design competitions, and tours of local architecture offices.

American Society of Interior Design educates students about interior design and related issues.

Asian-Pacific American Student Union serves the University's considerable population of Asian-Pacific Americans.

ASUO Course Guide is distributed to students and faculty members free of charge each term. It contains descriptions of courses offered.

ASUO Legal Services provides a wide range of nonlitigatory legal services to all admitted and enrolled University students free of charge.

Avenu is the student newspaper of the School of Architecture and Allied Arts published nine times a year by the University's student chapter of the American Institute of Architects.

Black Student Union (BSU) serves as a support group for black students and exposes the University and Eugene-Springfield communities to black culture by sponsoring social and cultural events.

Campus Information Exchange is a computer conferencing service available to all UO students and to faculty and staff members.

Center for Innovative Educational Development (formerly SEARCH) is an ASUO program offering innovative credit and noncredit courses in all disciplines. Courses are taught by students, faculty members, and community members.

Chinese Student Association coordinates academic, social, and cultural activities for about 300 UO Chinese students.

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.

Condon Society is an undergraduate and graduate student association of the Department of Geological Sciences.

Crisis Center provides emergency counseling when other University and ASUO facilities are not available. The Crisis Center phone line is open 24 hours a day; telephone 686-4488. 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.

Division of Educational Policy and Management Graduate Student Association is primarily a support group for Educational Policy and Management graduate students.

ESCAPE (Every Student Caring About Personalized Education) is a student-initiated and student-run accredited practicum that places student volunteers.

Foreign Student Organization (FSO) is an umbrella organization for students from nations around the world. Included are the Arab Student Club, Indian Student Association, Indonesian Student Association, Iranian Student Association, Japanese Student Association, Kultura Filipinas, Muslim Student Association, Organization of Arab Students, and Singapore Student Association. Under the guidance of the FSO, these associations of students work to promote the educational, social, and cultural activities of international students at the University.

Forensics is the University's debate society and speech club.

Gay and Lesbian Alliance serves members who seek relaxed, nonoppressive interaction, worthwhile activities, and a positive sense of self.

Graduate Organization for the Creative Arts is an organization of graduate students from all disciplines of the creative arts.

Interfraternity Council provides a central organization for general fraternity activities and leadership opportunities and promotes campus involvement.

International Studies Association stimulates understanding of world affairs.

Jewish Student Union serves the entire student body through conferences, retreats, speakers, films, and discussion groups scheduled for the best possible benefit to both Jewish students and the University community.

Journal of Environmental Law and Litigation, a publication by UO law students, provides a national forum on reform and litigation in the natural resources area.

Latin America Support Committee (LASC) sponsors cultural events and educational programs on and 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.

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.

M.B.A. Association aims to improve the UO graduate business program through student involvement.

MEChA *(Movimiento Estudianti Chicanos de Aztlan)* coordinates Chicano student activities and represents the interests of Chicano students at the University.

Mediation Project is a service provided to students by the ASUO and the University. Mediation provides pregrievance problem resolution for students, student groups, departments, and administrative agents.

Men Against Rape works to separate the myths from the realities of sexual assault and domestic violence. Members lobby for a safer physical environment for women and children. Educational programs are being developed for presentation to student and community groups.

Men of Oregon Glee Club performs at University events and selected UO Alumni Association activities.

Minority Law Students Association helps minority law students make the transition to legal study and supports them in law school.

Muslim Student Association fosters understanding of Islamic culture.

Native American Student Union (NASU), an important part of the Native American community, is an ethnic student association that works with students, community organizations, and Northwest tribes.

Off-Campus Housing is a referral service for students and community members who want to locate housing. It provides a rental referral board and paralegal counseling for landlord-tenant problems.

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. Located in the EMU, OSA assists students in resolving problems that might arise out of University life.

Oregon Commentator, a student-run newspaper, serves as an alternative to the *Oregon Daily Emerald*.

Oregon Daily Emerald is the UO's independent student newspaper. The ASUO purchases a subscription for each UO student.

Oregon 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 11 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.

People and the Oregon Coast coordinates student activities between the Eugene campus and the Oregon Institute of Marine Biology in Charleston, Oregon.

Philosophy Club stimulates philosophical thought by sponsoring speakers, papers, and discussions.

Prehealth Sciences offers seminars, professional school information, and clinical observation for premedical and predental students.

Project Saferide is a campus shuttle service for women, available seven nights a week during the academic year. Its vans are driven by women and serve the University and Family Housing neighborhoods.

Rape Crisis Network seeks to reach all members of the community who have been or might be affected by sexual assault. Its Crisis Line program provides 24-hour crisis intervention services to rape victims; telephone 686-6700.

Singapore Student Association, a social and cultural organization, serves approximately 400 students from Singapore.

Sister University Project is a joint program between the University of Oregon and the University of El Salvador.

Student Bar Association is the umbrella agency for student interest groups within the University of Oregon School of Law.

Student Campaign for Disarmament (SCD) is a response to the threat to world peace and human survival that is created by the escalating arms race, both conventional and nuclear. Through education and organization, SCD attempts to offer peaceful alternatives for a livable future.

Student Economics Association provides an educational forum in the field of economics.

Survival Center is a clearinghouse for students interested in environmental concerns.

Switchboard's services include a nationwide Rideshare system free to UO students. Switchboard is also a clearinghouse for a wide variety of other information services.

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 YMCA is a branch of the Eugene Family YMCA. The Big Brother/Big Sister program provides UO student friends to children in single-parent homes. Other student volunteers are advisers for junior and senior high school programs.

UO YWCA provides services to women, minorities, and disabled youth through the

Exceptional Friendship Program and the Outreach Program.

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 Referral and Resource Service aids women in their search for the tools, information, and skills needed to advance themselves.

Career Planning and Placement

244 Hendricks Hall
Telephone (503) 686-3235
Lawrence Smith, Director
Deborah Chereck, Assistant Director
Emmett Williams, Coordinator, Job Location and Development
Sarah Davies, Gina Huston, Benjamin Jeffries, Counselors

The Career Planning and Placement Service is the primary campus resource for students and alumni seeking career direction and employment assistance.

Career Planning. Career planning services help students combine educational and career goals. The Career Assessment Program provides a systematic approach for identifying skills, interests, and abilities. Individual counseling is available, as well as the publication *Focus Your Education*, to help students select courses and majors to fit their goals. The office keeps up-to-date files on careers and employment trends. Information is provided on local, regional, and national internship programs.

Placement. Each year more than 9,000 jobs are listed with this office, and the campus interview program brings approximately 200 employers to campus. Workshops and seminars, free to students, teach résumé writing, interview skills, and job-search strategies. Employer directories, salary surveys, and corporate brochures are available, and the office has a reference file service to support applications for graduate school or employment. Counselors are available for scheduled appointments or on a drop-in basis.

Alumni, currently enrolled students, and those who have completed 12 or more credits at the University are invited to use these services.

For more information, see the Academic and Career Planning section of this bulletin. For information about the Job Location and Development Program, see the Student Financial Aid section.

Counseling

Second Floor, Student Health Center
Thirteenth Avenue at Agate Street
Telephone (503) 686-3227
Ron May, Director
Edel Davenport, Mark Evans, Richard P. Francisco, Leonard Haas, Carolin Keutzer, Andrew Thompson, Counselors

The University Counseling Center provides trained counselors to help students with personal and relationship problems. Counseling, testing, and additional resources are available to assist students in making decisions and in dealing with academic concerns.

A modest fee is charged for testing. Fees for other counseling services may also be required.

Staff members offer outreach presentations, workshops, and consultation to various student groups and departments of the University. Upon request, counselors consult with faculty members, students, and others on behavioral and mental health problems.

Testing Service. The Counseling Center coordinates most of the national testing programs such as the College-Level Examination Program (CLEP), the College Entrance Examination Boards (CEEB), the Graduate Record Examinations (GRE), and the Law School Admission Test (LSAT). Application forms and registration materials for these tests are available at the Counseling Center, Room 238.

Student Training. The Center offers doctoral internship training, practicum courses, and supervised experience for graduate students in Counseling Psychology.

Crisis Center: 686-4488. The Crisis Line, a telephone service supervised by the Counseling Center, operates 24 hours a day.

Erb Memorial Union

Thirteenth Avenue at University Street
Telephone (503) 686-3705
Adell McMillan, Director
Frank Geltner, Jr., Associate Director and University Program Consultant
Susan Racette, Assistant Director and Business Manager

The Erb Memorial Union (EMU) is a combination of facilities, services, and programs dedicated to making the extracurricular life of students an integral part of their education. The EMU provides group meeting rooms, a variety of food service units, lounges, a recreation center, and a staff of program consultants to help groups and individuals in planning programs. Student government and activities offices are located on the ground floor of the EMU.

Also housed in the building are the *Oregon Daily Emerald* editorial offices, a branch of the United States Post Office, the Campus Copy Center, Photo I.D. service, an information center, a small variety store, a ticket outlet, the University lost-and-found service, a travel desk, two automatic teller machines, a hair salon, a computer lounge, and a computer supply store. Another facility of the EMU, but not housed in the building, is the Waterworks Canoe Company, which rents canoes and kayaks for use on the Millrace and elsewhere.

The Erb Memorial Union is funded from two sources: the incidental fee paid by all students each term and the income generated by some EMU units. Each year the EMU submits its budget to the 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, and the EMU.

Board of Directors. The EMU Board of Directors has the responsibility for making general policy decisions and long-range plans for the Erb Memorial Union. The Board also advises EMU staff members on matters of day-to-day management and administration. The Board is made up of elected students, appointed students, and appointed faculty members.

The EMU also provides activities and programs for the educational, cultural, and recreational enrichment of the University community.

Child Care Centers
Telephone (503) 686-4384
Dennis Reynolds, Coordinator
Three child care centers are available for use by University students and, when space is available, by staff and faculty members.

Club Sports and Recreation Center
Telephone (503) 686-3733
Sandra Vaughn, Coordinator
This is a special intercollegiate program that emphasizes participation by all interested students. The Club Sports Program has teams in soccer, rugby, lacrosse, weight lifting, karate, fencing, water polo, table tennis, volleyball, skiing, crew, badminton, sailing, handball, bicycling, racquetball, bowling, horseback riding, baseball, korfball, judo, and ultimate frisbee. The Recreation Center has facilities for bowling, billiards, and video and table games. It sponsors tournaments in billiards, table tennis, shuffleboard, chess, bridge, and backgammon.

Computer Lounge
Telephone (503) 686-4353
The Computer Lounge is open to all members of the University community. The Lounge offers term passes and hourly rental of personal computers and printers for desk-top publishing.

Craft Center
Telephone (503) 686-4361
Thomas F. Urban, Coordinator
Open to all members of the University community including alumni, the Craft Center provides facilities for informal work in ceramics, jewelry, woodworking, graphics, photography, and various other crafts.

Cultural Forum
Telephone (503) 686-4373
The Cultural Forum presents a program of campus entertainment and cultural activities including films, concerts, art exhibitions, lectures, and symposia.

Outdoor Program
Telephone (503) 686-4365
Bruce Mason, Coordinator
The Outdoor Program offers activities such as camping, hiking, mountaineering, ski touring,

canoeing, kayaking, bicycle touring, river rafting, and an on-campus program of lectures, slide presentations, and instructional workshops.

Student Activities Resource Office
Telephone (503) 686-4000
The Student Activities Resource Office (SARO) provides resources to students and student organizations for any type of programming. In addition, the staff offers consultation to help meet individual or group goals.

Health Services

First Floor, Student Health Center
Thirteenth Avenue at Agate Street
Telephone (503) 686-4441
James K. Jackson, M.D., Director
Robert R. Petit, Medical Administrator
Ellen M. Hansen, R.N., Nursing Director

The Student Health Center provides a wide variety of medical and health care services for currently enrolled University of Oregon students. These services are provided by a highly qualified staff that includes 19 physicians, a dentist, three nurse practitioners, registered nurses, laboratory and X-ray technicians, athletic trainers, physical therapists, pharmacists, dental hygienists, health educators, administrators, and support employees.

Medical and Health Care Services

1. Diagnosis and treatment of student illnesses and injuries
2. Basic preventive dental services and dental education
3. Specialized medical care for allergies, internal medicine, psychiatry, and minor surgical procedures
4. Allergy skin testing
5. A women's health care clinic with gynecological services and counseling
6. Medical laboratory services
7. Medical X-ray services
8. Mental health counseling
9. A sports medicine clinic for treatment of injuries
10. Physical therapy services and rehabilitation treatment
11. A licensed pharmacy
12. Nutrition counseling
13. Alcohol and chemical dependency counseling
14. Health education services

Hours of Operation and Appointments

The Student Health Center is open from 8:00 a.m. to 8:00 p.m., Monday through Saturday, and from noon to 8:00 p.m. on Sunday, fall through spring terms. Summer session hours are 8:00 a.m. to 4:30 p.m., Monday through Friday. The Center is closed between terms.

Outpatient Care. Students must make an appointment for outpatient care. Hours are 8:00 a.m. to 4:30 p.m., Monday through Friday. An appointment can be made by telephone or in person during regular outpatient hours. A current University student identification card is needed to receive services at the Student Health Center.

Urgent Care. Ill or injured students receive care without an appointment. Hours are 8:00 a.m. to 8:00 p.m., Monday through Saturday, and noon to 8:00 p.m. on Sunday.

Charges and Insurance

The Student Health Center charges for laboratory tests, X-rays, medications and prescriptions, immunizations and injections, dental procedures, sports medicine and physical therapy procedures, and other special services and supplies. Every effort is made to keep these charges low.

There is no charge to visit a staff physician, dentist, psychiatrist, or nurse practitioner; to obtain basic nursing care; or to use the health education facilities and services. All these services are covered by student health fees paid during registration.

When a student is referred for medical services not available at the Student Health Center or seeks medical or health services elsewhere, he or she is fully responsible for all expenses.

Health Insurance. While all students are strongly encouraged to have health insurance coverage, currently registered University students with or without health insurance are eligible to use the Student Health Center. Health insurance can be purchased through the Associated Students of the University of Oregon (ASUO). For students with private or family health insurance coverage, the Student Health Center can generate a bill to submit to the insurance company. The Student Health Center staff can explain how to obtain a bill for insurance purposes.

New Students and International Students

Each entering student must complete a medical history form and return it to the Student Health Center. A diphtheria-tetanus booster within the past 10 years and polio and measles immunizations are strongly recommended.

Any student born in a country other than the United States must, within two weeks after admission to the University, have a tuberculin skin test (PPD), unless he or she is known to have a significant positive test. Exceptions to the tuberculin skin test requirement are made for students from countries that have a recognized low incidence of tuberculosis. The Student Health Center staff urges all students to have a tuberculin skin test, which is available free of charge, for their own protection. Students with a positive reaction to the tuberculin skin test must have a 14" x 17" chest X-ray within six months after admission to the University.

Other General Information

1. All medical care and treatment provided at the Student Health Center is confidential. Medical records, patients' bills, and other patient information are not released, unless required by law, without the specific written authorization of the patient
2. Only currently registered University students who have paid the Student Health Center fee may use its services
3. Student Health Center services are not available to University faculty or staff members
4. The Student Health Center is fully accredited by the Accreditation Association for Ambulatory Health Care, Inc.
5. For more information about Student Health Center services, telephone (503) 686-4636 and ask for tape 502, call the Student Health Center at 686-4441, or pick up an informational brochure at the Student Health Center

International Services

330 Oregon Hall
Telephone (503) 686-3206
Thomas Mills, Director
Peter Briggs, Assistant Director
Virginia Stark and Margo Ramsing, International Student Advisers
Paul Primak, Assistant Director, Overseas Study
Mark Levy, Overseas Study Adviser
Gail Rainey, Coordinator, Special Projects

The University currently enrolls about 1,630 international students from 70 countries and sponsors a variety of overseas study programs in Europe, Latin America, and Asia. Through the Office of International Services, the University assists United States students who want to study abroad and international students and faculty members who are teaching and studying at the University.

International Student and Faculty Assistance. Students and faculty members from other countries are invited to inquire at this office for information about admission, housing, United States immigration regulations, employment opportunities, and scholarship aid. The Office of International Services also offers academic and personal counseling, helps students adjust to life in this country, and coordinates the Friendship Family Program that introduces international students to local families.

This office is the official University liaison for several international agencies including the Institute of International Education and the African-American Institute.

Overseas Study Opportunities

Students at the University may broaden their education by taking part in overseas study programs that offer University of Oregon credit. More complete information about each of the following programs is published in the pamphlet *Overseas Study Opportunities,* available in the Office of International Services. Overseas Center (OCTR) courses are listed in the Special Studies section of this bulletin.

Australia, Melbourne. La Trobe University offers a broad curriculum for students participating in this year-long exchange program. Students attend regular university courses and follow the Australian academic year that begins in March and ends the following November.

China, Beijing. This intensive language program offers a chance to begin study of Chinese in China. Students may attend for one semester or for a full academic year.

China, Fuzhou. Students may spend winter and spring terms in Fuzhou continuing their study of Chinese language and civilization. One year of college-level Chinese or completion of

the fall Beijing program is required for participation.

Denmark, Copenhagen. This academic program at the University of Copenhagen offers semester and full-year programs in architecture, international business, and general studies (liberal arts). Field trips are integrated into the academic course work. A summer semester program is also offered. Courses are taught in English by Danish professors.

England, Bath. This program emphasizes history, culture, and the arts. Courses integrate field excursions into the academic program. The program calendar permits students to participate during fall or spring terms. Students live with British families.

England, Liverpool. Architecture students are eligible for a one-year exchange with British architecture students from the University of Liverpool.

England, London. Historic London is the setting for this program, which emphasizes the humanities and social sciences. Field trips are integrated into the academic work to provide a balanced educational experience. Students live with British families.

France, Avignon. Students in this program study the culture, traditions, and social systems of Provence. Field trips are an integral part of the program. Instruction is in English, although acceptance into the program requires two terms of college-level French.

France, Lyon. Students with advanced training in French language may choose the year-long program in Lyon. Opportunities in a variety of disciplines are available to University of Oregon students. Housing is arranged for students.

France, Poitiers. This one-year academic program is for students who have studied at least two years of college-level French. Most students are enrolled in the Institute for Foreigners at the University of Poitiers, where they study French language and literature. Students with sufficient academic preparation may enroll in regular University of Poitiers classes.

Germany, Baden-Württemberg. Students in this year-long program may study at any one of the participating universities at Freiburg, Heidelberg, Hohenheim, Konstanz, Mannheim, Stuttgart, or Tübingen. Instruction is in German; applicants must have had at least two years of college-level German prior to acceptance.

Germany, Cologne. Cologne offers a liberal arts and business curriculum that is similar to the programs in London and Avignon. Although courses are taught in English, one term of college-level German is required.

Germany, Tübingen. Students studying the German language are eligible for this intensive language program offered each year from April to July.

Hungary, Szeged. This program offers an opportunity to study in an East European setting. No previous study of Hungarian is required; students can begin their study of the language in Szeged.

Israel, Jerusalem. Historic Jerusalem is the site of this one-year 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.

Italy, Perugia. An eight-week summer program in Italian language and culture is offered at the Italian University for Foreigners in Perugia. Italian is offered at all levels.

Italy, Rome. Each summer the University of Oregon School of Architecture and Allied Arts sponsors a studio in Rome. A faculty member from the Department of Architecture accompanies the Oregon group.

Italy, Siena. Italian language, humanities, and the social sciences are emphasized in this program. Students must complete at least one term of college-level Italian prior to participating in the program.

Japan, Tokyo. Aoyama Gakuin University's School of International Politics, Economics, and Business is the center of this program that integrates American and Japanese students. Instruction is in English, but students with a prior knowledge of Japanese are given preference in the selection process.

Japan, Tokyo. Semester-long programs in Japanese business and society are offered through the Council on International Educational Exchange (CIEE) for summer session and fall or spring terms. No prior knowledge of Japanese is required.

Japan, Tokyo. Meiji University offers students with advanced skills in Japanese an opportunity to study a wide range of subjects. Students must complete at least three years of college-level Japanese prior to participation. This year-long exchange program follows the Japanese academic calendar, starting at the beginning of April and ending in mid-February.

Japan, Tokyo. At Waseda University's International Division, students may enroll in a variety of courses in Asian studies. Knowledge of the Japanese language is not required; instruction is in English.

Korea, Seoul. Ewha Women's University and Yonsei University are the sites for a study program in Korea in which students take courses in Korean studies and language. Family home stays are arranged for students.

Mexico, Queretaro. Each summer the University of Oregon Department of Romance Languages sponsors a study program in Spanish language and culture in Queretaro. Applicants must have one year of college-level Spanish to participate in the eight-week session.

The Netherlands, Breukelen. Students participating in the program at the Netherlands School of Business take courses in international business, languages, and social science. A summer program is also offered.

Norway, Bergen. Students proficient in Norwegian are eligible for this year-long exchange program. Applicants who have had less than the required two years of Norwegian may enter the program after attending the International Summer School at the University of Oslo. Students are enrolled in regular university courses at the University of Bergen.

Scotland, Aberdeen. The University of Aberdeen is the site of this year-long exchange program. Students have opportunities to take course work in a wide range of disciplines with the guidance of a faculty adviser. Housing is in University dormitories.

Soviet Union, Leningrad. Students in this program take courses in Russian language, literature, history, and culture at Leningrad State University. Because classes are conducted in Russian, students must have a minimum of two years of college-level Russian for the summer program and three years for the semester program.

Soviet Union, Moscow. The Pushkin Institute, renowned for teaching Russian as a foreign language, is the site of this semester program for students of Russian. Acceptance into the program requires three or more years of college-level Russian.

Spain, Seville. This semester program offers courses in Spanish language, literature, history, and culture. Applicants must have completed at least two years of college-level Spanish.

Sweden, Linköping. This year-long exchange program is available to students demonstrating proficiency in Swedish. Courses are taught in Swedish and emphasize Scandinavian studies.

New Programs

New programs are proposed in various locations around the world. Information about recent developments is available from the Office of International Services.

Grants and Scholarships for Study Abroad

Grants are available to qualified graduating seniors and graduate students for advanced research, university study, and overseas teaching. Fulbright grant applications must be submitted to the Fulbright program adviser, 330 Oregon Hall, by mid-October. The Office of International Services has reference books on other overseas scholarship opportunities.

Public Safety

Straub Hall
1319 East 15th Avenue
Telephone (503) 686-5444
Oakley V. Glenn, Director

The Office of Public Safety is responsible for the general safety of the campus 24 hours a day, seven days a week. It oversees security, general safety, environmental health, radiation safety, keys and locks, parking, and bicycle and car registration.

Parking regulations are available in the Public Safety Office, which is open from 8:00 a.m. to noon and 1:00 to 5:00 p.m., Monday through Friday. Students and University employees may purchase parking permits for motor vehicles or obtain free bicycle permits in this office. Fees are listed under Special Fees in the **Tuition and Fees** section of this bulletin. Visitors may obtain free temporary parking permits.

Recreation and Sports

The Department of Physical Education and Human Movement Studies sponsors comprehensive sports and recreational programs

for students and for faculty and staff members of the University.

Recreation and Intramural Activities

103 Gerlinger Hall
Telephone (503) 686-4113
Karla S. Rice, Director

The programs provide a wide variety of opportunities for participation in intramural sports, all-campus tournaments, and special events. These may include one-day tournaments; short events, such as a fun run or free-throw contest; or league or fitness activities, which may last up to eight weeks. Activities are provided in men's, women's, and coed divisions.

Among the most popular activities are aerobics, basketball, bowling, badminton, cross-country, flag football, golf, racquetball, swimming, softball, soccer, tennis, track, volleyball, and wrestling.

Open Recreation. The facilities and recreational equipment of the Department are available for open recreation when not otherwise scheduled. These facilities include the gymnasiums, courts, weight room, and pools of Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available on the same basis. Open recreation is a key element in the overall balance of Recreation and Intramurals (RIM) programming. Open recreation is an outlet for individuals who want a less structured, nontournament form of participation. Throughout the year, facilities are regularly set aside for drop-in activity.

Intercollegiate Athletics

McArthur Court
Telephone (503) 686-4481
Bill Byrne, Director
Herbert S. Yamanaka, Special Assistant to Director
Christie Voelz, Associate Director
Gary Gray, Academic Coordinator

Head Coaches and Trainers

Dean Adams, Head Trainer
Rich Brooks, Head Football Coach
Bill Dellinger, Head Men's Track and Field and Cross-Country Coach
Ron Finley, Head Wrestling Coach
Gerry Gregory, Head Volleyball Coach
Tom Heinonen, Head Women's Track and Field and Cross-Country Coach
Elwin Heiny, Head Women's Basketball Coach
Sue Jacobson, Women's Tennis Coach
Scott Krieger, Men's Golf Coach
Renee Mack, Women's Golf Coach
Don Monson, Head Men's Basketball Coach
Emory Summers, Men's Tennis Coach
Teresa Wilson, Softball Coach

Intercollegiate athletics at the University is an integral part of the institution's educational programs. Opportunities to participate in athletics are offered to students of both sexes at every level of experience and skill.

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. 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, site of the 1972, 1976, and 1980 Olympic Track and Field Trials, is recognized as the track-and-field capital of the United States.

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 Games, and other major competitions.

The University fields seven sports for men and women. Men's sports include basketball, cross-country, football, golf, tennis, track and field, and wrestling. Women's sports include basketball, cross-country, golf, softball, tennis, track and field, and volleyball. Women's Intercollegiate Athletics, organized in 1973, has been a part of the Department of Intercollegiate Athletics since 1977.

The University of Oregon belongs to the NCAA, competing at the Division I level in men's and women's competition. The long-time organizer of men's athletics, the NCAA began sponsoring women's championships in the 1981-82 season. A new 400-meter track, installed in 1987, helped the University's successful bid to be the site of the 1988 NCAA track-and-field championships.

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 Susan Campbell Hall on the UO campus. There are branch offices in Medford and at the UO Portland Center. The Medford branch is at 10 Crater Lake Drive; telephone (503) 773-5487. The Portland Center is located at 720 S.W. Second Avenue in Portland; telephone (503) 464-3055.

Special Services

Academic Learning Services

108 Library
Telephone (503) 686-3226
David Hubin, Director
Susan J. Lesyk, Associate Director

The Center for Academic Learning Services (ALS) provides academic support to all University students at various stages in their educational programs. Through academic courses, noncredit workshops, individual counseling, and drop-in mathematics and writing laboratories, the Center offers training in study-skill improvement, preparation for standardized entrance examinations, and tutoring in many subject areas.

Courses for Credit. Students concerned about their academic reading, researching, writing, and general study skills may benefit from participation in Introduction to University Study (ALS 101). This 3-credit course, which gives students an academic orientation to the University, is particularly helpful for new students. Academic Learning Services courses are listed in the Special Studies section of this bulletin.

Noncredit Workshops. Among the noncredit workshops offered are academic speed reading, study techniques, grammar, mathematics review, and preparation for the Graduate Record Examinations, the Law School Admission Test, the Graduate Management Admission Test, and the Medical College Admission Test.

Tutoring. Peer tutors in entry-level undergraduate courses are available through ALS. Mathematics and writing assistance is also provided in the Center's laboratories on a free, drop-in basis.

Educational Opportunities Program. A component of ALS, the Educational Opportunities Program (EOP) offers comprehensive, free academic assistance and advising to disadvantaged and traditionally underrepresented students. Eligibility for participation in EOP courses, workshops, personal counseling, and academic advising is determined by federal guidelines from the United States Department of Education, which provides funding for this service.

The Center for Academic Learning Services is open weekdays from 8:00 a.m. to 5:00 p.m.

American English Institute

241 Prince Lucien Campbell Hall
Telephone (503) 686-3945
Russell S. Tomlin, Director

The American English Institute (AEI) offers three English-language programs for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting. These are the Intensive English Program, the Supplementary English Language Training (SELT) program, and the International Graduate Teaching Fellow (IGTF) program.

AEI instructors are University faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language (TESL). Classes begin in September, January, March, and June.

Intensive English Program. This program consists of a six-level basic curriculum and a broad elective curriculum.

The basic six-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening; and written communication, which emphasizes reading and composition.

The elective curriculum consists of a set of optional courses that focus on areas of special concern or interest to students, including Test of English as a Foreign Language (TOEFL) Preparation I and II, Business English, American Culture, and Conversational English.

Other services and facilities afford the student further opportunities to develop English proficiency. Advanced students may enroll, with the director's approval, in one regular University course. Trained and supervised tutors help students individually with course work, conversation, listening, reading, composition, and pronunciation.

Supplementary English Language Training. Supplementary English Language Training (SELT) is offered to enrolled undergraduate and graduate students who need or request additional ESL training for academic work. Courses are offered in writing (WR 91, 92, 93), listening and note taking (LING 82), oral skills (LING 83), and reading and vocabulary development (LING 84). A placement test determines the area where supplemental work is needed. All these courses carry credit for enrollment (eligibility) but not toward graduation; they satisfy no University or college requirement. SELT courses may be taken at the same time as other University course work. Information on this program is available from either the AEI or the Office of International Services.

International Graduate Teaching Fellow Program. English courses are offered to international graduate teaching fellows who need or want help to improve their performance as teachers. Courses are offered to improve pronunciation, listening and speaking abilities, and university-level teaching skills. Information about this program is available from the AEI office, International Services, or the Graduate School.

Student Services. The AEI's special 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 AEI's Intensive English Program is open to any student who has completed secondary school and is able to demonstrate sufficient financial support for study at the AEI. To apply, the following materials should be submitted:

1. An AEI application form
2. Original or certified copies of the most recent degree or diploma received
3. A personal (or guarantor's) bank statement showing the exact amount available for the period of study, or evidence of a scholarship
4. A nonrefundable application fee of $25.00

If a student is transferring from another English-language program in the United States, a recommendation from the program director should be included.

Admission to the AEI does not imply admission to any other school or program at the University of Oregon.

Additional funds will be needed for transportation, living expenses during breaks, and miscellaneous personal expenses.

Inquiries regarding admission should be directed to:

American English Institute
University of Oregon
Eugene OR 97403
USA

Council for Minority Education

314 Oregon Hall
Telephone (503) 686-3479
Jan Oliver, Acting Director

The Council for Minority Education (CME) provides academic and other support services to American Indian and Alaskan natives, Afro-American, Hispanic, Asian American, and Pacific Island students. Assistance in gaining admission to the University is only one of the ways CME offers help.

Staff members can answer questions about academic matters and graduation requirements at the University. They also assist students in straightening out problems in other areas such as registration, housing, or business affairs.

Each year CME sponsors orientation, cultural, and other activities of interest to minority students in cooperation with the ethnic student unions. It funds courses in the English and Mathematics departments in order to provide smaller classes for better individual instruction. Grammar workshops, a computer laboratory, academic support, and other retention services are also provided by CME.

In certain cases, students may qualify for admission even if they have doubts about meeting the requirements. Please call or write the Council about this. Staff members may also be able to help with financial problems posed by deposits and application fees.

An important function of the Council is to promote a friendly, caring atmosphere for minority students on campus and in the Eugene-Springfield community. Helping students overcome obstacles to a successful college experience is the main goal.

All students of color are urged to take advantage of this University-funded program.

Educational Opportunities Program

108 Library
Telephone (503) 686-3226
David Hubin, Director

The Educational Opportunities Program (EOP) is part of the Center for Academic Learning Services located in the front of the Main Library. Funded by a federal grant, EOP provides comprehensive academic support including courses, noncredit workshops, tutoring, academic and personal counseling, and advocacy and mediation help for disadvantaged and traditionally underrepresented students. EOP offers services to students with a large variety of problems and skill levels—from those who are having trouble staying in the University to those whose plans include graduate or professional schools.

For more information, see also Academic Learning Services in the Special Services section of this bulletin. The Educational Opportunities Program office is open weekdays from 8:00 a.m. to 5:00 p.m.

National Student Exchange

164 Oregon Hall
Telephone (503) 686-3211
Joe Wade, Coordinator

The University of Oregon is one of more than 70 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, be a full-time student in good standing at the University, and be a legal resident of Oregon. Tuition is assessed by the host institution at the in-state resident rate.

University Community Action

109 Hendricks Hall
Telephone (503) 686-3813
Anita Runyan, Director

Students receive a monthly stipend and full academic credit while working full time for nine months in a public or nonprofit agency. Faculty members in the Department of Human Services provide field instruction and teach the theory-practice integration course in which students are involved each term. Admission to this program is open to upper-division and graduate students from disciplines concerned with social issues, human development, and public service.

Upward Bound

1859 East 15th Avenue
Telephone (503) 686-3501
Pearl M. Hill, Director

Upward Bound is a federally funded college preparatory program designed to generate the skills and motivation necessary to complete high school successfully and gain admission to an institution of higher education. High school students from low-income families who are potential first-generation college graduates with academic promise are eligible for the program. They are recruited from target schools in Portland, Eugene, Springfield, and Harrisburg.

Upward Bound students participate in an eight-week summer residential program emphasizing basic skill development and cultural enrichment. Career and personal counseling encourages creative thinking and developing a positive attitude toward education. During the school year, students are provided with tutoring and counseling services as well as cultural field trips and activities.

Veteran Affairs

364 Oregon Hall
Telephone (503) 686-3118
Hilda Young, Director

The Office of Veteran Affairs assists student veterans and their dependents in obtaining veterans' educational benefits in compliance with Veterans Administration procedures and regulations.

The new GI Bill allows students who are not veterans but are members of the National Guard or reserve units of the United States Army, Air Force, or Navy to qualify for educational benefits.

This office is a clearinghouse for information on Veterans Administration and Oregon State Veteran benefits, including Veteran Vocational Rehabilitation, Veteran Work-Study, and the Veterans Tutorial Assistance Programs. A student wanting *advance pay* for educational

benefits should write or call the Office of Veteran Affairs approximately 60 days before the beginning of his or her first term at the University of Oregon and no later than 30 days before. All other student veterans may be certified upon registration, but they should visit Veteran Affairs prior to the beginning of each term to provide information about their school plans for the term.

Student Conduct

364 Oregon Hall
Telephone (503) 686-3210
Bill Ballester, Assistant Dean of Students and Student Conduct Coordinator

The University operates under a student conduct program designed to protect the health, safety, and well-being of everyone within the University community and, at the same time, protect the educational objectives of the University.

A faculty-student committee has primary responsibility for formulating and evaluating student conduct policies and procedures. The program is administered by the student conduct coordinator.

An abridged version of the Code of Student Conduct and information concerning the Student Conduct Program appear in the *Time Schedule of Classes*, available in the Office of the Registrar. Copies of the complete code are available for examination in the offices of the Vice-Provost for Student Affairs, Dean of Students, and Registrar, and from the Office of Academic Advising and Student Services, University Housing, and the Associated Students of the University of Oregon (ASUO).

Student Development

364 Oregon Hall
Telephone (503) 686-3216
Jane Farrand DeGidio, Director

The Office of Student Development integrates special programs that complement the classroom and enhance the total educational experience of students. Serving students individually and in large or small groups, this office is concerned with their intellectual and social growth and development. Student Development sponsors orientation for new students, advises fraternities and sororities, and coordinates honoraries and awards, on-campus internships, and leadership training programs. It also coordinates University retention efforts and responds to immediate student issues.

Honors and Awards

364 Oregon Hall
Telephone (503) 686-3216
Anita Johnson, Coordinator

The University of Oregon offers special programs of study as a challenge to students of superior scholastic ability. Students interested in such programs should consult their major department or school for details.

Honor Societies. One means by which outstanding student scholarship is recognized at the University of Oregon is through election to membership in a chapter of a national scholastic honorary or a local society. The criteria for membership and the scope of activities vary widely for the organizations listed below. Some of them serve primarily to recognize outstanding scholastic achievement; others consider grades as only one of several factors (e.g., community service, leadership) meriting membership. Details are available from the Office of Student Development.

Alpha Kappa Delta (sociology)
Alpha Kappa Psi (business)
Alpha Lambda Delta (freshmen)
Alpha Phi Omega (service)
Ancient Order of the Druids (juniors)
Asklepiads (prehealth sciences)
Beta Alpha Psi (accounting)
Beta Gamma Sigma (business administration juniors, seniors, graduate students)
Circle K International (service)
Eta Sigma Gamma (health science)
Friars (seniors)
Golden Key (juniors, seniors)
Kappa Tau Alpha (journalism seniors, graduate students)
Mortar Board (seniors)
Mu Phi Epsilon (music)
Order of the Coif (law)
Phi Beta (music, drama, dance)
Phi Beta Kappa (liberal arts and sciences seniors)
Phi Delta Kappa (education graduate students and professionals)
Phi Epsilon Kappa (physical education)
Phi Eta Sigma (freshmen)
Pi Alpha Alpha (public affairs and administration seniors, graduate students)
Pi Gamma Mu (social science)
Pi Kappa Lambda (music)
Pi Lambda Theta (education undergraduate and graduate students)
Pi Mu Epsilon (mathematics)
Sigma Xi (all sciences)

Honors College. The Robert Donald Clark Honors College offers a four-year program of study leading to a degree with honors. For further information see the Honors College section of this bulletin.

Outstanding Students. Awards of merit traditionally are given to outstanding students during Parents' Weekend in May. Student-faculty committees choose the recipients according to criteria set by the men and women who established the prizes.

The Dean's Award for Service, inaugurated in 1984, recognizes distinguished service rendered to the University and to the community by students.

The AAUW Senior Recognition Award goes each year to an outstanding senior woman at the University. The Oregon State Division of the American Association of University Women criteria for selection are outstanding scholarship, character, personality, contribution to campus and community life, and potential for future growth.

The Gerlinger Cup is awarded to a junior woman for achievements in scholarship, leadership, and service to the University. This award was created in 1914 by Irene Hazard Gerlinger, first woman to serve on the University's Board of Regents.

The Maurice Harold Hunter Leadership Scholarship, awarded annually to a junior man with outstanding leadership qualities, was established in 1948 in memory of Captain Hunter, Class of 1941.

The Koyl Cup was created in 1914 by Charles W. Koyl, Class of 1911, and is awarded to the junior man who has shown the best all-around progress in areas of leadership, service, and academic achievement.

The Bess Templeton Cristman Award provides an annual scholarship for a woman in the junior class at the University. The award is a gift presented to the University in tribute to Bess Templeton Cristman, who was honored during her college career at the University by the award of the Gerlinger Cup for outstanding junior woman and by election to the national honorary Mortar Board in the spring of 1930. The award is bestowed on the basis of demonstrated leadership, service to others, and scholastic achievement.

The Ray Hawk Award is awarded each spring to the outstanding student of the senior class. The honored senior is the student who most exemplifies by performance the essential qualities of leadership in University life and promise of later leadership as a citizen, high scholastic achievement, service to other students and the University, significant involvement in student activities, and contributions to improving the quality of undergraduate life at the University. The award was created in 1983 in honor of Ray Hawk, vice-president emeritus of administration and finance.

The Vernon Barkhurst Award for Outstanding Sophomore is awarded annually to a sophomore for academic excellence, University service, and good citizenship. This award was created in 1984 in honor of Vernon Barkhurst, associate dean emeritus of students.

The Centurion Award, inaugurated in 1982, is awarded annually to 100 University students who demonstrate extraordinary leadership and service at the University.

Dean's List and Dean's Scholars. The University places great value on outstanding scholastic achievement by undergraduates. Through the establishment of the Dean's List and the list of Dean's Scholars, undergraduates who distinguish themselves scholastically are personally and publicly honored for their achievements. Criteria for selection to the Dean's List are solely academic: scholastic achievement in the top 5 percent of eligible undergraduate majors in the particular school or college; good academic standing; a minimum GPA of 3.75; and completion of 15 or more credits in residence for the term, of which at least 12 must be graded. Consideration is based solely upon grades reported to the registrar during grade-reporting periods. These periods generally fall within the week

immediately following the last day for filing grades that are to be included in the regular grade reports. Students who have not been selected but believe they are eligible may file petitions at the Office of the Registrar.

The Dean's Scholars are students who have been on the Dean's List of a school or college for a complete academic year.

Orientation Office

364 Oregon Hall
Telephone (503) 686-3216
Roger Morris, Director

Orientation programs for new undergraduate students focus on improving the quality of the new student experience at the University of Oregon by providing early assistance with academic, social, and personal adjustment to the University.

Early Orientation and Registration. The Early Orientation and Registration Program (EORP) provides entering freshmen with an opportunity to learn about support services, receive academic advising, and register for classes during the month of July. Freshmen who participate in early orientation are already registered for classes when they return to campus in the fall and are therefore free to participate in activities available to students during New Student Orientation.

International Student Orientation. This program, coordinated by the Office of International Services, assists international students entering the United States and the University of Oregon for the first time. The program includes an introduction to the academic system of the University and to its social and cultural environment. It may include a temporary stay with a host family in Eugene.

New Student Orientation. The week of fall-term registration and the first few weeks of school are called New Student Orientation. During New Student Orientation more than 200 social, cultural, and academic programs are presented by faculty members and returning students. Programs are held throughout the campus to help entering freshmen and new transfer students start their academic careers smoothly. New Student Orientation provides opportunities to meet other students and to discover the campus and community resources vital to the student's educational goals.

Student Orientation Staff. Entering students who participate in New Student Orientation become acquainted with a small group of other new students and a student volunteer host. Hosts plan group participation in orientation programs, help new students meet each other, and serve as a source of information about the University and the community. The hosts plan and present social and recreational programs for new students.

Freshman Seminars

364 Oregon Hall
Telephone (503) 686-3105
Shirley J. Wilson, Coordinator

Freshman Seminars is an exciting program developed especially for University of Oregon freshmen and first-term transfer students. Seminars are small classes of 15 to 20 students. Unlike the traditional lecture course, the emphasis is on active discussion by all participants and development of a sense of community among students with similar interests. This personalized method of instruction gives students the opportunity to interact with classmates and express their ideas and opinions freely. The seminars offer a great opportunity to meet new friends, be challenged intellectually in a relaxed atmosphere, and become better acquainted with faculty members at the University of Oregon. The Freshman Seminars brochure lists each term's course offerings. Brochures are available in the Office of the Dean of Students, 364 Oregon Hall.

Greek Life Advising

364 Oregon Hall
Telephone (503) 686-3216
Neal Dorow and Patti Warr, Assistants to the Dean of Students for Greek Life

The Greek life advisers, as staff members of the Office of Student Development, oversee efforts to establish and maintain programs that create positive group living experiences. Sororities and fraternities are actively involved in academic growth, leadership, community services, and athletic and social events.

For more information see Affiliated Housing in the Student Housing section of this bulletin or inquire at the Office of Student Development.

Leadership Classes

The student development leadership classes program is based on the assumption that individuals can learn to be effective leaders. Many of the classes are offered for academic credit in cooperation with the Division of Educational Policy and Management in the College of Education. Student development leadership classes provide a blend of theoretical knowledge and practical experiences necessary to develop skills in effective communication, leadership, and consulting as well as program and organization development. For more information, visit the Office of Student Development in 364 Oregon Hall or call (503) 686-3216.

On-Campus Internships

364 Oregon Hall
Telephone (503) 686-3216
Mahmoud Saffari, Coordinator

This program provides undergraduates with special training and practical experience directly related to their major courses of study and career goals. Through the internships, students gain valuable skills, build self-confidence, and increase awareness and involvement.

Each internship is tailored to fit the needs of the department or office as well as the special interests of the student. In all practicum placements students learn on the job while working with professional staff members.

The program is jointly sponsored by the Office of Student Development and the Division of Educational Policy and Management. Interested students should call or write to the program office.

UO Video Project

364 Oregon Hall
Telephone (503) 686-3216
Mahmoud Saffari, Academic Program Information Specialist

The UO Video Project makes video tapes of academic departments available to students to help them choose majors and select classes. The tapes describe departmental emphases, general University and departmental graduation requirements, special courses, faculty areas of specialization, research emphases, facilities, practical experience available to students, and career options after graduation.

The tapes may be viewed in the Office of Academic Advising and Student Services, 164 Oregon Hall, from 10:00 a.m. to 4:00 p.m. weekdays.

Student University Relations Council

202 Johnson Hall
Telephone (503) 686-5555
Mary Hudzikiewicz, Adviser

Student University Relations Council (SURC) is an independent, nonprofit organization of students who volunteer their time and skills as representatives of the Office of the Vice-President for University Relations. SURC seeks to

- Promote and foster the development of a top-quality education at the University of Oregon
- Stimulate the interest and participation of the student body, alumni, and community in the activities and progress of the University
- Establish programs that directly benefit UO students
- Create avenues of communication among students, faculty members, administrators, staff members, parents, alumni, and community residents

The group is composed of resourceful students, with good leadership and organizational skills, who are interested in and understand the University. New members are selected each spring by a committee of senior class members.

In addition to special events, SURC students help organize annual events such as Homecoming, spring Mayfest, Parents' Weekend events, blood drives, and fund raising for graduating class gifts.

Tel-Info

A wide range of information about the University is provided by Tel-Info, the University's tape-recorded information system. Telephone (503) 686-4636 and request a tape by number to learn about registration, housing, admissions, campus events, academic procedures, and other topics related to the University. A partial list of available tapes follows. The service is available from 9:00 a.m. to 11:00 p.m., Monday through Saturday, and from 1:00 to 11:00 p.m. Sunday.

Tel-Info Tape Numbers

Admissions and Records, Business Affairs, Registrar
Index of Tel-Info topics, 100
To arrange a campus visit, 101
Admission requirements, 103
Admission procedures, 105
Registration schedule, 110
Late registration, 113
Academic calendar, 120
Credit by examination, 125
Transfer credits, 130
Transcripts, 134
To change or declare a major, 140
To remove an incomplete, 144
To add or drop a class, 146
To withdraw from the University, 147
To get a tuition refund, 148
To correct an error on academic records, 149
Academic probation, 151
Academic Requirements Committee, 153
Progress toward a degree, 160
Final examination schedule, 170
To replace lost credentials, 175

Educational Resources and Services
Help with personal or academic problems, 202
To get an academic adviser, 206
Peer advising, 208
Educational Opportunities Program, 210
Study skills assistance: Center for Academic Learning Services, 212
Tutors for veterans and dependents, 214
Veterans Administration benefits, 215
Language laboratory, 220
Tests available at University Counseling Center, 230
Physical education service courses, 240
Using the University Library, 250
Using the Architecture and Allied Arts Library, 251
Using the Law Library, 252
The Public Affairs Library, 253
Using the Science Library, 254
Using the Mathematics Library, 256
Using the Map Library, 257
Services of the Instructional Media Center, 259
To attend school out of state with in-state tuition, 260
Study abroad opportunities, 262
UO Bookstore, 265
Museum of Art, 270
Community Education courses, 280
The Robert D. Clark Honors College, 281
University Community Action: credit for community service, 283
ESCAPE: field studies program, 285
The Urban Farm, 290
Pine Mountain Observatory, 291
The Oregon Institute of Marine Biology, 292

Human Resources and Welfare
Financial aid, 302
Work-study jobs, 309
Child care at the UO, 311
Adult learners, 313
Office of Affirmative Action, 316
Services for minority students, 320
Services for students with disabilities, 330
Army ROTC, 334
Veterans' assistance at the UO, 336
Resources for women on campus, 340
Widowed and Family Grief Counseling, 341
Help for unfair treatment, 343

Student Organizations and Government
Student government, 352
Center for Innovative Educational Development, 359
Legal assistance, 370
Honor societies at the UO, 400

Living Accommodations
Locating off-campus housing, 452
Residence hall reservations, 460
Residence hall costs, payment schedule, 462
Residence hall equipment, 464
Termination of residence hall contract, 466
Names, phone numbers of residence hall personnel, 468
Joining a fraternity or sorority, 470
University-owned family housing, 480

Health
Student Health Center, 502
University Counseling Center services, 525
The crisis line, 527

Career Planning and Placement
Information on careers, 552
How to write a résumé, 554
Job interview skills, 556
Current career opportunities, 562
Visiting employment recruiters, 570

Recreation and Entertainment
Physical education facilities, 602
Recreation for UO faculty, staff, 604
The intramural office, 610
EMU Craft Center, 620
Concert calendar, Music School, 640

Special Information
Daily calendar of events, 651
Erb Memorial Union, hours, 652
Joining the UO Alumni Association, 670
Campus catering services, 675
Cashing a check on campus, 678
Campus copying services, 680
Campus Interfaith Ministry, 690
Parking cars, 700
Parking bicycles, 701

UO Bookstore

Thirteenth Avenue at Kincaid Street
Telephone (503) 686-4331
James L. Williams, General Manager

The University of Oregon Bookstore, Inc., is just west of the campus in the Campus Village. The Bookstore is a nonprofit corporation established in 1920 to serve students and faculty and staff members of the University of Oregon.

The Bookstore is open during the school year from 7:30 a.m. to 5:30 p.m., Monday through Friday, and 10:00 a.m. to 5:00 p.m. Saturdays. During the summer, the Bookstore is closed Saturdays and opens at 8:30 a.m. weekdays.

Services

The Bookstore is a small department store. The lower level displays a wide selection of school and office supplies as well as art and architecture supplies. Public restrooms are located at this level.

The street level offers a variety of merchandise, including calculators, typewriters, televisions, and stereos. A complete University sportswear and insignia department is located along the west side of the floor. On the east side are greeting cards, gifts, drug sundries, magazines, candy, and snacks.

On the upper level, in the general book department, the Bookstore offers more than 35,000 separate titles for reading pleasure. The store specializes in carrying books seldom found in other bookstores. If the Bookstore does not carry a particular book or if it is out of print, the staff is always ready to make a special order. Bookstore staff members also enjoy recommending books to customers.

The course book department is located at the rear of the upper level. The Bookstore sells both new and used course books at a discount and also saves students money throughout the year by buying back many books that will be used again on campus. The buy-back list is largest at the end of each academic term, when the Bookstore brings in professional used-book buyers during finals week for the convenience of students wanting to sell their books. Each year the board of directors reviews the book department discount. Although there is no guarantee of a set discount, last year the Bookstore gave an 11 percent discount off the publisher's list price to its members. Since 1973 the Bookstore has returned more than $5 million to its members through this discount.

Specific services offered at the Bookstore include no-charge check cashing, a U-Lane-O Exchange automatic teller machine, free gift wrapping for store purchases, a free notary public service, free self-service coin lockers, key making, acceptance of *Oregon Daily Emerald* classified advertisements, postage stamp sales, a film-processing service, University of Oregon jewelry sales, graduation cap and gown sales and rentals, a free campus telephone, public restrooms, and bicycle parking and benches outside the store.

EMU Computer Shoppe

The Bookstore sells computers, printers, computer software, and computer supplies at the EMU Computer Shoppe, located on the breezeway level of the Erb Memorial Union. For the EMU Computer Shoppe's business hours, call (503) 686-4331.

UO 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 720 S.W. Second Avenue in Portland; telephone (503) 464-3055.

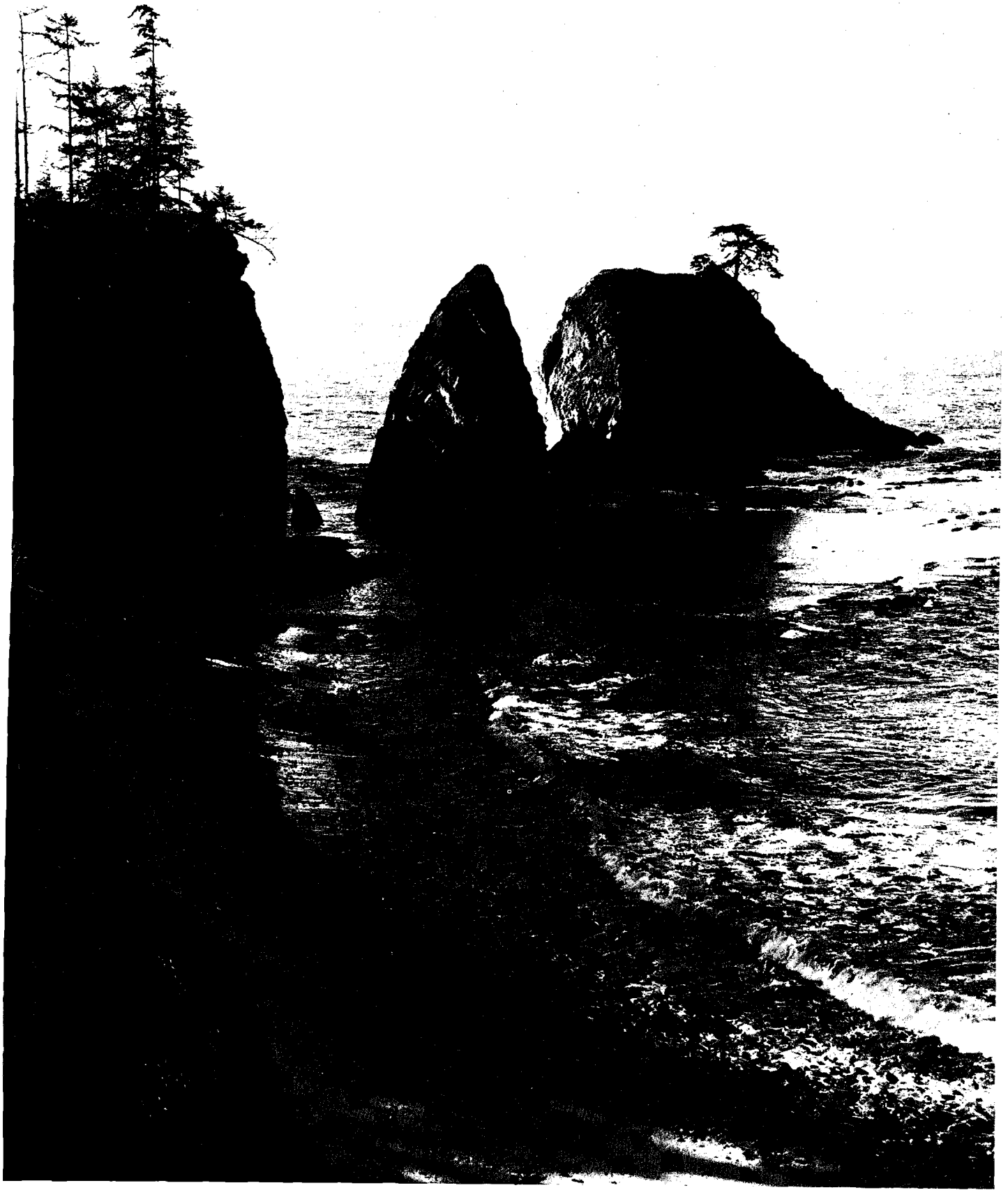
Organization and Management

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 12 full-time managers and a large staff, many of whom are spouses of students or part-time students.

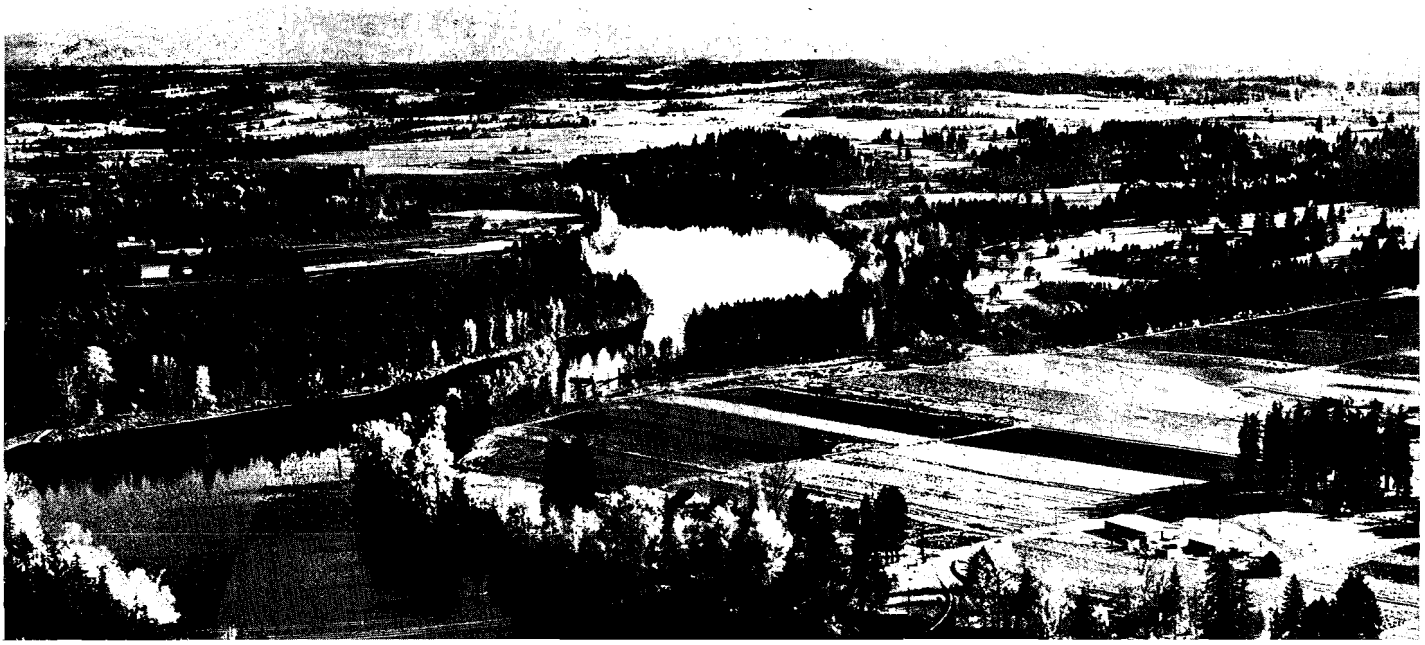
Policy

It is the fixed policy of the Bookstore to supply the consumer needs of students and faculty members in the best manner possible.

The Bookstore continually strives to find new ways to serve its membership better, and it welcomes suggestions and constructive criticism. To this end, a suggestion box has been placed in the lobby of the store with a standing invitation for all to use it. People are also welcome to call the manager and staff for additional information.



Living in Oregon



Living in Oregon is one of the special benefits of attending the University. Residents take pride in their state. They are concerned with the quality of life in cities and with preserving a remarkably beautiful and diverse natural environment. Eugene, home of the University of Oregon, and the neighboring community of Springfield are the gateway to several stunning recreational areas.

The timbered foothills of the Cascade range are a 10-minute drive from the University. They rise from the floor of the valley to above 10,000 feet in a number of once active volcanic peaks. Vast areas of designated wilderness are crossed by a trail system restricted to hikers only. Nature enthusiasts can experience the solitude of the primal forest year round through hiking or cross-country skiing. Outdoor sports predominate in the mountains and forest of western Oregon: downhill skiing, camping, river running, and fly fishing are a part of the experience to be enjoyed in these nearby mountains.

The Oregon coast, just an hour's drive to the west, is an equally compelling recreational attraction: miles of shifting sand dunes; long, driftwood-strewn beaches; and basaltic headlands with numerous tidepools at their margins provide possibilities for the wilderness experience.

Eugene is located near the confluence of the Willamette and the McKenzie rivers. Although the Eugene-Springfield community is the state's second largest metropolitan area, it retains much of the atmosphere of a small town.

Both campus and community members participate in a wide variety of lectures, exhibits, concerts, theatrical productions, and sports events. The renowned Hult Center for the Performing Arts regularly showcases local, national, and international artists, dance troupes, opera and symphony groups, and repertory theater companies. Performances for the internationally famous Oregon Bach Festival take place at the Hult Center downtown and at Beall Concert Hall on campus. The long-standing Oregon Shakespearean Festival is located in Ashland, about three hours south of Eugene.

Eugene is the center for county government and the site of several federal, state, and local governmental agencies. University students can gain academic credit, practical experience, and income by working in local governmental offices, businesses, social agencies, parks, and schools. Faculty and staff members serve the community in many advisory and volunteer roles with the city council, school boards, and various public and private boards and commissions.

Main shopping areas are the downtown Mall and Valley River Center, with smaller shopping areas near campus and in outlying neighborhoods.

Children's play areas, rock gardens, and an impressive fountain plaza form the downtown Mall, which is partially closed to vehicular traffic. Valley River Center is a covered shopping mall including small shops and major department stores, cafés and restaurants. The University business district just west of the campus is a charming mix of bookstores, restaurants, street vendors' carts, banks, and specialty shops. The Fifth Street Public Market and Fifth Pearl Building house many popular eating and shopping establishments. Good restaurants and cafés exist throughout the city in all price ranges and with many styles of cuisine.

Miles of bicycle paths and jogging trails are maintained in the city and in local parks. A favorite stretch is in Alton Baker Park, across the Willamette River from campus. A footbridge provides access from the University and makes it possible for students living in Springfield to bicycle to classes. Pre's Trail, also in Alton Baker Park, is a specially designed European-style jogging and exercise course. Another excellent bark-dust trail is in Amazon Park, southwest of the campus.

University students are encouraged to take advantage of the many opportunities available throughout the city and state. Both campus and community residents extend every effort to maintain a friendly, open atmosphere.

Faculty Index

Note: Names of University administrative officers appear on the inside back cover; board members and administrators of the Oregon State System of Higher Education are listed on the inside front cover.

Abbott, Max G. 208
Acheson, Keith A. 214
Acker, Joan R. 134, 146, 286
Acker, Martin H. 203
Adams, Cynthia 229
Adams, Dean 299
Adler, Jack D. 237
Aikens, C. Melvin 39, 43, 99, 285
Albaum, Gerald S. 96, 200
Albin, Richard W. 209
Alef, Gustave 89, 133
Alex, Tom 22
Alexander, Henry A., Jr. 109
Allen, Alice J. 290
Allen, Doris Renshaw 146, 263, 286
Alley, Henry M. 93
Alpert, Laura J. 171
Alter, Andrew C. 257
Aly, Lucile F. 69
Anderson, Daryl 210
Anderson, Frank W. 103
Anderson, Susan C. 86
Anderson-Inman, Lynn 214
Andrews, Fred C. 103
Andrews, George F. 160
Andrews, Judith 290
Arkin, Lisa Codman 133, 225
Armstrong, Paul B. 69, 95, 288
Arp, Sandra L. 181, 285
Ashby, Gordon P. 289
Attneave, Fred 119
Axline, Michael D. 74, 257
Ayora, George 99, 125
Ayres, William S. 43, 93

Baase, Walter 52
Babcock, Fred 28
Bailey, Exine Anderson 263
Bajer, Andrew S. 45
Baker, Lois I. 257
Baldwin, Ewart M. 82
Baldwin, John H. 51, 74, 181, 289
Ballester, Bill 293, 301
Ballinger, Thomas O. 166
Barmettler, Peter 52
Barnes, Bruce A. 103
Barnes, Eugene B. 290
Barnhard, Ralph J. 52, 77
Barnwell, Jane L. 290
Barrar, Richard B. 103
Barry, Frank J. 257
Bartel, Roland 69
Bartlein, Patrick J. 78
Barton, Robert 138
Bateman, Barbara D. 204, 214
Bates, Barry T. 237
Baugh, William H. 115
Baumgold, Deborah 115
Baxter, Z. Diane 237
Beall, Chandler B. 125
Beam, Randal A. 252
Beck, Jacob 119, 286
Becker, Wesley C. 146, 203, 204
Becktel, Wayne J. 52
Bedford, Toby G. 237
Beebe, John Fred 130, 133
Beelman, Glenn T. 103
Belitz, Dietrich 111, 288
Bennett, Jack W. 45, 153, 293
Bennett, R. Wayne 263
Bensick, Carol M. 69, 123
Benson, Joan 263
Benz, Michael R. 215, 229
Bergquist, Peter 263
Bernham, John A. 203
Bernhard, Sidney A. 52, 287
Bernstein, James M. 252
Best, Roger J. 200
Bettman, Ann 178
Bickford, Elizabeth 22
Biersack, Aletta A. 39, 123, 146, 229
Bingham, Edwin R. 89
Birn, Randi M. 59, 125, 146
Birn, Raymond 89
Birrell, Bruce 52
Bittner, Francis W. 263
Bivins, Thomas H. 252
Blackwell, Barbara 214
Blanchard, James 237
Blandy, Doug 166
Bobrowski, Paul M. 196
Boekelheide, Virgil C. 52
Bogen, Gerald K. 207
Boggs, Sam 82
Bolin, Paul E. 166
Bolton, Christopher R. 229, 274
Bonamici, Andrew R. 290
Bonds, Alexandra 138
Bonine, John E. 257
Bonnett, Howard T., Jr. 45
Borchardt, John W. 237
Bordwell, Constance 69
Boren, James L. 69, 100, 108
Boucot, Arthur J. 82
Boush, David M. 200
Bouwman, Marinus J. 193, 286
Bowerman, William J. 237
Bowers, C. A. 214
Bowman, Kathleen 288
Bradetich, Marilyn M. 94, 153
Bradshaw, William E. 45, 93, 94, 108
Brady, Thomas A. 89, 108, 123
Branchaud, Bruce P. 52
Brau, James E. 111
Breidenthal, Leslie T. 263
Bressan, Elizabeth S. 237
Brick, Howard 89
Bricker, Diane D. 204, 209, 210
Briggs, Peter 297
Briscoe, John L. 160
Brodie, Donald W. 257
Broekhoff, Jan 229, 237
Brokaw, Cynthia J. 43, 89, 146
Brombaugh, John 263
Brooks, Rich 299
Brown, G. Z. 160, 289
Brown, Richard Maxwell 38, 89, 274
Brown, Warren B. 198
Brownmiller, Sara N. 290
Bruce, John A. 203
Brucker, Nancy J. 257
Brudzynski, Richard 52
Bryan, Stanley W. 160
Buch, James 11
Buckley, Jay 209
Buckner, Paul E. 171
Burmeister, Hartmut 100
Burris, Vallon L. 134
Bybee, Carl R. 95, 138
Bynon, George E. 290
Byrne, Bill 299

Cadbury, William 42, 95, 109, 138
Calhoon, Kenneth C. 58, 86
Calin, Françoise 93, 125
Calin, William 42, 125
Calmus, Thomas W. 197
Cameron, Ron 178
Camp, Delpha 229
Campbell, Alyce 197
Campbell, Robert 66
Capaldi, Roderick A. 45, 287
Carlton, James T. 45, 288
Carmichael, Carl W. 138, 229
Carmin, James H. 290
Carnine, Douglas 204, 215
Carpenter, Gaylene 233
Carroll, George C. 45
Carter, Lawrence R. 134, 229, 274
Cartwright, Virginia 160, 289
Casey, Patrick F. 263
Castellani, Michael 52
Castenholz, Richard W. 45
Chadwick, Lionel K. 244
Chaille, Christine 214, 286
Chandler, Vicki L. 45, 287
Chaney, Richard P. 39
Charters, Werrett W., Jr. 208
Ch'en, Shang-Yi 111
Chereck, Deborah 296
Chereck, Herbert 13
Chickering, Roger P. 89, 93
Christensen, Ned J. 210
Christensen, Rodney E. 290
Civin, Paul 103
Clancy, Clarence W. 45
Clark, Chapin D. 257
Clark, Richard G. 263
Clark, Robert D. 138
Clarke, H. Harrison 237
Clayton, Mary E. 290
Clemen, Robert T. 196, 286
Close, Dan 209
Cogan, Frances B. 93, 146, 153, 285
Cohen, J. David 111, 288
Cohen, Leonora 93, 214
Coiner, Robert 231
Cole, Charles W. 198
Coleman, Edwin L. II 38, 69, 76
Coleman, Ralph 210
Collins, Robertson E. 174
Combellack, Frederick M. 57
Comrada, Norma 133, 294
Conant, Eaton H. 187, 192, 198
Conery, John S. 60
Conners, Kathleen M. 290
Contreras, Alan 181, 285
Cook, Stanton A. 45, 74
Copur, Ulker A. 160
Corner, Donald B. 160
Courtney, Steven P. 45
Cox, David L. 45
Craig, Colette G. 99,100
Craig, Jenifer P. 225
Crampton, Faith E. 207
Crasemann, Bernd 111, 286
Crawford, John W. 252
Cressman, Luther S. 39
Crumb, Lawrence N. 290
Csonka, Paul L. 111, 287
Cummings, Hilary A. 290
Cunningham, John H. 200
Curland, David J. 99, 125
Curtis, Charles W. 103, 287

Dahle, Thomas L. 208
Dahlquist, Frederick W. 52, 108, 287
Dann, Larry 197
Dannheim, Joerg 52
Daly, Carole L. 187
Darling, Karen D. 290
Dasso, Jerome J. 197
Davenport, Edel 296
Davidson, Mollie 231
Davie, William E. 109
Davies, James C. 115
Davies, Sarah 296
Davis, Elizabeth B. 125
Davis, Howard 160
Davis, Lorraine G. 146, 229, 244
Davis, Peter S. 198
Davis, Richard M. 66
Dayton, Maureen 233
DeBuse, Marjorie 216
DeChaine, Faber B. 138
Decker, Leslie 89
Deemer, Toby J. 274
Degge, Rogena M. 146, 166
DeGidio, Jane Farrand 207, 301
DeHaven, Edna P. 214
deJung, John E. 207
DeLancey, Scott 43, 100, 286
Dellinger, Bill 299
Dennis, Matthew 89
Descutner, Janet W. 225
Deshpande, Nilendra G. 111, 287
Desroches, Richard H. 59, 93, 125
Deutsch, Steven 133, 134, 286
Diamond, Irene 115, 146
Dicken, Samuel N. 78
Diethelm, Jerome 178
Dizney, Henry F. 204
Dobroski, Bernard J. 133, 263
Doerksen, David P. 263
Dolby, Lloyd J. 52
Dole, Philip H. 160, 174
Donahue, Margaret 293
Donaldson, Sue Ann 51, 178
Donnelly, Marian Card 168
Donnelly, Russell J. 111, 148, 287, 288
Dorjahn, Vernon R. 39, 93, 96
Dorow, Neal 302
Dougherty, M. Frances 225
Douglas, Sarah A. 60, 100, 286
Dowd, Charles 263
Downes, Bryan T. 51, 181
Dryzek, John S. 115, 286
Duckett, Kenneth W. 290
Dudley, Gordon A. 203
Dufek, Janet 237
Dumond, Don E. 39, 99, 284, 285
Duncan, Charles T. 252
Dunlap, Diane M. 202, 207, 229
Durnell, Jane B. 290
Dyar, M. Darby 82, 288
Dyer, Micheal N. 93, 103
Dyke, Thomas R. 52, 286, 287

Eakin, B. Kelly 66
Earl, James W. 42, 69, 95
Eaton, Katherine G. 290
Eckhoff, Herbert 263
Edginton, Christopher R. 51, 233
Edson, C. H. 38, 146, 207
Edwards, Richard C. 156
Eisemann, Eric L. 174
Eisen, Judith S. 45, 108, 287
Eisert, Debra C. 209
Eliason, Alan L. 60, 93
Ellis, Christopher J. 66
Ellis, Michael J. 233, 237
Endzweig, Pamela 285
Engelking, Paul C. 52, 286
Engelmann, Siegfried E. 215
English, R. William 209
Epple, Juan A. 99, 125
Erickson, Kenneth A. 208
Esherick, Joseph W. 43, 88
Espeseth, V. Knute 215
Etter, Orval 181
Ettinger, Linda F. 146, 153, 166, 274
Evans, Mark 296
Evans, William A. 156
Ewan, Jack D. 252

Fabre, Ted R. 209
Fagot, Beverly 119, 146, 285
Fagot, Robert F. 119
Falconeri, G. Ralph 43, 89, 96
Farley, Arthur M. 60, 100
Farwell, Marilyn 69, 146
Ferens, Robert R. 161
Ferguson, Dianne L. 209
Ferguson, Philip M. 209
Fernald, Russell D. 45, 108, 287
Ferrington, Gary W. 214
Fialeix, Michelle 52
Fickas, Stephen F. 60
Files, Leigh 233
Filloy, Richard A. 69
Findly, Elizabeth 290
Finke, Charles L. 257
Finke, Richard G. 52, 288
Finley, Ron 299
Finnell, Wayne D. 156
Finnott, Julie 255
Finrow, Gunilla K. 160, 175
Finrow, Jerry V. 160, 229
Fishlen, Michael B. 43, 64, 96
Fiszman, Joseph R. 115, 133
Flannery, K. Brigid 209
Fletcher, Ann C. 290
Flick, Lawrence 214
Flinders, David 214
Fong, Lawrence 284
Forell, Caroline 257
Foss, Sonja K. 38, 138, 146, 285
Foster, David G. 171
Foster, John B. 134, 286
Fracchia, Joseph G. 93
Francisco, Richard P. 204, 207, 229, 296
Frank, David A. 109, 138
Frank, Peter W. 45
Frantz, Paul A. 290
Frasier, Brownell 161
Freeman, Lory 214
Freeman, Robert S. 103
Freund, Richard D. 203, 204
Freyd, Jennifer 119, 286
Friedman, Robert P. 138
Friestad, Marian 200
Frisch, Deborah 119, 286
Frishkoff, Paul 193
Fry, Gerald W. 43, 45, 51, 94, 96, 115, 133
Fujii, Noriko 43, 64, 100
Fullerton, Sally 231
Fulton, Mary L. 77, 103

Gage, John T. 66, 100
Gale, Maradel K. 99, 181, 274
Gale, Richard P. 74, 99, 134
Gall, Meredith 204, 214
Gallagher, James J. 155
Gange, John F. 96
Gates, Carol S. 171
Gates, Richard E. 290
Gaver, Jennifer J. 193
Gehring, Jane 166
Geltner, Frank, Jr. 296
Genasci, Donald 160
Gerdes, Hilary 151, 293
Gernon, Helen 187, 190, 193
Gernsbacher, Morton Ann 100, 119, 286
Gersten, Russell M. 215
Ghent, Kenneth S. 103
Gilberts, Robert D. 202, 207
Gilkey, Peter B. 103
Gilland, Wilmot G. 160
Gilmore, Philip C. 161
Gilmour, James 22
Girardeau, Marvin D. 111, 286, 287
Girgus, Sam B. 38, 69
Girling, Cynthia 178
Giustina, Sylvia B. 42, 95, 125
Givón, T. 100, 286
Glaser, Susan R. 138
Glasser, Gary 229
Gleason, Mary 204, 215
Gleason, Timothy W. 252
Glenn, Oakley V. 298
Glover, Elizabeth G. 237
Goldberg, Lewis R. 119
Goldman, Marion Sherman 38, 134, 146, 285
Goldman, Paul 51, 207, 286
Goldrich, Daniel 74, 99, 115, 286
Goldschmidt, Steven M. 207
Goldsmith, H. Hill 119
Goldstein, Henry N. 66
Goles, Gordon G. 82, 93, 94
Gontrum, Peter B. 59, 86, 94, 96
Good, Roland H. III 204
Goode, Terrance A. 93, 160
Gordon-Lickey, Barbara 108, 119, 287
Gordon-Lickey, Marvin 108, 119, 287
Goswami, Amit 77, 111, 287
Gottsegan, Abby J. 204
Gould, Evlyn 125
Graber, Kim 237
Graff, Ronald J. 171
Gragg, Robert L. 156
Graham, Daniel 52
Graham, Grace 208
Grant, Philip 45, 108, 287
Granzin, Alexander C. 204
Gray, Gary 299
Gray, Jane 45, 82
Green, Roy 181
Greenfield, Thelma 69
Greer, Leslie K. 146, 290
Gregory, Gerry 299
Griffin, Charles C. 66, 133
Griffin, Tommy Lee 284
Griffith, Clark 69
Griffith, O. Hayes 52, 287
Griggs, Allan B. 82
Grosenick, Judith K. 214
Grove, Myron A. 66
Grudin, Micha 93
Grudin, Robert 69, 153
Gustafson, David E. 263
Gustafson, John M. 263
Gwartney-Gibbs, Patricia A. 134, 146, 286

Haar, Franklin B. 244
Habliston, Doug 52
Hackman, Robert M. 229, 244
Hahn, Walther L. 86
Haislip, John A. 69
Halgren, Joanne V. 290
Hall, Tracey 215
Hallock, Margaret J. 155
Halpern, Andrew S. 215
Hamilton, John 263
Handy, William J. 69
Hanhardt, Arthur M., Jr. 115, 133
Hanna, William S. 89
Hansen, Ellen M. 297
Hardwick, John 111, 286
Harris, Danni L. 52
Harris, Leslie J. 146, 257
Harris, Patricia Jean 45
Harris, William H. 214
Harrison, David K. 103
Hart, Thomas R. 59, 125
Harvey, Sandy M. 146, 244
Haskett, Robert S. 89, 99
Hass, Leonard 203, 296
Hatzantonis, Emmanuel S. 42, 59, 94, 95, 96, 108, 125, 274
Hauck, Robert J. 123
Hawk, N. Ray 208
Hawkins, Del I. 200
Hawkins, Wesley E. 244
Hawley, Diane K. 52, 287
Hawn, Arthur W. 83, 160, 168, 174, 175
Hayden, Wallace 161
Haydock, Roger 111, 287, 288
Haynes, Stephen E. 66, 96
Hearn, Arthur C. 215
Hearn, Linda S. 225
Hecker, Steve 155
Hedberg, Karen K. 52
Heilpern, Alfred 290
Heinonen, Tom 299
Heiny, Elwin 299
Heinzkill, J. Richard 290
Heisler, I. Lorraine 45
Helphand, Kenneth I. 38, 168, 174, 178
Hennessy, Michael 60
Herbert, Daniel M. 160
Herbert, Robert T. 109, 123
Herr, Cynthia M. 215
Herrick, David R. 52, 286, 287
Hersch, Joni 66, 146
Hess, Evelyn Searle 45
Hibbard, Judith H. 146, 229, 244, 286
Hibbard, Michael 181
Hickman, Craig 171
Hildreth, Richard G. 45, 257
Hill, Pearl M. 300
Hill, Richard J. 93, 134
Hill, Sandra L. 148
Hines, Clarence 215
Hintz, Carl W. 290
Hintzman, Douglas L. 119, 286
Hladky, J. Robert 263, 274
Hodgdon, Rosaria Flores 160
Hodge, George M., Jr. 160
Holbo, Paul S. 89, 96, 154
Holland, Maurice J. 257
Hollis, Orlando John 257
Holloway, Elizabeth L. 203, 204, 205
Holser, William T. 82
Hopewell, Michael H. 197
Hopkins, George 263
Hops, Hyman 204
Horner, Robert H. 204, 209
Hosticka, Carl J. 181
Hotelling, Katsuko T. 43, 290
Hovet, Thomas, Jr. 96, 115
Howard, Dennis R. 233
Howard, Harrison M. 45
Hsu, Jane Yen-Cheng 290
Hubin, David 299, 300
Hudson, Bruce S. 52, 286, 287
Hudson, Suzanne S. 52
Hudzikiewicz, Mary 302
Huelshoff, Michael G. 96, 115
Hugi, Joanne R. 289
Hull, Ray E. 45, 214
Hulse, David 178
Hulteng, John L. 252
Hultgren, A. Stanley 203
Humphrey, Dwight H. 290
Humphreys, Eugene D. 82
Hundley, Gregory S. 45, 198
Hunt, Corinne 283
Hunt, William 263
Hunter, Donald L. 290
Hurwit, Jeffrey M. 57, 93, 168
Hurwitz, Robert I. 263
Huston, Gina 296
Huters, Theodore 42, 64
Hwa, Rudolph C. 111, 287
Hyatt, Dennis R. 257, 290
Hyman, Ray 119, 286
Hynes, Joseph A., Jr. 69

Imamura, James N. 111, 287
Imhof, Heidi 152, 293
Inman, Blaine E. 156
Inman, Dean P. 209

Irvin, Larry K. 204
Isenberg, James A. 103, 287
Ismach, Arnold 252

Jackson, James K. 297
Jackson, Mel 233
Jackson, Robert M. 94, 96, 99, 125
Jackson, Ruth F. 69
Jacobs, David 115
Jacobson, Esther 43, 93, 133, 168 288
Jacobson, Jon L. 51, 96, 257
Jacobson, Paul B. 215
Jacobson, Sue 299
James, Christopher 197
James, Robert C. 171
James, Stanley L. 237
Janowski, Jeri 199
Jansma, Kimberly 125
Jantzen, Jens C. 103
Jeffries, Benjamin 296
Jennings, Jesse D. 39
Jette, George S. 178
Jewett, Wayne J. 160, 175
Jipson, Janice A. 214
Johannessen, Carl L. 78, 94, 96, 99
Johannis, Theodore B., Jr. 134
Johansen, Carol 146, 181
Johnson, Anita 301
Johnson, Benton 93, 123, 134
Johnson, Carl L. 125
Johnson, David C. 52, 287
Johnson, Donald N. 285
Johnson, Gloria E. 69
Johnson, Ian D. 52
Johnson, JQ 289
Johnson, Karen J. 159
Johnson, Kathryn 13
Johnson, Lyman T. 160, 175
Johnson, Miriam M. 134, 146
Johnson, Violet 22
Johnston, A. Dana 82
Jones, Beverly J. 166
Jones, Catherine M. 198
Jones, Donald C. 237
Jung, Angela 43, 64, 146
Jusczyk, Peter W. 119, 286

Kahle, Lynn R. 200
Kammerer, Edward W. 94, 263
Kane, Patricia 52
Kantor, William M. 103
Karpinski, Edward W. 263
Katz, Paul 283
Kawamura, Kyohei 233
Kays, M. Allan 82
Keana, John F. W. 52, 93
Keding, Ann C. 252
Keele, Steven 108, 119, 237, 286, 287
Kehrli, Herman 285
Keith, Robert E. 181, 285
Keller, Homer T. 263
Kellet, Ronald W. 51, 160
Kemp, Edward C. 290
Kempner, Kenneth M. 207
Kendall, Coleman S. 197
Kensler, Gordon L. 166
Kerber, Gregory J. 252
Kerins, Marilyn A. 210
Kerlinger, Fred N. 204
Kern, Jeff 178
Kerns, Thomas 237
Kerr, Judith 146
Kessler, Lauren J. 38, 252
Keutzer, Carolin 119, 296
Kevan, Stephen D. 111, 286, 287
Kezer, James 45
Khang, Chulsoon 66
Kim, Hee-Jin 43, 94, 123
Kimball, R. Alan 89, 133
Kimble, Daniel P. 108, 119, 287
Kime, Robert E. 149, 229, 244
Kimmel, Charles B. 45, 287
King, Raymond D. 193
Kintz, Linda 69, 95
Kirkpatrick, Laird C. 257
Kitayama, Shinobu 119
Kittel, Ellen 93
Kittoe, Edward D. 69
Kitzhaber, Albert A. 69
Kleinsasser, William 160
Kleinsorge, Paul L. 66
Klemm, LeRoy H. 52
Klonoski, James R. 38, 115
Klopfenstein, Charles E. 52
Klos, Sheila M. 290
Klug, Gary A. 108, 237, 287
Koch, Marianne J. 198
Koch, Richard M. 94, 103
Koenig, Thomas W. 52
Kohl, Stephen W. 43, 64, 96, 146
Kokis, George 171
Kolpin, Van W. 66
Koplin, H. T. 66
Koreisha, Sergio 196
Koskelo, Aaron C. 52
Kramer, Dean F. 263
Kranzler, Gerald D. 203, 204
Kraus, Richard C. 43, 115
Kremer, Edmund P. 86
Kretsinger, Elwood A. 138
Krieg, Clarice E. 290
Krieger, Scott 299
Krier, Patricia 284
Kuntz, Mary E. 42, 57, 93, 288

Lacy, Frank R. 257
Laing, Ellen Johnston 43, 168
Lallas, John E. 208
Lamon, William E. 214
Lang, Robert G. 89
Lanier, Vincent 166
Larison, M. Charlene 45, 149, 151
Larson, Wendy 43, 59, 64, 95, 288
LaRusso, Dominic A. 93, 94, 138
Lawrence, Mary S. 257
Leahy, John V. 103, 287
Leavitt, Anne 293
Lee, Donald Moon 28
Lefevre, Harlan W. 111, 291
Leistner, Charley A. 94, 138
Lemert, James B. 252
Leonard, William C. 290
Leong, Albert 94, 130, 133
Leppmann, Wolfgang A. 42, 86
Lesage, Julia 138
Lesyk, Susan J. 299
Lettunich, Janice 237
Levi, Don S. 109
Levy, Mark 133, 297
Lewin, Andrew 52
Lewinsohn, Peter M. 119, 229
L'Hommedieu, Randi 263
Liberman, Kenneth B. 45, 100, 123, 134, 286
Libeskind, Shlomo 103
Lichtenstein, Edward 119
Lieuallen, Roy E. 208
Liggett, Helen 109, 181
Lind, Curt 153, 155, 283
Lindholm, Richard W. 197
Lindsey, Duncan 231
Littman, Richard A. 119
Lo, Virginia M. 60
Lobisser, Gregg M. 293
Lockard, Robert R. 290
Lodewick, Robin B. 290
Loeb, Henry L. 103
Loken-Dahle, Lani 237
Long, James W. 52, 93
Long, Richard J. 290
Loughary, John W. 203
Love, Glen A. 38, 45, 51, 69, 74
Lovell, Lloyd L. 204
Lovinger, Ronald J. 178
Lowe, Raymond N. 203
Lowenstam, Steven 42, 57, 93, 100
Loy, William G. 78
Loya, Mervyn H. 257
Lukacs, John R. 39, 149
Luke, Jeffrey S. 181, 285
Luks, Eugene M. 60
Luneski, Chris J. 193
Lynn, Howard D. 156
Lyons, Richard M. 69
Lytle, Donald E. 93, 188, 198

Mabrey, Marsha E. 146, 263
Mace, Arthur E. 196
Mack, Renee 299
Maddex, Jack P. 89, 123
Madrid, Bruno V. 225
Maitland-Gholson, Jane C. 166
Malarkey, Stoddard 69, 274
Mallinckrodt, Brent S. 203
Malsch, Derry 94, 100
Mank, David M. 209
Mann, Richard G. 168
Markley, Margaret 290
Marlow, Elisabeth A. 125, 146
Marrocco, Richard 108, 119, 287
Martin, Bruce 52
Martin, Galen R. 74, 96
Martin, Gary M. 263
Martin, Randy 293
Martin, Walter T. 134
Mason, Bruce 296
Mason, Georgia 285
Mate, Mavis Howe 42, 89, 108, 146
Matthews, Brian W. 111, 287
Matthews, Esther E. 203
Mattson, Robert H. 207
Mauro, Robert 93, 119
Maveety, Beth E. 86
Maveety, Stanley R. 69
Maves, Lawrence C., Jr. 263
Maxwell, Jan C. 90
Maxwell, Sarah Calkins 263
May, Barbara Dale 125, 146
May, Glenn A. 43, 89, 96
May, Ronald J. 203
Mazo, Robert M. 52, 93, 286, 287
McAuley, Edward 237
McBirney, Alexander R. 82
McCann, Lluana 181, 285
McClain, Yoko M. 43, 64
McClure, Joel W., Jr. 111, 287
McCollough, Robert R. 290
McConnaughey, Bayard H. 46
McCready, Reyburn R. 290
McCue, Betty F. 237
McDaniels, David K. 111, 289
McDonald, Duncan L. G. 252
McDowell, Patricia F. 74, 78
McDowell, Sherri C. 20
McFee, June K. 166
McFee, Malcolm 39
McGough, Stephen C. 284
McGowen, Randall E. 89, 146
McKenzie, A. Dean 108, 133, 168
McKernie, Grant F. 42, 94, 138
McKinlay, Bruce 203
McManus, John C. 263
McMath, George A. 174
McMillan, Adell 296
McMillen, Daniel P. 66
McNeir, Waldo F. 69
McQuate, Robert 285
McWilliams, James R. 86
Medler, Jerry F. 115
Meeks-Wagner, Douglas Ry 45, 287
Meglin, Joellen 225
Melnick, Robert Z. 74, 174, 178
Merrill, Fredric R. 257
Metzler, Kenneth T. 94, 252
Meyer, Alan D. 198
Meyer, Claire 290
Meyer, Gary 60
Meyers, Joseph D. 178
Mezger, Elise 82
Miasek, Meryl A. 290
Micklauzina, Stanley J. 111
Mikesell, Raymond 66, 99
Mikkelson, Wayne H. 197
Miller, Fred N. 237
Miller, James A. 263, 288
Miller, Marian H. 237
Miller, Myra 231
Mills, Thomas 96, 297
Milton, David 43, 109, 133, 134, 286
Mitchell, William C. 115
Mittman, Arthur 204
Moll, Ernest G. 69
Monroe, Dennis 237
Monson, Don 299
Mooney, Ralph James 257
Moore, Carlisle 69

Moore, Karen E. 52
Moore, J. Robert 263
Moore, Randall S. 263
Moore, Terrance R. 181
Moravcsik, Michael J. 96, 111, 287
Moreno-Black, Geraldine 39, 96, 146
Morgan, David 82
Morris, Robert W. 46
Morris, Roger 302
Morrison, Perry D. 290
Morse, Carol Lynn 203
Moseley, Gerard F. 111, 293
Moseley, John T. 111, 285, 286
Mossberg, Thomas W. 111, 286, 287
Moursund, David G. 214
Moursund, Earl E. 160
Moursund, Janet 203, 206
Mowday, Richard T. 198
Moye, Gary W. 160
Muchmore, David 52
Munson, Corlee 237
Munz, Frederick W. 45
Murphy, Alexander B. 78
Murphy, Gordon J. 45

Neal, Larry L. 51, 229, 233
Nelson, Roy Paul 252
Nestvold, Karl J. 252
Nicholls, Roger A. 59, 86
Nicholson, Kathleen D. 168, 288
Nickel, Robert E. 210
Nicols, John '57, 86, 93
Nicols, Marianne S. 33
Niemi, Ernest 181
Nippold, Marilyn A. 210
Niven, Ivan M. 103
Nixon, C. Max 171
Nolt, Ira G. 111, 286
Nomiya, Kenji 52
Nosler, Bunny 293
Novick, Aaron 45, 287
Novitski, Barbara-Jo 160, 289
Novitski, Edward 46
Noyes, Richard M. 52, 286
Nye, Robert E. 263
Nye, Vernice T. 215

O'Brien, Robert M. 109, 134, 146
O'Connell, Kenneth R. 93, 95, 171
O'Day, Peter M. 45, 287
O'Fallon, James M. 257, 288
Okada, Frank S. 171
Okahara, Al 294
O'Keefe, Terrence B. 193
O'Kelley, Charles R., Jr. 257
Oldham, Garry 231
Oliver, Jan 300
Olson, Christine 290
Olson, Gregg A. 174
Olum, Paul 103
Orbell, John M. 93, 94, 115, 286
Orr, William N. 82, 93, 283
Osibov, Henry 215
Osternig, Louis R. 237
Ota, Susan , 289

Overley, Jack C. 111, 288
Owen, Stephen W. 263
Owen, Harold 263

Page, Catherine J. 52, 288
Palandri, Guido A. 290
Palmer, Theodore W. 33, 103
Park, Kwangjai 94, 111
Partch, M. Megan 197
Pascal, C. Bennett 57
Pataniczek, Dennis 214
Patton, Clyde P. 78
Paul, Huibert 290
Paul, Kenneth H. 45, 171
Paul, Stephen J. 263
Payne, Doris L. 100
Peacock, Russel W. 156
Pease, Michael R. 160
Person, Lois E. 233
Peters, Iris E. 210
Peters, James M. 193
Peticolas, Warner L. 52, 286, 287
Peting, Donald L. 160, 174
Petit, Robert R. 297
Pettinari, James A. 160, 175
Phelps, Mark M. 200
Piccioni, Pasquale M. 160
Pickering, Richard C. 171
Pickett, Barbara 171
Piele, Philip K. 203, 207
Pierron, Ione F. 215
Pierson, Stanley A. 89, 93, 94, 288
Pitts, Martha 11
Plant, Helmut R. 86, 100, 108
Platt, George M. 257
Plēsums, Guntis 160
Pohlig, Gabriele 52
Pomeroy, Earl 89
Ponder, Stephen E. 252
Pope, Barbara Corrado 146
Pope, Daniel A. 38, 89, 286
Posner, Michael I. 100, 108, 119, 286, 287
Postlethwait, John H. 45
Poticha, Otto 160
Povey, David C. 181
Powell, Dan 171
Powell, John L. 111
Powers, Perry J. 59, 125
Prabhu, Vaikunth S. 52
Prentice, Margaret 171
Price, Edward T. 78
Primak, Paul 297
Proskurowski, Andrzej 60
Proudfoot, Robert 214
Puckett, Dave 13
Puckett, Jessie L. 237
Pyfer, Kathleen W. 215
Pyle, Forest 69

Racette, George A. 197
Racette, Susan 296
Radostitz, J. V. 111
Rainey, Gail 297
Rajopadhye, Sanjay 60
Ramey, Marjory A. 28
Ramsing, Kenneth D. 154, 196, 274
Ramsing, Margo 297
Randolph, William D. 257

Rands, Ralph C. 207
Rankin, Richard J. 204
Rapko, Brian 52
Rarick, Galen R. 252
Ray, Milton L. 257
Rayfield, George W. 111, 288
Raymer, Michael G. 111
Recker, George W. 263
Reed, Mark H. 74, 77, 82
Reinmuth, James E. 187, 196
Reithel, Francis J. 52
Remington, Stephen J. 111, 287, 288
Rendall, Steven F. 59, 125
Renick, Martha K. 290
Retallack, Gregory J. 82
Reuter, Edward R. 237
Reynolds, Dennis 298
Reynolds, John S. 160, 289
Rhoda, William P. 237
Rhodes, Larry E. 209
Rice, Jack M. 82, 288
Rice, James L. 59, 130, 133
Rice, Karla S. 237, 298
Rich, Stuart U. 187, 200
Richard, E. Carol 22
Richard, K. Keith 290
Richards, Larry E. 146, 196
Richards, Mark A. 82
Richins, W. Dwaine 200
Richmond, Geraldine 52, 93, 286, 288
Rider, Morrette L. 263
Ritchey, Norval J. 224, 237
Rittman, Charles J. 233
Ritzdorf, Marsha 146, 174, 181, 286
Robeck, Mildred C. 215
Robert, William J. 200
Roberts, William 45, 108, 287
Robertson, Howard W. 133, 290
Robertson, Richard N. 237
Robinson, Deanna M. 96, 138
Robinson, Horace W. 138
Robinson, Jeanne M. 52
Rockett, William 69
Rodney, Lynn S. 233
Rojhantalab, Hossein 52
Romm, Richard 28
Romney, Miles E. 208
Rose, Janet 138
Rose, Richard 171
Ross, Kenneth A. 103
Ross, Lawrence W., Jr. 200
Ross, Marion D. 168
Roth, Leland M. 42, 168, 174
Rothbart, Mary K. 119, 146, 286
Rothbart, Myron 119, 286
Rounds, Patricia 100
Rousseve, Ronald J. 203
Rowe, George 69
Rowe, J. David 207
Roy, Steven P. 237
Rudy, Paul P. 45, 288
Ruff, Wallace M. 178
Runkel, Philip J. 208
Runyan, Anita 231, 300
Rusch, Charles W. 160
Russo, Michael V. 198

Ryan, C. B. 171
Ryan, Cheyney C. 93, 109, 288
Ryan, Pat 289
Ryan, William E. II 252

Saffari, Mahmoud 302
Salisbury, Ralph J. 69
Saltzman, H. Royce 263
Sampson, Roy J. 200
Sanders, J. T. 123
Sandin, Adolph A. 208
Sargent, Edward C. 93
Savage, Norman M. 82
Schaaf, Oscar F. 215
Schabtach, Eric 45
Schaughency, Elizabeth 119, 204
Scheer, Bradley T. 46
Scheidecker, Jane M. 33
Schellman, John A. 52, 151, 287
Schempp, Paul G. 237
Schlaadt, Richard G. 45, 244
Schleicher, Charles 115
Schmidt, Leigh E. 123
Schminke, Clarence W. 215
Schmuck, Richard A. 204, 207
Schock, Hans-Joachim 160
Schreiner, Lois M. 290
Schultz, Karla L. 59, 86, 95, 133, 288
Schuman, David 257
Schwartz, Ilsa E. 210
Schwarz, Robert H. 210
Schweitz, Martha L. 257
Scoles, Eugene F. 257
Scott, Frances G. 229
Searl, Gary H. 78
Seibert, Lucille 296
Seidel, Karen 181, 285
Seifried, Steven E. 52
Seiter, Ellen 138, 146
Seitz, Gary M. 103
Sekiguchi, Tomoko 160, 292
Selker, Eric 44, 287
Selker, Jeanne 45
Senkovich, David P. 52
Sension, Roseanne J. 52
Service, Rose Marie 290
Seubert, Frederick J. 198
Severson, Herbert H. 204
Shaffer, Michael B. 82
Shankman, Steven 42, 57, 59, 69, 95, 288
Shannon, Victoria L. 52
Shashidar, Mysore 52
Shellenbarger, Guy 215
Shellenbarger, Michael E. 160, 174
Shelton, Brad S. 103
Sheperd, George 215
Shepherd, John R. 51, 138
Sheridan, George J., Jr. 89, 93, 286
Sherman, Peter R. 103
Sherman, Sharon R. 38, 51, 69, 76, 123
Sherriffs, Ronald E. 51, 94, 138
Sherwood, John C. 69
Shinn, Mark R. 204
Shipman, George W. 99, 155, 290
Showalter, Starlus 229
Shurtz, Nancy E. 257
Siegel, Barry N. 66, 153

Sieradski, Allan J. 103
Sigler, Marcia J. 290
Silverman, Carol W. 39, 76, 133, 146
Simic, Laura C. 290
Simmons, W. Sherwin 59, 133, 168
Simonds, Ann G. 39
Simonds, Paul E. 39
Simpson, Charlene 22
Simpson, Paul B. 66
Simpson, Sally S. 134, 146
Simpson, William T. 52
Singeli, Larry D., Jr. 66
Sisley, Becky L. 237
Sistrom, William R. 45, 150, 287
Slentz, Kristine L. 209
Slovic, Paul 119, 286
Smith, Carol L. 252
Smith, Donald T. 290
Smith, Everett G., Jr. 51, 78
Smith, Lawrence 296
Smith, Marian Elizabeth 263
Smith, Norman R. 200
Smith, Richard J. 237
Smith, Robert E. 38, 66, 200
Smith, Robert W. 89
Smith, Stuart C. 203
Smith, Terry M. 290
Smith, Warren E. 96, 229, 244
Soderwall, Arnold L. 46
Soha, John W. 193
Sohlich, Wolfgang F. 59, 125
Sokoloff, David R. 77, 111
Soper, Davison E. 111, 287
Sorenson, Lloyd 89
Soule, Edmund F. 290
South, Ruth E. 290
Southwell, Priscilla 115, 146
Spaltenstein, J. Nicholas 103
Spicer, Barry 45, 193
Spigner, Clarence 244
Sprague, George F., Jr. 45, 287
Sprague, Karen U. 45, 287
Sprague, Vernon S. 237
Sprick, Randall S. 204
Srivastava, Devendra 52
Stahl, Franklin W. 45, 287
Stambaugh, Laine 290
Staples, Lloyd W. 82
Stark, Virginia 297
Stark, Peter L. 290
Starlin, D. Glenn 138
Stave, Thomas A. 51, 290
Steers, Richard M. 96, 198
Steeves, H. Leslie 252
Steigelman, Gwen 288
Stein, Richard L. 33, 59, 69, 93, 288
Steinhardt, Victor 263
Stern, Theodore 39, 100, 285
Stevens, Kent A. 60, 108, 286, 287
Stevens, Tom H. 52, 287
Stevenson, Richard C. 69
Stewart, Richard 52
Stirling, Isabel A. 290
Stockard, Jean 134, 146, 285
Stolet, Jeffrey 225
Stone, Joe A. 66
Stone, Nonda P. 215
Stone, Stephen 263
Stoner, Gary 204
Strain, Michael 52
Straka, Leslie 263
Strange, Marliss G. 148, 149, 150, 152, 293
Strange, William C. 69
Straton, G. Douglas 123
Strong, Michael 237
Stuhr, John J. 95, 109, 289
Sugai, George 204, 215
Summers, Emory 299
Sundberg, Norman D. 45, 96, 119, 229
Sundt, Christine L. 290
Sundt, Richard A. 42, 108, 168, 174
Sur, Sandip K. 52
Suttle, John E. 215
Swan, Peter N. 257
Swangard, Randy 198
Swift, Susan J. 257
Swinehart, Donald F. 52
Sylwester, Robert A. 214

Takahashi, Terry 45, 108, 287
Tanaka, Alison E. 156
Tang, Stephen J. Y. 161
Tate, Robert F. 103
Tattersall, James N. 66
Taylor, Donald S. 69
Taylor, Marjorie 93, 94, 119, 286
Tedards, Anne 263
Teich, Nathaniel 69, 146
Tendick, Ronald L. 28
Tepfer, Sanford S. 46
Terborg, James R. 198
Terwilliger, Nora B. 45, 288
Terwilliger, Robert C. 45, 288
Thal, Marlene Soriano 263
Thallon, Robert L. 160
Thatcher, Edward P. 290
Theibault, John 89
Thoma, Mark A. 66, 93
Thomas, D. L. 20
Thomas, Gerald A. 52
Thompson, Andrew 203, 296
Thurber, Clarence E. 45, 51, 96, 99, 115, 133, 229
Tindal, Gerald 204, 215
Todd, Dennis 93
Tollenaar, Kenneth C. 181, 285
Tomlin, Russell S. 100, 286, 299
Toobert, Saul 204, 229
Trebon, Ron 283
Trombley, Richard 263
Trotter, Robert M. 263
Troxel, Richard K. 237
Truax, Donald R. 103, 146
Tubb, Monte 263
Tublitz, Nathan J. 45, 108, 287
Tucker, Don M. 119, 286
Tull, Donald S. 200
Turner, Mark 13
Tyler, David R. 52, 288
Tyler, Leona 119

Udovic, Daniel 45
Ulrich, Celeste 224, 237
Ungson, Gerardo R. 198
Urban, Thomas F. 296
Urquhart, Alvin W. 38, 74, 78
Utsey, Glenda Fravel 160
Utsey, Michael D. 160

Vagner, Robert S. 263
Vala, David 178
Van Buskirk, James M. 103
Van Houten, Donald R. 33, 134, 286
Van Rossen, Donald P. 237
Van Rysselbyrghe, Mary Lou 263
Van Voorhis, Frances 244
Vaughn, Sandra 296
Venkatesh, Tadmiri R. 52, 108, 287
Venning, Pamela R. 156
Vetri, Dominick R. 257
Via, Emory F. 155
Viegas, Kenneth 231
Vignola, Frank 111, 289
Vignoul, Edmond 22
Vincent, Andrew M. 171
Vitulli, Marie A. 103
Voelz, Christie 299
Volwerk, Johannes J. 52
von Hippel, Peter H. 52, 287
Vox, Paul W. 103

Wade, Joe 293, 300
Wade, Louise Carroll 89, 146
Waff, Harve S. 82, 288
Wagner, David H. 45, 74, 77, 285
Wales, R. Max 252
Walker, Hill M. 204, 209
Walker, Luise E. 290
Walter, Marion I. 103
Wampold, Bruce E. 203
Wand, Patricia A. 45, 290
Wang, Hsiao-Guang 290
Ward, Lewis E., Jr. 103
Warpinski, Terry 171
Warr, Patti 302
Wasko, Janet 51, 138
Wasson, George 293
Watson, John C. 138
Watson, Mark R. 290
Watt, Peter K. 181, 285
Wattles, Marshall D. 65
Waugh, Ruth 215
Weakley, Timothy 52
Weatherhead, A. Kingsley 69
Weatherhead, Ingrid A. 86
Webb, Carl C. 252
Weeks, Edward 154, 181
Weeks, Janis 45, 108, 287
Wegelin, Christof A. 68
Weiss, Anita 96, 146
Weiss, Maureen R. 237
Weiss, Robert L. 119
Weldon, Ray J. 82
Wentworth, Janet 294
Westerfield, Monte 45, 108, 287
Westling, A. Mark 181, 285
Westling, Louise 69, 146
Westling, Wayne T. 45, 153, 257
Weston, James A. 45, 94, 108, 287
Whalen, John J. 93, 94, 134, 286
Whitelaw, W. Ed 66, 93
Whitenack, Michael J. 284
Wickes, George 59, 69
Widenor, Marcus 155
Wiegner, Betty 22
Wielesek, Richard A. 52
Wier, Peggy 197
Wiese, Margaret J. 244
Wilcox, R. Peter 160, 175
Willard, Oliver M. 69
Williams, Astrid M. 86
Williams, Emmett 296
Williams, James L. 303
Williams, Jeffrey 263
Williams, Jerry R. 138
Willingham, William B. 138
Wilson, Catherine W. 109
Wilson, Christopher B. 60
Wilson, Shirley J. 208, 293, 302
Wilson, Teresa 299
Wimber, Donald E. 45
Winter, Willis L., Jr. 252
Wisdom, John 109
Wisner, Herbert P. 45
Wixman, Ronald 78, 133
Wohlfarth, Irving 59, 93
Wolcott, Harry F. 214
Wolfe, Alan S. 43, 59, 64
Wolfe, Jerry M. 103
Wolfe, Raymond G., Jr. 52
Wong, Kenneth K. 115
Wood, Hugh B. 208
Wood, Mary E. 69, 146
Woodruff, Janet G. 237
Woods, Jean M. 59, 86
Woods, William C. 263
Woollacott, Marjorie 108, 229, 237, 287
Wooten, Cynthia 233
Wooten-Kolan, Edna P. 237
Wright, Charles R. B. 103
Wright, Nancy 28
Wybourne, Martin 111, 288
Wycoff, Bradley K. 290

Yager, Thomas 52
Yamanaka, Herbert S. 299
Yang, Lucia 43, 64
Young, Hilda 293, 300
Young, Jenny 160
Young, Mark C. 52
Young, Philip D. 39, 96, 99, 100
Youngen, Lois J. 237
Yukman, Claudia 69, 145
Yurevich, Fruim 42, 130, 133
Yuzvinsky, Sergey 103

Zadoff, Susan 225
Zaninovich, M. George 96, 115, 133
Zanville, Holly K. 208
Zeller, Richard W. 209
Zigler, Calvin J. 215
Zimmerman, Robert L. 77, 93, 111, 287
Zonana, Jonathan 210
Zuck, Virpi 59, 86, 146
Zweig, Arnulf 93, 109

Subject Index

Academic Advising and Student Services, Office of, 12, 30-31, 293-94
Academic advising, peer, 293
Academic calendar, 9
Academic disqualification, 19
Academic Learning Services, Center for, 154, 299
Academic majors, 4-5, 14, 30
Academic minors, 4-5, 14, 30
Academic planning, 30-31. See also individual departments of instruction
Academic policies, 13-20
Academic probation, 19
Academic progress, 25-26
Academic standing, 19, 293
Academic support program (law), 258
Academic warning, 19
Accelerated master's program
  Biology, 47
  Business, 190
Accounting, 195-96
Accreditation, University, 1
Achievement Test in English Composition (EN), 72
ACT. See American College Test
Acting courses, 144-45
ACTR. See American Council of Teachers of Russian
Admission, 11-13. See also requirements listed under specific departments
  Adult learners, 12, 293
  Application deadlines, 11
  Application procedures, 11-12
  Ethnic minority students, 12, 300
  Exceptions, 11
  Freshman, 11-12
  Graduate, 12, 275-76
  International, 12, 276
  Nonresident, 13
  Postbaccalaureate, 12, 279
  Resident, 13
  Specialized assistance, 12
  Students with disabilities, 12, 295
  Transfer, 12
Admission procedures, 11-12, 275-76
Admissions and Records, Office of, 11
Adult learners, 12, 293
Adult services for the developmentally disabled, 212
Advanced degrees, 274-75
Advanced placement, 12, 20
Advanced Science and Technology Institute 285
Advertising Club, 252, 294
Advertising courses, 255-56
Advising, 30, 293
Affiliated housing, 29
Affirmative Action, 294
Air Force ROTC, 154
Alpha Kappa Delta, 301
Alpha Kappa Psi, 187, 294, 301
Alpha Lambda Delta, 301
Alpha Phi Omega, 301
Amazon Child Care Center, 294
Amazon Community Tenants, 294
American Civil Liberties Union, 294
American College Test (ACT), 11
American Council of Teachers of Russian (ACTR), 131
American English Institute, 100, 299-300
American Institute of Architects, 294
American Society of Interior Design, 294
American studies, 38-39
  Courses, 38-39
  Graduate studies, 39
  Undergraduate studies, 38-39
American studies, Individualized Program, 280
Ancient Order of the Druids, 301
Anthropology, 39-42
  Courses, 40-42
  Faculty, 39
  Graduate studies, 40
  Undergraduate studies, 39-40
Anthropology museum. See Oregon State Museum of Anthropology
Application (admission) deadlines, 11
Application (admission) procedures, 11-12, 276
Application fee, 11-12, 21, 275
Application for a degree, 14
Applied Information Management Program 154-55
Applied Information Management, Individualized Program, 280
Aquatics, 241
Archaeology, 40-42
Architecture, 36, 160-66
  Courses, 165-66
  Faculty, 160-61
  Graduate studies, 162-64
  Undergraduate studies, 162
Architecture and Allied Arts, School of, 36, 159-86
  Office of Research and Development, 159
Archives, University, 291
Arena Theatre, 140
Army ROTC. See Military Science
Art education, 36, 166-68
  Courses, 168
  Faculty, 166
  Graduate studies, 167
  Undergraduate studies, 166-67
Art history, 36, 168-70
  Courses, 170
  Faculty, 168
  Graduate studies, 169
  Undergraduate studies, 169
Art, Museum of, 1, 284
Arts and letters, 42-43
Arts and Sciences, College of, 33-147
Asian and Pacific Studies, Center for, 285
Asian-Pacific American Student Union, 294
Asian studies, 43-44
Asklepiads, 151, 301
Associated Students of the University of Oregon (ASUO), 294-96
Associated Students President's Advisory Council, 294
Association for Intercollegiate Athletics for Women (AIAW), 299
Association of American Universities, 1
Astronomy. See Physics
ASUO. See Associated Students of the University of Oregon
ASUO Course Guide, 294
ASUO Executive, 294
ASUO legal services, 294
Athletic trainer option, 239, 246
Athletics, Intercollegiate, 299
Attendance costs, 22
Auditor fee, 21
Australian studies, 45
Autzen Stadium, 1, 238
Avenu, 294

B.A. See Bachelor of arts
Bachelor's degree requirements, 14-18. See also individual departments of instruction
  Bachelor of architecture, 162
  Bachelor of arts, 14-18, 34-37
  Bachelor of education, 216
  Bachelor of fine arts, 36, 171
  Bachelor of interior architecture, 36, 176
  Bachelor of landscape architecture, 36, 178
  Bachelor of music, 265-67
  Bachelor of nursing, 151
  Bachelor of physical education, 37, 237-38
  Bachelor of science, 14-18, 34-37
  Second bachelor's degree, 18, 188, 229, 254
Bachelor of architecture (B.Arch.), 161
Bachelor of arts (B.A.), 14-18, 34-37
Bachelor of education (B.Ed.), 216
Bachelor of fine arts (B.F.A.), 36, 171
Bachelor of interior architecture (B.I.Arch.), 36, 176
Bachelor of landscape architecture (B.L.A.), 36, 178
Bachelor of music (B.Mus.), 265-67
Bachelor of nursing, 151
Bachelor of physical education (B.P.E.), 37, 237-38
Bachelor of science (B.S.), 14-18 34-37
Ballet, 225-28
Beall Concert Hall, 263
B.Ed. See Bachelor of education
Beta Alpha Psi, 187, 301
Beta Gamma Sigma, 187, 301
B.F.A. See Bachelor of fine arts
B.I.Arch. See Bachelor of interior architecture
Bicycle registration fee, 21
Biochemistry, 53-54
Biology, 45-51
  Courses, 48-51
  Faculty, 45-46
  Graduate studies, 48
  Research institutes, 48
  Undergraduate studies, 46-48
Biophysical chemistry, 54-55
B.L.A. See Bachelor of landscape architecture
Black Student Union, 294
Bookstore. See University of Oregon Bookstore
B.P.E. See Bachelor of physical education
Broadcasting courses, 144, 254, 256
Brown Foundation. See E. C. Brown Foundation
B.S. See Bachelor of science
Bulletin expiration and requirement policies 2
Bureau of Governmental Research and Service, 285
Business Administration, College of, 35, 187-201
  Office of External Affairs, 187
Business Affairs, Office of, 20
Business environment, 201
Business statistics, 196. See also Decision sciences
Business, Undergraduate School of, 188-89

Calendar, academic, 9, 261
Campus Information Exchange, 294
Campus map, 318-19
Canadian studies, 51
Career assessment program, 30, 296
Career Information Center, 30
Career Information System (CIS), 203
Career opportunities. See individual departments of instruction
Career Planning and Placement Service, 30-31, 296
Cash awards, 25
CATE. See Center for Advanced Technology in Education
CBA Computing Laboratories, 187
CEEB. See College Entrance Examination Boards
Cell biology, 54
Center for advanced education. See Paul D. Lintner Center for Advanced Education
Center for Advanced Technology in Education (CATE), 203
Center for Asian and Pacific Studies, 285
Center for Environmental Design, Planning, and Visual Arts Research, 159
Center for Gerontology. See University of Oregon Center for Gerontology
Center for Innovative Educational Development, 294
Center for the Study of Women in Society, 285-86
Center for the Study of Work, Economy, and Community, 286
Center for Volcanology, 83
Center on Human Development, 210
  Specialized Training Program, 210
  University Affiliated Facility, 210
Centers of Excellence, 286, 287, 288
Ceramics, 172
Certificate in Folklore and Ethnic Studies, 76
Certificate in Gerontology, 230
Certificate in Russian and East European Area Studies, 133
Certificate in Women's Studies, 147
Certification, athletic trainer, 246
Certification programs (education)
  Art teacher, 166-67
  Elementary education, 215-16
  Foreign language teaching, 101
  Health education, 245
  Music education, 264
  Personnel service, 217
  Physical education, 239-40
  School administrator, 208
  School psychologist, 206
  Secondary education, 216-17
Change of major, 192
Change of program fee, 21
Chemical Physics Institute, 55, 112, 286
Chemistry, 52-59
  Courses, 56
  Faculty, 52
  Graduate studies, 54-55

Research areas, 54-55
Undergraduate studies, 52-54
Child care centers, 294, 296
Chinese, 65
Chinese Student Association, 295
CIEE. See Council on International Educational Exchange
Circle K International, 301
CIS. See Career Information System and Computer and information science
Classical archaeology, 58
Classical civilization, 58
Classics, 57-59
Courses, 58-59
Faculty, 57
Graduate studies, 58
Undergraduate studies, 57-58
Classics in English translation, 59
Clearinghouse on Educational Management. See ERIC Clearinghouse on Educational Management
CLEP. See College-Level Examination Program
Clinical experience programs (law), 258
Clinical practicum facilities (education), 211-12
Clinical psychology, 121
Club Sports and Recreation Center, 296
Cluster requirements, 15-18
Coaching, 240
Code of Student Conduct, 19, 301
Cognitive and decision sciences institute. See Institute of Cognitive and Decision Sciences
Coif, Order of, 258, 301
College Entrance Examination Boards (CEEB), 12, 296. See also requirements of individual departments of instruction
College-Level Examination Program (CLEP), 19, 296
College Work-Study Program (CWSP), 24
Committee for the Musical Arts, 264, 295
Communication Research Center, 138
Community Education Program, 19, 21, 229, 283
Community health, 245-46, 248-49
Comparative literature, 59-60
Courses, 60
Graduate studies, 60
Undergraduate studies, 59
Comparative Literature, 33, 59, 125
Comprehensive health educator, 245
Computer-Aided Design Training Program, 283
Computer and information science, 60-64
Courses, 63-64
Faculty, 60
Graduate studies, 61-62
Undergraduate studies, 61-62
Computer facilities, 289
Computer graphics, 167
Computer literacy, 189
Computer Lounge, 296
Computer Shoppe, 303
Computing Center. See University Computing
Concert Dance Theatre, 225
Concurrent enrollment, 20
Condon Museum of Geology, 84, 283-84
Condon Society, 295
Conduct code, student, 19, 301
Consortium for Youth with Disabilities, 212
Constitution Court, 294
Continuation Center, 283
Continuing education, 154-55, 283
Continuing Education Off Campus, 154-55
Continuous enrollment, 277, 279
Cooperatives, 29
Corporate Training Program, 283
Corrections, interdisciplinary master's program, 232, 280
Costs of university attendance, 22
Council for Minority Education, 300
Council on International Educational Exchange (CIEE) Cooperative Russian Program, 131
Counseling and Educational Psychology, Division of, 203-7
Courses, 206-7
Faculty, 203-4
Counseling Center. See University Counseling Center
Course numbering system, 7, 276
Course prefixes, 6-7
Craft Center, 296
Cranio-Facial Clinic, 212
Creative writing, 72
Credit by examination, 20, 21, 277
Credit, transfer of, 12, 278-79
Credits, 6
Crippled Children's Division, 212
Crisis Center, 295, 296, 298
Cultural Forum, 296
Cultural services program, 167
Curriculum and instruction, 218-19, 221-22
CWSP. See College Work-Study Program

D.A. See Doctor of arts
Dance, 225-28
Courses, 227-28
Faculty, 225
Graduate studies, 226-27
Undergraduate studies, 225-26
Dance Oregon! 225, 295
Danish International Studies Program, 162
Daylighting center, regional, 160
Dean's list and dean's scholars, 301
DeBusk Memorial Center, 204, 205
Decision sciences, 196
D.Ed. See Doctor of education
Deferred tuition, 21
Definitions, academic, 6
Definitions, College of Education, 202
Degree, Application for a, 14, 280
Degrees offered, 4-5, 274-75
Dental hygiene, preparatory, 149
Dentistry, preparatory, 149
Developmental Delay Clinic, 212
Developmental disabilities, 212-13
Disabled students. See Students with disabilities
Division of Conferences and Special Programs. See Continuation Center
Division of Research. See Business Administration, College of
D.M.A. See Doctor of musical arts
Doctor of arts (D.A.), 71-72
Doctor of education (D.Ed.), 220, 282. See also Advanced degrees, Graduate School, 275
Doctor of jurisprudence (J.D.), 191, 257-58
Doctor of musical arts (D.M.A.), 269-71, 275, 280
Doctor of philosophy (Ph.D.), 220, 280-81. See also individual departments and schools
Doctoral degree procedures, 282
Doctoral degree requirements, 280-82. See also individual departments of instruction
Doctoral degrees, 280-82
Doctor of arts, 71-72
Doctor of education, 220, 282
See also Advanced degrees, Graduate School, 274-75
Doctor of jurisprudence, 191, 257-58
Doctor of musical arts, 269-71, 275, 280
Doctor of philosophy, 220, 280-81
Dormitories, 28
Driver education, 246, 249
Druids, Ancient Order of the, 301
Duck Athletic Fund, 299

Early childhood education, 218
Early childhood education of the handicapped, 213
Early Intervention Program, 210
Early Orientation and Registration Program (EORP), 19, 302
East Asian languages and literatures, 64-65
E. C. Brown Foundation, 203
Economics, 66-69
Courses, 67-69
Faculty, 66
Graduate studies, 67
Undergraduate studies, 66-67
Education, College of, 202-23
Educational administration, 208-10
Educational Opportunities Program, 299, 300
Educational Policy and Management, Division of, 207-9
Courses, 208-9
Faculty, 207-8
Graduate Student Association, 295
Instructional programs, 208
Educational psychology, 204, 205-6
Elementary teacher education program, 37, 215-16
Emerald. See *Oregon Daily Emerald*
Employment, student, 27
EMU. See Erb Memorial Union
EMU Board, 294
Endorsement programs (education)
Driver education, 246, 249
Handicapped learner, 217, 218
Language arts, 70
Reading, 217
School superintendent, 208
School supervisor, 217
Secondary teacher education, 217-18
Severely handicapped learner, 212, 213
Speech-impaired, 211
See also Secondary school teaching under individual schools and departments
Engineering, preparatory, 53-54, 112, 148
English, 69-74
Courses, 72-74
Faculty, 69
Graduate studies, 70-72
Undergraduate studies, 70
English as a second language (ESL), 100, 299-300
Enrollment statistics, 317
Environmental and Natural Resources Law, 258
Environmental design center. See Center for Environmental Design, Planning, and Visual Arts Research
Environmental studies, 74-75
Environmental studies, interdisciplinary master's program, 75, 280
Environmental Studies Center, 74
Erb Memorial Union, 296-97
ERIC Clearinghouse on Educational Management, 203
ESCAPE (Every Student Caring About Personalized Education), 231, 295
ESL. See English as a second language
Eta Sigma Gamma, 244, 301
Ethnic minority students, 12, 300
Ethnic studies, 76-77
Exchange students, 300
Executive leadership series, 208
Executive M.B.A. Program, Oregon, 190
Exercise and sport science, 239
Expository writing, 72

Family housing, 28-29
Fee refunds, 21-22
Fees, 20-21
Fellowships, 277-78
FIGs. See Freshman Interest Groups
Film study, 139-40, 142-43
Finance, 197
Financial aid, 22-27
Application deadlines, 23
Application procedure, 22-23
Eligibility, 23
Graduate, 23-24, 277-78
Grants, 23, 24, 25
Loans, 23, 24-25, 26-27
Notification of, 24
Packages, 23-24
Programs, 24-25
Scholarships, 26
Work-study, 24
Fine and applied arts, 36, 171-74
Courses, 172-74
Faculty, 171
Graduate studies, 171-72
Undergraduate studies, 171
Fitness management, 239-40
Folklore and ethnic studies, 76-77
Certificate in, 76
Courses, 76-77
Graduate studies, 76, 280
Undergraduate studies, 76
Foreign Language Resource Center, 126

Foreign Student Organization, 295
Foreign students. See International students
Foreign study. See Overseas study opportunities
Forensics, 138, 142
Forensics (debate society), 295
Forest industries management, 190
Forest Industries Management Center, 187, 190
Fraternities, 29
French, 125, 127, 128
Freshman admission, 11
Freshman Interest Groups (FIGs), 293
Freshman seminars, 302
Friars, 301
Friends of the Library, 291
Friendship Family Program, 297
Fulbright grants, 298

Gay and Lesbian Alliance, 295
GED. See Test of General Educational Development
General deposit, 21
General deposit refund, 22
General science, 77-78
Geography, 78-81
  Courses, 80-81
  Faculty, 78
  Graduate studies, 79-80
  Undergraduate studies, 78-79
Geological Sciences, 81-85
  Courses, 84-85
  Faculty, 81-82
  Graduate studies, 83-84
  Undergraduate studies, 82-83
Gerlinger Pool, 237
German, 86-89
German Study Centers, Stuttgart-Tübingen, Portland, 87
Germanic languages and literatures, 86-89
  Courses, 87-89
  Faculty, 86
  Graduate studies, 87
  Undergraduate studies, 86-87
General Education Requirements, 15-18
Gerontology, 229-31, 246
Gerontology, Center for. See University of Oregon Center for Gerontology
Gifted. See Talented and gifted
Golden Key, 295
GMAT. See Graduate Management Admission Test
GPA. See Grade point average
GPI. See Grade point index
Grade point average (GPA), 11,14
Grade point index (GPI), 14
Graded credits, 14
Grading options. See individual departments of instruction
Grading system (undergraduate), 13-14
Graduate Council, 274
Graduate Management Admission Test (GMAT), 191, 192
Graduate Organization for the Creative Arts, 295
Graduate Record Examinations (GRE), 296. See also requirements of individual departments of instruction
Graduate School, 274-82. See also individual departments of instruction
  Admission, 12, 275-76
  Continuous enrollment, 277, 281
  Credit by examination, 277
  Degrees offered, 274-75
  Doctoral degree procedures, 282
  Doctoral degrees, 280-82
  Fellowships, 277-78
  Financial aid, 277-78
  General requirements, 276-77
  Grade requirements, 277
  Interdisciplinary master's degree programs, 279-80
  International students, 276, 278
  Master's degrees, 278-80
  On-leave status, 277
  Tuition, fees, 21, 277
Graduate School of Management, 190-94
Graduate Student Foreign Language Test (GSFLT), 282
Graduate studies. See individual departments of instruction
Graduate teaching fellowships (GTFs), 277-78. See also individual departments of instruction
Graduation requirements (undergraduate), 14-18
Grants, 23, 24, 25
GRE. See Graduate Record Examinations
Greek, 57, 58
Greek life advising, 302
Greenhouses, 48
Group requirements, 15-18
GSFLT. See Graduate Student Foreign Language Test
GSL. See Guaranteed Student Loan
GTFs. See Graduate teaching fellowships
Guaranteed Student Loan (GSL), 23, 24, 25
Guide to the *General Bulletin*, 6
Gymnastics, 241

Handicapped learner endorsement program, 217, 218
Hayward Field, 1, 238
Health care practitioners, 248
Health Center. See Student Health Center
Health education. See School and community health
Health education, certification, 245
Health education requirement, 245
Health insurance 22, 294, 297
Health sciences, preparatory, 148-52
Health services, 297
Hebrew, 58
Herbarium. See University of Oregon Herbarium
High school preparation, 11. See also individual departments of instruction
Historic preservation, 174-75
History, 89-93
  Courses, 91-93
  Faculty, 89
  Graduate studies, 91
  Undergraduate studies, 89-91
History Honors Program, 91
Holiday schedule, 9
Honor societies, 301
Honors, 18, 301. See also individual departments of instruction
Honors College. See Robert Donald Clark Honors College
Honors College Center, 94
Housing, 28-29
  Cooperatives, 29
  Family, 28-29
  Fraternities and sororities, 29
  Off-campus, 29, 295
  Residence halls, 28
Housing office. See University Housing
Human Development and Performance, College of, 224-51
Human development center. See Center on Human Development
Human movement studies, 237-43
Human services, 231-33
  Courses, 232-33
  Faculty, 231
  Graduate studies, 232
  Undergraduate studies, 231-32
Humanities, 95-96
Humanities Center, Oregon, 288

IFC. See Incidental Fee Committee and Interfraternity Council
Imaginative writing, 72
Immunization recommendations, 297
Incidental Fee Committee, 294
Incompletes, 14, 277
Independent study program, 94
Industrial relations, 190
Industrial Relations, Institute of. See Institute of Industrial Relations
Information and Tour Services, 1
Innovative educational development. See Center for Innovative Educational Development
Inorganic chemistry, 55
Institute of Cognitive and Decision Sciences, 286
Institute of Industrial Relations, 187, 192
Institute of Molecular Biology, 48, 54, 287
Institute of Neuroscience, 48, 54, 55, 287
Institute of Recreation Research and Service, 233
Institute of Theoretical Science, 54, 55, 287
Instructional Media Center, 291
Instructional Systems Technology, 219
Intensive English program, 299
Intercollegiate athletics, 299
Interdisciplinary doctoral degree program (special education), 213
Interdisciplinary master's degree programs, 279-80. See also individual departments of instruction
Interfraternity Council, 295
Interior architecture, 36, 175-78
  Courses, 177-78
  Faculty, 175
  Graduate studies, 176-77
  Undergraduate studies, 176
International business program, 189-191
International Council on Computers in Education (ICCE), 203
International Graduate Teaching Fellow Program, 300
International Institute for Sport and Human Performance, 288
International Services, 297-98
International Student Orientation, 302
International students, 297, 300, 302
  Admission, 12, 276
  Financial aid, 278
International studies, 96-99
  Courses, 99
  Faculty, 96
  Graduate studies, 98-99
  Undergraduate studies, 96-98
International study. See Overseas study opportunities
International Studies Association, 295
Internships, 31, 296, 302
Inter-University Consortium for Political and Social Research, 116
Intramural sports, 238, 299
Italian, 125, 129

Japanese, 65
Jazz Dance Line, 225
Jewelry and metalsmithing. See Metalsmithing and Jewelry
Jewish Student Union, 295
Job Location and Development Program, 27
Joint-campus program (graduate), 276
Journal of Environmental Law and Litigation, 258, 295
Journalism, School of, 35, 252-56
  Courses, 255-56
  Faculty, 252
  Graduate studies, 254-55
  Undergraduate studies, 252-54
Juvenile and criminal justice, 232

Kappa Tau Alpha, 301
KWAX-FM, 1
KWBX-FM, 1

Labor Education and Research Center (LERC), 155
Land, Air and Water Student Research Group, 258
Landscape architecture, 36, 178-81
  Courses, 180-81
  Faculty, 178
  Graduate studies, 179-80
  Undergraduate studies, 178-79
Language Skills Diagnostic Test, 253
Languages
  Bulgarian, 132
  Chinese, 65
  Czech, 132
  Danish, 89
  French, 128
  German, 87-88
  Greek, 58
  Hebrew, 58
  Italian, 129
  Japanese, 65
  Latin, 58
  Norwegian, 89

Polish, 132
Portuguese, 129
Provençal, 129
Romanian, 132
Russian, 132
Serbo-Croatian, 132
Spanish, 129-30
Swedish, 89
Ukranian, 132
Late registration fee, 21
Latin, 58
Latin honors, 18
Latin American studies, 99-100
Latin America Support Committee, 295
Law Review. See *Oregon Law Review*
Law School Admission Test (LSAT), 153, 259, 296
Law School Data Assembly Service (LSDAS), 259
Law, School of, 257-61
Admission, 258-59
Courses, 261
Faculty, 257
Scholarships and fellowships, 260-61
Tuition and fees, 20, 260
Leadership classes, 302
Leighton Pool, 1, 237
Leisure studies and services, 37, 233-36
Courses, 235-36
Faculty, 233
Graduate studies, 234-35
Undergraduate studies, 234
Library courses, 155-56
Library fines, 291
Library science, preparatory, 153
Library, University, 1, 155-56, 290-91
Lintner Center. See Paul D. Lintner Center for Advanced Education
Linguistics, 100-3
Courses, 102-3
Faculty, 100
Graduate studies, 100-2
Undergraduate studies, 101
Linguistics Colloquium, 102
Living in Oregon, 305
Loans, student, 23, 24-25, 26-27
LSAT. See Law School Admission Test
LSDAS. See Law School Data Assembly Service

M.A. See Master of arts
Magazine journalism, 254
Majors, 4-5, 14, 30
Management, 198-99
Management, Graduate School of, 190-94
Map, 318-19
Marching Band, 264, 295
Marine biology. See Oregon Institute of Marine Biology
Marketing, transportation, and business environment, 200-1
Marks (grading), 14, 277
Master of architecture (M.Arch.), 162-63
Master of arts (M.A.), 278-81. See also individual departments and schools
Master of business administration (M.B.A.), 190
Master of business administration, preparatory, 152
Master of education (M.Ed.), 204, 205, 211, 218-19
Master of fine arts (M.F.A.), 71, 143, 171-72
Master of interior architecture, (M.I.Arch.), 176-77
Master of landscape architecture (M.L.A.), 179-80
Master of music (M.Mus.), 267, 268-69
Master of science (M.S.), 278-81. See also individual departments and schools
Master of urban planning (M.U.P.), 181
Master's degree programs, 281-82
Master's degree programs, interdisciplinary, 282-83
Master's degree requirements, 281-83. See also individual departments of instruction
Master of architecture, 161-62
Master of arts, 281-83
Master of business administration, 190-92
Master of education, 205, 206, 212, 219
Master of fine arts, 70, 71, 141-42, 170-71
Master of interior architecture, 175-76
Master of landscape architecture, 178
Master of music, 267, 268-69
Master of science, 281-83
Master of urban planning, 183-84
Second master's degree, 278
MAT. See Miller Analogies Test
Materials Science Institute, 55, 112, 288
Mathematics, 103-7
Courses, 106-7
Faculty, 103
Graduate studies, 105-6
Undergraduate studies, 103-5
M.B.A. See Master of business administration
M.B.A. Association, 295
McArthur Court, 1, 237
MEChA, 295
M.Ed. See Master of education
Mediation Project, 295
Medical College Admission Test (MCAT), 150
Medical services, 297
Medicine, preparatory, 150-51
Medieval studies, 108
Men Against Rape, 295
Men of Oregon Glee Club, 295
Mentally retarded, education for, 212, 213, 217, 218, 219-20. See also Special education and rehabilitation
Metalsmithing and Jewelry, 173
M.F.A. See Master of fine arts
Microcomputer Laboratories, 156
Mild disabilities, special education in, 218
Military science, 156-57
Miller Analogies Test (MAT), 276. See also requirements of individual departments of instruction
Minorities, 300
Minority education. See Council for Minority Education
Minority Law Students Association, 258, 295
Minors, 4-5, 14, 30. See also individual departments of instruction
M.L.A. See Master of landscape architecture
M.Mus. See Master of music
Molecular biology, 48, 54
Molecular biology institute. See Institute of Molecular Biology
Moot Court, 258
Mortar Board, 301
Motor learning and neuromuscular control, 240
M.S. See Master of science
Mu Phi Epsilon, 264, 301
M.U.P. See Master of urban planning
Museum of Art, 1, 284
Museum of Natural History, 1, 284-85
Museums, 283-85
Condon Museum of Geology, 84, 283-84
Museum of Art, 1, 284
Museum of Natural History, 1, 284-85
Oregon State Museum of Anthropology, 285
University of Oregon Herbarium, 48, 285
Music education, certification program, 264
Music Education: Elementary Education, 265
Music ensembles, 264
Music fees, 264
Music performance studies, 264-65
Music, School of, 263-73
Courses, 271-73
Faculty, 263
Graduate studies, 267-71
Undergraduate studies, 265-67
Muslim Student Association, 295

National Collegiate Athletic Association (NCAA), 299
National Direct Student Loan (NDSL). See Carl D. Perkins Loan
National Merit Scholarships, 26
National Student Exchange (NSE), 300
Native American Student Union, 295
Natural history museum. See Museum of Natural History
NCAA. See National Collegiate Athletic Association
NDSL. See Carl D. Perkins Loan
Need grants, 25
Neuroscience, 108
Neuroscience institute. See Institute of Neuroscience
Neurosciences, interdisciplinary program in, 108
New Student Orientation, 302
News-editorial courses, 254
NICSA. See Northwest Interinstitutional Council on Study Abroad
Noncredit student (NCS), 238
Nonresident student admission, 13
Nonresident tuition and fees, 20
Northwest Association of Schools and Colleges, 1
Northwest Regional Consortium for Southeast Asian Studies, 44
Northwest Review, 33
Norwegian, 89
NSE. See National Student Exchange
Nuclear medical technology, preparatory, 151
Nurses, registered, 151
Nursing, preparatory, 151

OAT. See Optometry Admission Test
Observatory. See Pine Mountain Observatory
Occupational therapy, preparatory, 152
Ocean and Coastal Law, 258
Off-Campus housing, 29, 295
Off-Campus Programs, 154-55, 283
Off-Campus Teacher and Administrator Education, 154
Office of External Affairs. See Business Administration, College of
Office of Public Safety, 298
Office of Research and Development. See Architecture and Allied Arts, School of
Office of Student Advocacy, 295
On-campus internships, 31, 296, 302
On-leave status (graduate), 277
Open recreation, 238, 301
Optometry Admission Test (OAT), 152
Optometry, preparatory, 152
Order of the Coif, 258, 301
Oregon Bach Festival, 266
Oregon Commentator, 295
Oregon Daily Emerald, 295
Oregon Executive M.B.A. Program, 190
Oregon Health Education Service, 244
Oregon Humanities Center, 288
Oregon Institute of Marine Biology, 1, 48, 288-89
Oregon Law Review, 257, 258
Oregon Public Health Student Association, 244
Oregon School Study Council (OSSC), 203
Oregon State Museum of Anthropology, 285
Oregon Student Association for the Advancement of Health Education, 244
Oregon Student Lobby, 295
Oregon Student Public Interest Research Group. See OSPIRG
Oregon Studies Centers, 157
Australia, 157
China, 157
Denmark, 157
England, 157
France, 157
Germany, 157
Hungary, 157
Israel, 157
Italy, 157
Japan, 157

Korea, 157
Mexico, 157
Netherlands, 157
Norway, 157
Scotland, 157
Spain, 157
Sweden, 157
Organic chemistry, 55
Organizational studies, 198-99
Organotransition metal chemistry, 55
Orientation Office, 302
OSPIRG (Oregon Student Public Interest Research Group), 295
OSSC. See Oregon School Study Council
Outdoor Program, 299
Outdoor pursuits, 240, 241
Outstanding students, 301
Overseas study opportunities, 45, 87, 100, 126, 131, 157,162, 187, 297
Australia, 157, 297
Austria, 87
China, 157, 297
Costa Rica, 100
Denmark, 157, 162, 187, 298
England, 157, 162, 298
France, 126, 157, 298
Germany, 87, 157, 162, 298
Guatemala, 100
Holland, 187
Hungary, 157, 298
Israel, 157, 298
Italy, 126, 157, 298
Japan, 157, 187, 298
Korea, 157, 187, 298
Mexico, 100, 126, 298
The Netherlands, 157, 298
Norway, 87, 157, 298
Panama, 100
Scotland, 157, 298
Soviet Union, 131, 298
Spain, 100, 126, 157, 298
Sweden, 87, 157, 298

Pac-10, 299
Painting, 173
Panhellenic Council, 297
Parent Loan for Undergraduate Students (PLUS), 25
Paul D. Lintner Center for Advanced Education, 154
Peace studies, 109
Peer advising, 120, 234, 293
Pell Grant, 24
People and the Oregon Coast, 295
Performance, music, 264
Perkins Loan, Carl D., 23, 24
Personnel service certification program, 215
Pharmacy, preparatory, 151
Ph.D. See Doctor of Philosophy
Phi Beta, 264, 301
Phi Beta Kappa, 301
Phi Delta Kappa, 301
Phi Epsilon Kappa, 301
Phi Eta Sigma, 301
Pi Alpha Alpha, 301
Pi Gamma Mu, 301
Pi Kappa Lambda, 264, 301
Pi Lambda Theta, 301
Pi Mu Epsilon, 301
Philosophy, 109-11
Courses, 110-11
Faculty, 109
Graduate studies, 110
Undergraduate studies, 109-10
Philosophy Club, 295
Photography, 173-74
Photojournalism, 254-56
Physical chemistry, 55
Physical education and human movement studies, 237-43
Courses, 241-43
Faculty, 237
Graduate studies, 240-41
Undergraduate studies, 238-40
Physical education certification program, 239-40
Physical therapy, preparatory, 152
Physics, 111-114
Courses, 113-14
Faculty, 111
Graduate studies, 112-13
Undergraduate studies, 111-12
Pine Mountain Observatory, 1, 112-13
Placement examinations, 11-12. See also requirements listed under individual departments
Planning, public policy and management (PPPM), 36, 181-86
Courses, 185-86
Faculty, 181
Graduate studies, 183-85
Undergraduate studies, 181-82
Plant biology greenhouses, 48
PLUS. See Parent Loan for Undergraduate Students
Pocket Playhouse, 140
Podiatry, preparatory, 152
Political and social research. See Inter-University Consortium for Political and Social Research
Political science, 115-19
Courses, 117-19
Faculty, 115
Graduate studies, 116-117
Undergraduate studies, 115-16
Portland Center, University of Oregon, 154
Postbaccalaureate admission, 12
Postbaccalaureate study, 12, 276
Postdoctoral fellowships, 278
PPPM. See Planning, public policy and management
Precollege program (Upward Bound), 300
Predentistry, 149
Preengineering preparation, 53-54, 112, 148
Prehealth sciences, 47, 78, 148-52, 295
Prejournalism preparation, 252-53
Prelaw preparation, 153, 258-59
Premajor, Arts and sciences, 33
Premajor status, 12
Premedicine, 150-51
Prenursing, 151
Preparatory programs, 148-153
Engineering, preparatory, 53-54, 112, 148
Health sciences, preparatory, 47, 78, 148-52, 295
Dental hygiene, preparatory, 149
Dentistry, preparatory, 149
Medical technology, preparatory, 149-50
Medicine, preparatory, 150-51
Nuclear medical technology, preparatory, 151
Nursing, preparatory, 151
Pharmacy, preparatory, 151
Veterinary medicine, preparatory, 151-52
WICHE programs in the health sciences, 152
Occupational therapy, preparatory, 152
Optometry, preparatory, 152
Physical therapy, preparatory, 152
Podiatry, preparatory, 152
Law, preparatory, 153
Library science, preparatory, 153
Master of business administration, preparatory, 153
Social work, preparatory, 153
Presidential scholarships, 26
Printmaking, 173
Program planning, 30-31, 33-37. See also individual departments of instruction
Project Saferide, 295
Project TRENDS (Therapeutic Recreation for New and Enhanced Delivery of Services), 233
Psychology, 119-23
Courses, 121-23
Faculty, 119
Graduate studies, 121
Undergraduate studies, 119-21
Psychology Clinic, 121
Public affairs, 184-85
Public Affairs Library, 285, 291
Public policy and management, 181-86
Public policy studies, interdisciplinary, 117
Public relations, 254, 256
Public Safety, 298
Public service, 184-85
Publications, student, 294-95

Radio-television journalism, 254, 255, 256
Rape Crisis Network, 295
Reader's Guide to the *General Bulletin*, 6
Reading endorsement, 217, 219
Real estate, 197
Recreation, 233-36
Recreation and Intramural Sports, Division of, 299
Recreation and sports, 298-99
Recreation facilities, 237-38, 298-99
Recreation research and service. See Institute of Recreation Research and Service
Recreational programs, 298-299
Reenrollment, 19
REESC. See Russian and East European Studies Center
Regional Daylighting Center, 160
Registered nurses, 151
Registrar, Office of the, 13
Registration, 19
Religious studies, 123-24
Courses, 124
Faculty, 123
Graduate studies, 124
Undergradaduate studies, 124
Removal of incompletes, 14, 277
Requirements policies, Bulletin expiration and, 2
Research, 285-89
Research institutes, 285-89
Advanced Science and Technology Institute, 285
Bureau of Governmental Research and Service, 285
Center for the Study of Women in Society, 285-86
Center for the Study of Work, Economy, and Community, 286
Chemical Physics Institute, 53, 112, 286
Institute of Cognitive and Decision Sciences, 286
Institute of Molecular Biology, 48, 54, 287
Institute of Neuroscience, 48, 54, 55, 287
Institute of Theoretical Science, 54, 55, 287
International Institute for Sport and Human Performance, 288
Materials Science Institute, 55, 112, 288
Oregon Humanities Center, 288
Oregon Institute of Marine Biology, 1, 48, 288-89
Other research facilities, 289
Solar Energy Center, 289
Residence halls, 28
Residency (degree requirements), 12-13
Resident status, 12-13
Resident teacher master's degree, 219-20
Resident tuition and fees, 20
Resource consultant program, 220
Rhetoric and communication, 138-39, 140-42, 143-44
Robert Donald Clark Honors College, 18, 93-95
Admission, 94
Courses offered, 95
Faculty, 93-94
Independent Study Program, 95
Requirements, 94-95
Robinson Theatre, 140
Romance languages, 125-130
Courses, 127-30
Faculty, 125
Graduate studies, 126-27
Undergraduate studies, 125-126
ROTC, Army. See Military Science. See also Air Force ROTC
Russian, 130-32
Courses, 132
Faculty, 130
Graduate studies, 131-32
Undergraduate studies, 130-31
Russian and East European studies, 133-34
Russian and East European Studies Center (REESC), 133

Safety education, 246, 249
Sample course listings, 6
Sample programs, 34-37. See also individual departments of instruction
SAT. See Scholastic Aptitude Test
Scandinavian, 89
Scholarships, 26. See also individual departments of instruction
Scholastic Aptitude Test (SAT), 11. See also requirements of individual departments of instruction
School administrator certification, 208
School and community health, 244-51
  Courses, 250-51
  Faculty, 244
  Graduate studies, 247-50
  Undergraduate studies, 244-46
School health, 245, 246, 247
School of Architecture and Allied Arts *Review*, 159
School psychology, 206
School supervisor endorsement, 217
School to community transitions, 213
Science, general, 77-78
Sculpture, 173
Second bachelor's degree, 18, 188, 299
Second master's degree, 278
Secondary school teachers, interdisciplinary master's program, 279-80
Secondary teacher education program, 216-17. See also individual departments of instruction
SEOG. See Supplemental Educational Opportunity Grant
Service Physical Education, Division of, 238, 241-42
Severely handicapped learner endorsement program, 212
SHAPE. See Sport, Health, and Personal Excellence
Short-term loans, 26
Sigma Xi, 301
Singapore Student Association, 295
Sister University Project, 295
Slavic studies, 132
Slocum Sports Medicine and Fitness Research Laboratory, 238
Social psychology of sport, 240
Social service, 135
Social work, preparatory, 153
Sociology, 134-38
  Courses, 136-38
  Faculty, 134-35
  Graduate studies, 136
  Undergraduate studies, 135-36
Solar Energy Center, 289
Sororities, 29
Soviet Union, 131
Spanish, 125-26, 127, 129-30
Special Education and Rehabilitation, Division of, 209-14
  Courses, 213-14
  Faculty, 209-10
Special education endorsements, 218
Special education, 220-21
Special fees, 21
Special services, 299-300
Special studies, 154-57
Specialized admission assistance, 12
Specialized Training Program. See Center on Human Development
Speech, 138-45
  Courses, 143-45
  Faculty, 138
  Graduate studies, 140-43
  Undergraduate studies, 138-40
Speech-impaired endorsement, 211
Speech-Language-Hearing Center, 211
Speech pathology-audiology, 210-12, 213-14
Sport, Health, and Personal Excellence (SHAPE), 238
Sport management. See Fitness management
Sports, intramural, 238, 299
Staff fee, 21
Standard teaching certificate, elementary, 217
Standard teaching certificate, secondary, 217
State of Oregon cash awards, need grants, 25-26
Statistics, 146
Student Activities Resource Office, 297
Student Advocacy, Office of, 295
Student Bar Association, 258, 295
Student Campaign for Disarmament, 295
Student conduct code, 19, 301
Student conduct program, 301
Student development leadership classes, 302
Student Development, Office of, 301
Student Economics Association, 295
Student Employment Office, 27
Student exchange program. See Western Interstate Commission for Higher Education (WICHE)
Student family housing, 28-29
Student Financial Aid, Office of, 22
Student government, 294
Student Handbook, Time Schedule of Classes and, 19
Student Health Center, 297
Student housing, 28-29
Student loans, 23, 24-25, 26-27
Student lobby. See Oregon Student Lobby
Student organizations, 294-96
Student publications, 294-95
Student records policy, 19, 277
Student Senate, 294
Student services office. See Academic Advising and Student Services, Office of
Student union. See Erb Memorial Union
Student University Relations Council, 302
Students with disabilities, 12, 293-94
Studio Abroad Program, 162
Study abroad. See Overseas study opportunities
Style and Policy Manual for Theses and Dissertations, 279, 281
Summer Architecture Academy, 160
Summer session, 19, 283
Supplemental Educational Opportunity Grant (SEOG), 23, 24
Supplementary English Language Training, 300
Supplemental Loan for Students, 25
Survival Center, 295
Swedish, 89
Switchboard, 295

Talented and gifted, 219, 220
Teacher certification, 217. See also individual departments of instruction
Teacher Education, Division of, 214-23
  Courses, 221-23
  Faculty, 214-15
  Graduate studies, 218-21
  Undergraduate studies, 215-18
Teacher Standards and Practices Commission (TSPC), 217
Teaching English as a second language, 100, 299-300
TEEM. See Training Elementary Educators for Mainstreaming
Telecommunication and film, 139-40, 142-43
Tel-Info, 302-3
Television journalism, 256-57
Test of English as a Foreign Language (TOEFL), 12, 276. See also requirements of individual departments of instruction
Test of General Educational Development (GED), 11
Test of Standard Written English (TSWE), 11, 72, 208. See also requirements of individual departments of instruction
Testing service, 296
Theater arts, 140, 143, 144-45
Theatre 4:30, 140
Theoretical chemistry, 55
Theoretical science institute. See Institute of Theoretical Science
Time Schedule of Classes and Student Handbook, 19
TOEFL. See Test of English as a Foreign Language
Transcript fee, 21
Transcripts, 19
Transfer of credit, 12, 278-79
Transfer students, 12, 278-79. See also individual departments of instruction
Transportation, 200-1
TRENDS. See Project TRENDS
TSPC. See Teacher Standards and Practices Commission
TSWE. See Test of Standard Written English
Tuition and fees, 20-22, 280-81
  Deferred tuition, 21
  General deposit, 21
  Graduate, 21, 277
  Law school, 21, 26
  Nonresident tuition, 20-21
  Refunds, 21-22
  Resident tuition, 20-21
  Senior citizens, 21
  Staff, 21
  Undergraduate tuition, 20
Tutorial services, 299

Undergraduate admission, 11-12
Undergraduate School of Business, 188-89
Undergraduate transfers, 12
Undergraduate tuition, 20
University Affiliated Program, 210
University Committee on International Studies, 96
University Community Action Program, 232, 300
University Computing, 289
University Counseling Center, 296
University Forum, 1
University Housing, 28-29
University Library, 1, 155-56, 290-91. See also Library
University long-term loans, 26-27
University Music Society, 264
University of Oregon Bookstore, 8, 303
University of Oregon Center for Gerontology, 229, 230
University of Oregon Herbarium, 48, 285
University of Oregon Portland Center, 154
University short-term loans, 26
University Singers, 264
University Song and Dance Troupe, 295
University Symposium, 138
University Theatre, 295
University Women in Transition, 295
UO YMCA, 295
UO YWCA, 295
Upward Bound, 300
Urban and regional planning, 183-84
Urban Summer, 162

Veteran Affairs, Office of, 300
Veterinary medicine, preparatory, 152-53
Video Project, UO, 300
Visual Arts Resources, 284
Visual design, 173-74
Volcanology. See Center for Volcanology

Weaving, 174
Western Interstate Commission for Higher Education (WICHE), 1
Western Interstate Commission for Higher Education (WICHE) Student Exchange Program, 152
Western Regional Resource Center, 210
Westmoreland Tenants Council, 296
WICHE. See Western Interstate Commission for Higher Education
WICHE library program, 152
WICHE programs in the health sciences, 152
WICHE regional graduate programs, 276
William Lowell Putnam Examination, 105
Women in Communications, Inc. 296
Women in society. See Center for the Study of Women in Society
Women in Transition, 296
Women's Referral and Resource Service, 296
Women's studies, 146-47
Work, economy, and community. See Center for the Study of Work, Economy, and Community
Work-Study Program. See College Work-Study Program
Writing, 72, 73

Enrollment by Major and Classification 1987-88 Academic Year

College of Arts and Sciences	Freshmen	Sophomores	Juniors	Seniors	Postbaccalaureate Nongraduates	Postbaccalaureate Graduates	Nonmatriculated Undergrads	Nonmatriculated Graduates	Totals
American Studies	3	8	2	15	1	0	0	0	29
Anthropology	11	15	32	53	2	87	0	0	200
Arts and Sciences Premajors	866	639	258	68	107	0	0	0	1,938
Asian Studies	8	8	11	29	2	11	0	0	69
Biology	59	101	88	159	18	102	0	0	527
Chemistry	18	22	23	55	2	90	0	0	210
Chinese	0	1	2	5	0	0	0	0	8
Classics	0	4	2	3	0	4	0	0	13
Comparative Literature	2	2	4	4	0	38	0	0	50
Computer and Information Science	39	48	50	137	28	83	0	0	385
Creative Writing	0	0	0	0	0	33	0	0	33
Economics	19	28	57	125	8	63	0	0	300
English	61	86	134	288	6	115	0	0	690
French	6	9	15	36	1	5	0	0	72
General Science	9	13	25	89	4	0	0	0	140
Geography	1	11	32	47	3	37	0	0	131
Geology	6	8	13	20	5	33	0	0	85
German	3	9	20	28	3	25	0	0	88
History	23	51	79	177	6	47	0	0	383
Humanities	9	6	3	16	0	0	0	0	34
International Studies	1	24	39	71	3	59	0	0	197
Italian	0	0	2	2	1	0	0	0	5
Japanese	5	4	4	10	1	0	0	0	24
Latin	0	0	0	1	1	0	0	0	2
Linguistics	1	6	9	22	3	31	0	0	72
Mathematics	23	29	29	70	18	68	0	0	237
Philosophy	5	4	13	21	0	30	0	0	73
Physics	16	23	18	34	5	159	0	0	255
Political Science	69	109	150	243	5	41	0	0	617
Preengineering	30	22	15	8	1	0	0	0	76
Psychology	139	192	218	372	12	69	0	0	1,002
Religious Studies	0	2	3	12	2	0	0	0	19
Romance Languages	5	14	8	35	2	59	0	0	123
Russian	4	4	7	17	0	7	0	0	39
Sociology	14	43	76	170	8	48	0	0	359
Spanish	5	5	6	31	3	17	0	0	67
Speech: Rhetoric and Communication	7	53	96	128	0	54	0	0	338
Speech: Telecommunication and Film	48	70	121	202	2	34	0	0	477
Speech: Theater Arts	15	37	32	38	1	27	0	0	150
Total	1,530	1,710	1,696	2,841	264	1,476	0	0	9,517
Professional Schools									
Architecture and Allied Arts	129	206	228	624	39	476	0	0	1,702
Business Administration	559	602	683	997	48	366	0	0	3,255
Education	62	86	162	302	276	1,489	0	0	2,377
Human Development and Performance	60	144	277	472	22	321	0	0	1,296
Journalism	206	260	271	446	14	38	0	0	1,235
Law	0	0	0	0	0	476	0	0	476
Music	34	43	36	126	25	180	0	0	444
Total	1,050	1,341	1,657	2,967	424	3,346	0	0	10,785
Other									
Community Education Program	0	0	0	0	0	0	465	1,081	1,546
Interdisciplinary Studies	0	0	0	0	0	249	0	0	249
Unaffiliated	0	0	0	0	0	0	71	0	71
Unclassified	0	0	0	0	0	148	634	3,058	3,840
Total All Majors	2,580	3,051	3,353	5,808	688	5,219	1,170	4,139	26,008

Summary of Degrees Granted: Summer 1987 through Spring 1988

Bachelor's Degrees	Male	Female	Total
Bachelor of Arts	300	580	880
Bachelor of Science	789	640	1,429
Bachelor of Architecture	59	13	72
Bachelor of Education	0	9	9
Bachelor of Fine Arts	10	18	28
Bachelor of Interior Architecture	1	11	12
Bachelor of Landscape Architecture	14	10	24
Bachelor of Music	15	16	31
Bachelor of Physical Education	1	0	1
Total	1,189	1,297	2,486

Advanced Degrees	Male	Female	Total
Master of Arts	69	91	160
Master of Science	172	172	344
Master of Architecture	20	11	31
Master of Business Administration	65	31	96
Master of Education	26	54	80
Master of Fine Arts	18	11	29
Master of Interior Architecture	2	2	4
Master of Landscape Architecture	5	4	9
Master of Music	12	13	25
Master of Urban Planning	8	2	10
Doctor of Philosophy	80	50	138
Doctor of Education	12	12	24
Doctor of Musical Arts	2	3	5
Doctor of Jurisprudence	88	58	146
Total	579	522	1,101
Total Degrees	1,768	1,819	3,587

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.

	1983-84	1984-85	1985-86	1986-87	1987-88
Final Enrollment Fall Term	15,569	15,905	16,430	17,157	17,703
Enrollment Spring Term for Fall Term Enrollees	12,715	12,846	13,408	14,119	14,617
Degrees Awarded Fall and Winter Terms	1,044	960	928	971	996
Total Spring Term Enrollment and Other Degrees Awarded	13,759	13,806	14,336	15,090	15,613
Percentage Retained or Graduated for the Year	88%	87%	87%	88%	88%

University of Oregon

Buildings

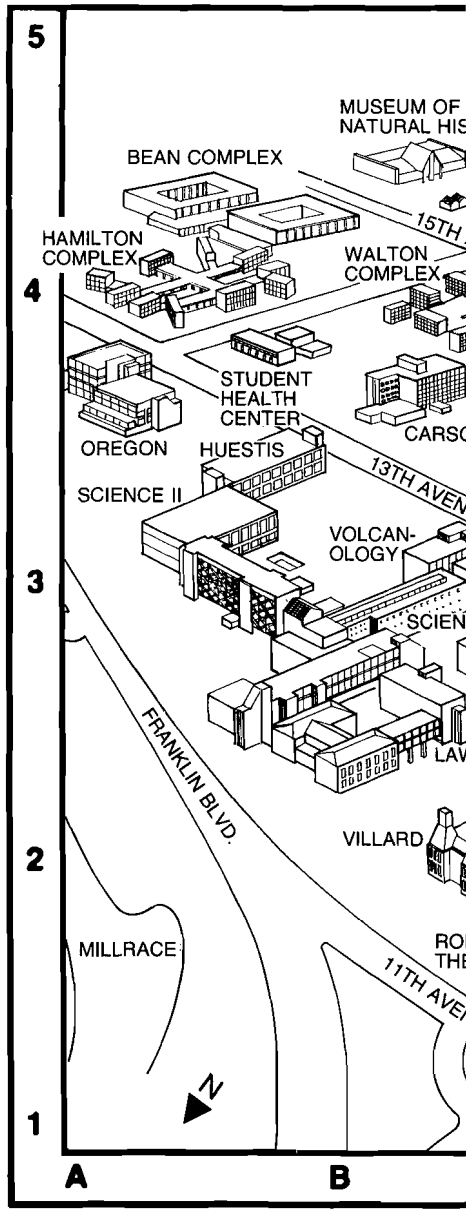
Allen Hall, C3
Architecture and Allied Arts Quonsets, 1309 Franklin Blvd.
Architecture Graduate Shelter, 1403 Franklin Blvd.
Beall Concert Hall, G3
Bookstore, E2
Chapman Hall, D3
Chiles Business Center, E2
Clinical Services Building, H3
Collier House, C3
Computing Center, D1
Condon Hall, E2
Condon School, D5
Counseling and Educational Psychology Buildings, H3
Deady Hall, C2
Education Building, G3
Erb Memorial Union (EMU), C3
Esslinger Hall, D4
Fenton Hall, D3
Friendly Hall, C3
Gerlinger Hall, E3
Gerlinger Annex, E3
Geology Building, C3
Gilbert Hall, D2
Hendricks Hall, D3
Herbarium, 1811 Garden Avenue
Huestis Hall, B3
Johnson Hall, D3
Knight Library, F3
Law Center, C1
Lawrence Hall, B2
McArthur Court, E4
Museum of Art, E3
Museum of Natural History, C4
Music Building, G4
Oregon Hall, A4
Physical Plant, 1295 Franklin Blvd.
Prince Lucien Campbell Hall (PLC), F3
Robinson Theatre, C2
Science I, B3
Science II, B3
Straub Hall, C4
Student Health Center, B4
Susan Campbell Hall, E3
Villard Hall, B2
Volcanology Building, B3

Residence Halls

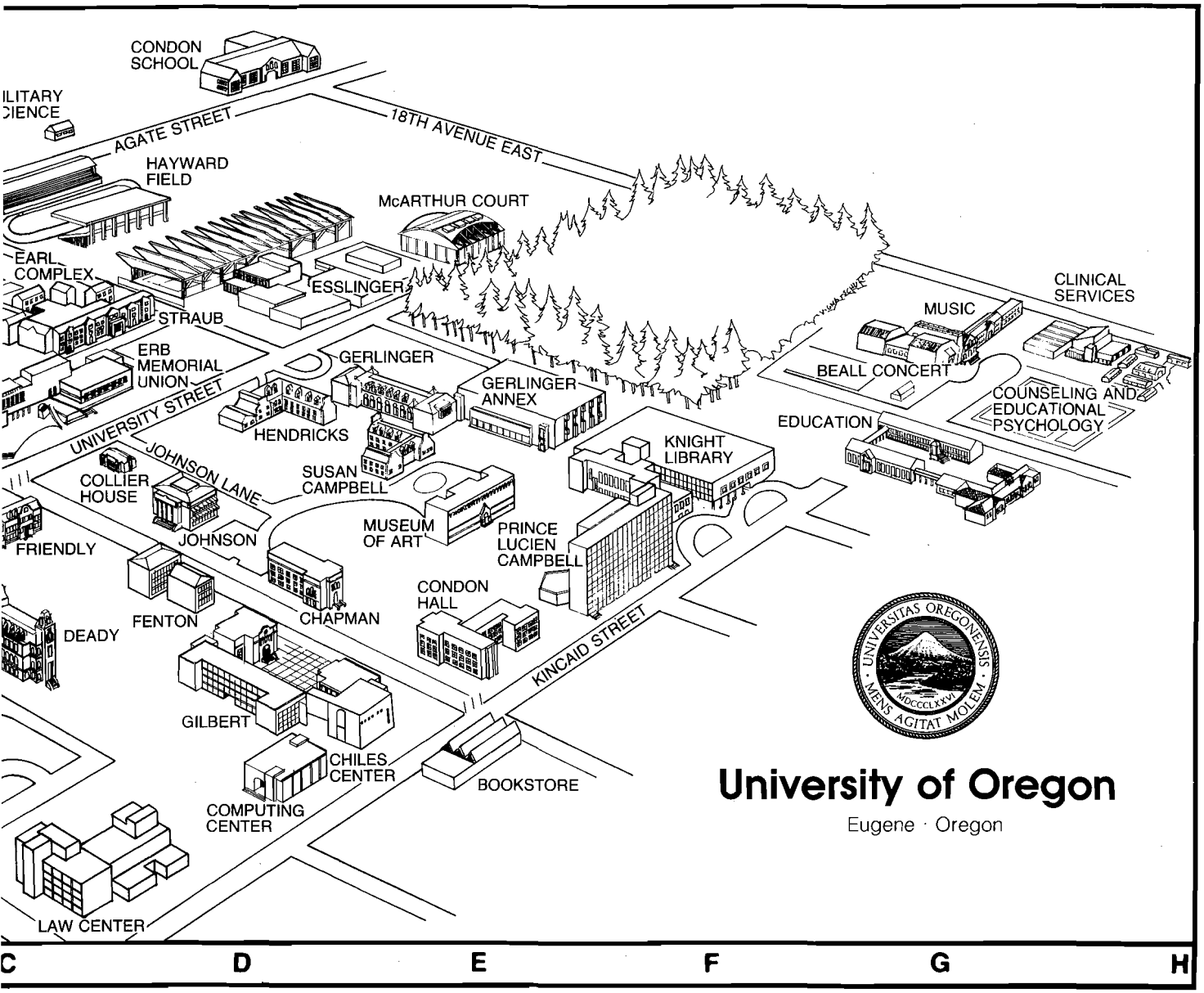
Bean Complex, B4
Carson Hall, B4
Earl Complex, C4
Hamilton Complex, A4
Riley Hall, 650 E. 11th Avenue
University Inn, 1000 Patterson Street
Walton Complex, C4

Offices and Services

Academic Advising and Student Services, Oregon, A4
Academic Affairs, Johnson, D3
Academic Learning Services, Knight Library, F3
Administration, Johnson, D3
Admissions and Records, Oregon, A4
Affirmative Action, Oregon, A4
American English Institute, PLC, F3
American Studies, PLC, F3
Anthropology, Condon Hall, E2
Architecture and Allied Arts, School of, Lawrence, B2
Arts and Letters, PLC, F3
Arts and Sciences, College of, Friendly, C3
Asian Studies, Condon Hall, E2
Associated Students of the University of Oregon, EMU, C3
Athletics, Intercollegiate, McArthur Ct., E4
Australian Studies, PLC, F3
Biology, Science II, B3
Bookstore, 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
Center for Advanced Technology in Education (CATE), Condon School, D5
Chemistry, Science II, B3
Classics, Condon Hall, E2
Comparative Literature, Friendly, C3
Computer and Information Science, PLC, F3
Continuation Center, Oregon, A4
Counseling Center, University, Student Health Center, B4
Counseling and Educational Psychology, 1761 Alder Street, H3
East Asian Languages and Literatures, Friendly, C3
Economics, PLC, F3
Education, College of, Education Building, G3
English, PLC, F3
Environmental Studies, Condon Hall, E2
Faculty Club, Collier, C3
Financial Aid, Student, Oregon, A4
Folklore and Ethnic Studies, PLC, F3
General Science, Science II, B3
Geography, Condon Hall, E2
Geological Sciences, Geology Building, C3
Germanic Languages and Literatures, Friendly, C3
Graduate School, Chapman, D3
Health Center, Student Health Center, B4
High School Equivalency Program, 1685 E. 17th Avenue, see C5
History, PLC, F3
Honors College, Chapman, D3
Housing, University, Walton, C4
Human Development, Center on, Clinical Services Building, H4
Human Development and Performance, College of, Esslinger, D4
Human Resources, Oregon, A4
Humanities Center, Chapman, D3
Information and Tour Services, Oregon, A4
Instructional Media Center, Knight Library, F3
International Services, Oregon, A4
International Studies, PLC, F3
Job Service/Work Study, 1511 Agate St., C4
Journalism, School of, Allen, C3
KWAX Radio Station, 2365 Bonny View Drive
Labor Education and Research Center, PLC, F3
Latin American Studies, PLC, F3
Law, School of, Law Center, C1
Leighton Pool, Esslinger, E4



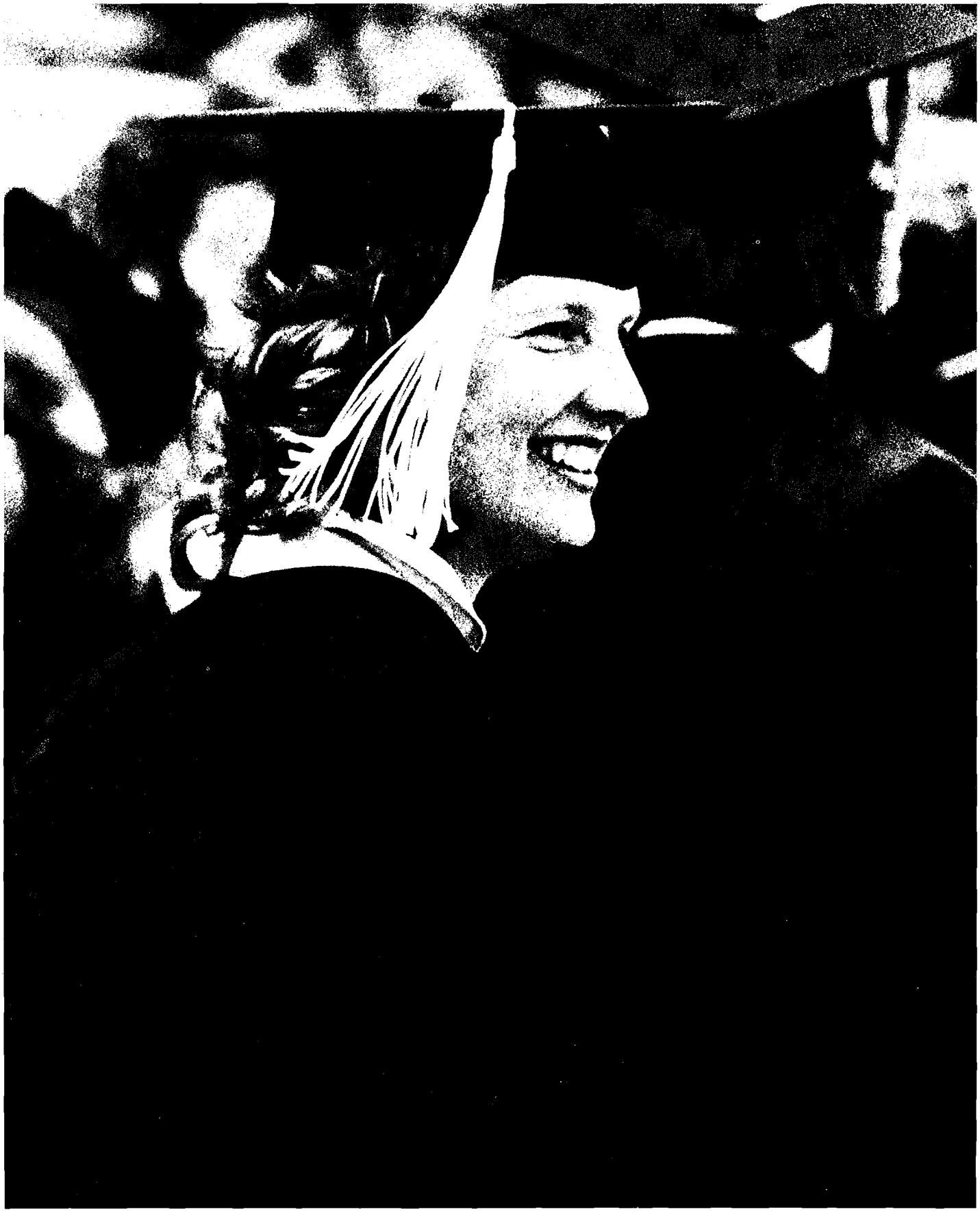
Library, University
Knight Library, F3
Archives, Fenton, D3
Architecture and Allied Arts, Lawrence, B2
Law, Law Center, C1
Map, Condon Hall, E2
Mathematics, Fenton, D3
Public Affairs, Hendricks, D3
Science, Science I, B3
Linguistics, Straub, C4
Mathematics, Fenton, D3
Medieval Studies, PLC, F3
Military Science, 1679 Agate Street, C4
Minority Education, Council for, Oregon, A4
Music, School of, Music Building, G4
Neuroscience, Huestis, B3
Old Oregon, Chapman, D3
Oregon Daily Emerald, EMU, C3
Oregon State System of Higher Education, Susan Campbell, E3



Orientation Office, Oregon, A4
Parking Permits (Public Safety), Straub, C4
Peace Studies, PLC, F3
Philosophy, PLC, F3
Physics, Science I, B3
Political Science, PLC, F3
Post Office, EMU, C3
President, Johnson, D3
Provost, Johnson, D3
Psychology, Straub, C4
Public Affairs and Development, Johnson, D3
Public Safety, Straub, C4
Registrar, Oregon, A4
Religious Studies, Chapman, D3
Research, Johnson, D3
Research and Sponsored Programs, Chapman, D3
Romance Languages, Friendly, C3
Russian, Friendly, C3
Russian and East European Studies, Friendly, C3
Sociology, PLC, F3
Speech, Villard, B2
Statistics, Gilbert, D2
Student Affairs, Oregon, A4
Summer Session, Oregon, A4
University News Bureau, Johnson, D3
University Printing, Allen, C3
University Publications, Chapman, D3
UO Alumni Association, Johnson, D3
UO Foundation, Johnson, D3
Upward Bound, 1859 E. 15th Avenue, see A5
Women's Studies, PLC, F3

For those buildings north of campus across the Millrace, please see the detailed campus map available at Information and Tour Services in Oregon Hall.

Amazon and Westmoreland Family Housing are southwest of the campus. Amazon is on East 24th Avenue and Patterson Street (three-fourths mile). Westmoreland is on West 18th Avenue and Garfield Street (three miles).



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