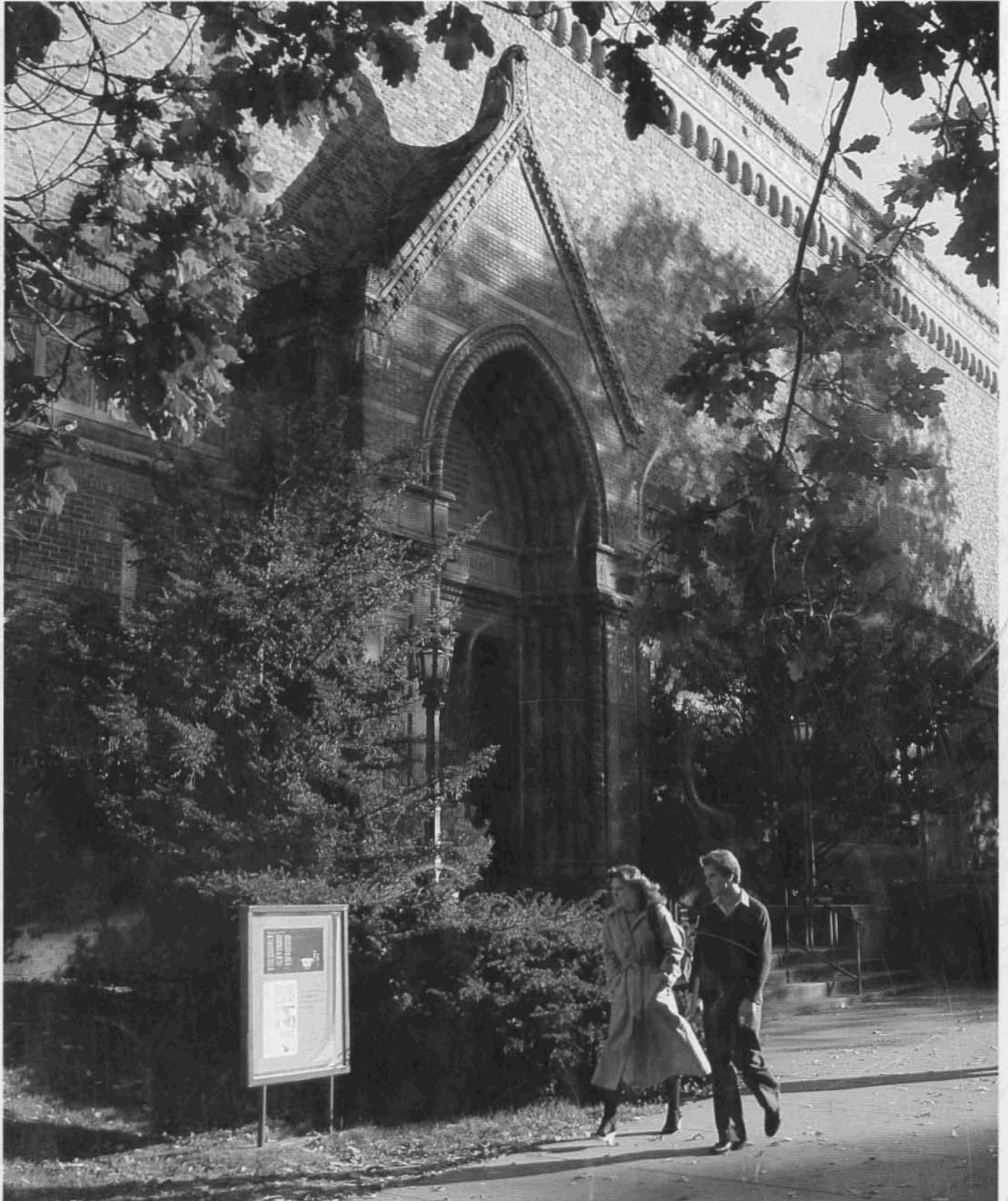


University of Oregon

Bulletin 1981-82 General Catalog



University of Oregon

Bulletin 1981-82 General Catalog



This catalog offers information about the academic programs and support services of the University of Oregon. The catalog is as accurate as the editors are able to make it, but the information may not remain current for all of 1981-82. Circumstances may prompt changes in courses, course content, credits, fees, rules, term calendar, curriculum, and other University matters. Such changes duly authorized by University officials apply both to prospective students and to those previously enrolled, unless the latter are specifically exempted. The catalog does not constitute a contract by the University of Oregon with its students or with applicants for admission.

Copies of this publication, *University of Oregon Bulletin: 1981-82 General Catalog*, are available by mail or on campus. Cost is \$3.00. Address mail orders to:

General Catalog
Box 3237
University of Oregon
Eugene, Oregon 97403

Zip code must be included in the return address. Copies are available on campus at the University Bookstore and at the Erb Memorial Union.

The University of Oregon Bulletin: 1982-83 General Catalog will be published in July 1982 and may be purchased in the same manner. *The University of Oregon Bulletin: 1981-82 Law School Catalog* will be published in September 1981. Address requests to the School of Law. The third publication in the University's bulletin series, *Entering Oregon*, will be published in October 1981. It is available from the Director of Admissions. The *1982 Summer Session Catalog*, fourth in the series, will be published in March 1982. Address requests to the Summer Session Office. These latter three publications are available at no charge.

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New Series
University of Oregon Bulletin
Number 32
July 1981

Published by the Oregon State System of Higher Education at the University of Oregon, Eugene, Oregon 97403. Second-class postage paid at Eugene, Oregon. *Issued quarterly each year: July, September, October, and March.* The University of Oregon is a member of the Oregon State System of Higher Education.

Address for all University offices is
University of Oregon
Eugene, Oregon 97403

General University telephone information is
(503) 686-3111

Admission information is
(503) 686-3201

Goals and Objectives

General guidelines—goals and objectives—for the several institutions of the Oregon State System of Higher Education were adopted by the Oregon State Board of Higher Education in 1964. The Board reviewed the guidelines in subsequent years and reaffirmed them in 1973. The summary of the University's guiding principles follow:

The University is guided by the principle that it shall make available educational opportunities of high quality which can help students acquire knowledge, skills, and wisdom for (1) personal development and enrichment, including emphasis on the arts, letters, and other expressions of the human spirit; (2) an understanding of science and technology; (3) an understanding of other peoples and cultures as well as our own; and (4) responsible participation in a democratic society.

The University's Mission

Fundamental to the success of the University's educational mission is preserving and encouraging an atmosphere of intellectual freedom. Without the freedom to seek information and knowledge in the library, in the classroom, in the laboratory, in field studies, in the words of campus speakers, the objectives of a University cannot be achieved.

The University is dedicated to making available opportunities for professional and graduate education in areas appropriate to its mission, which will enable students to render effective service in a rapidly changing society; and to help meet the needs of the state and nation for teachers at all levels of education as well as providing for graduate preparation in business, government, science, the professions, and other areas of human endeavor.

The University is committed to the advancement of knowledge through encouragement and development of scholarship, research, and artistic and professional achievements.

The University is committed to provide service to the state of Oregon and to make available the results of research and study in the solution of local, state, and national problems.

Affirmative Action

The University of Oregon affirms the right of all individuals to equal opportunity in education and employment, without regard to age, race, religion, color, sex, marital status, handicap, national origin, or any other extraneous considerations not related to effective performance. The University is pledged to attain nondiscrimination and equal opportunity through the continuing, creative exercise of affirmative action as a pervasive part of the University environment.

Copies of the University's Affirmative Action Plan are available in several campus locations. For additional information, direct inquiries to Norma Comrada McFadden, Affirmative Action Office, 472 Oregon Hall, University of Oregon; telephone (503) 686-3123.

Assistance for Handicapped Students

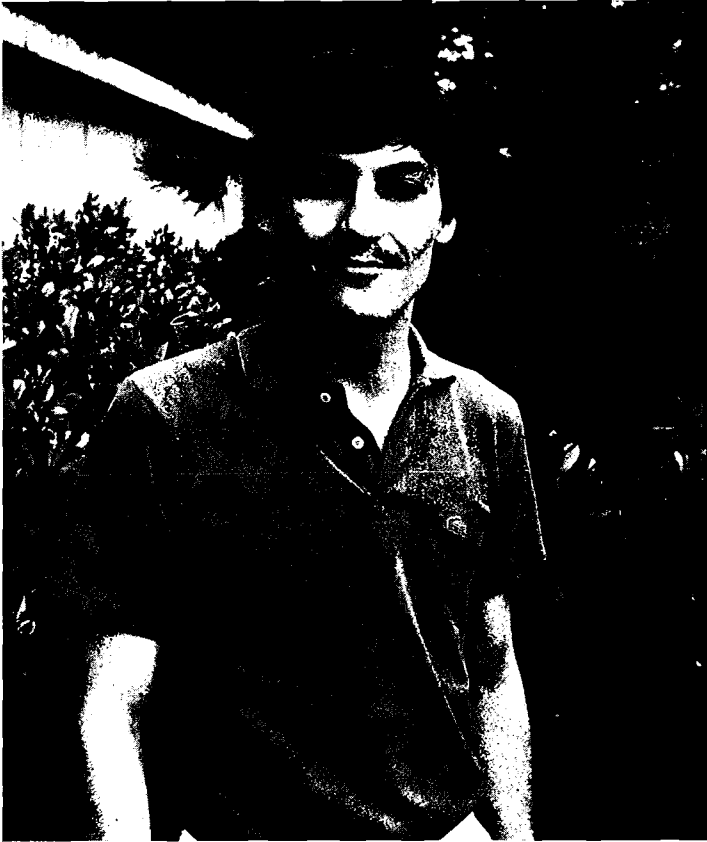
It is the policy of the University of Oregon that no handicapped individual shall, solely by reason of his or her physical handicap, be excluded from participation, be denied the benefit of or be subjected to discrimination under any program or activity offered by the University.

The Office of Academic Advising and Student Services is available to assist handicapped students in obtaining required program accommodations to enable them to complete their program of studies at the University of Oregon. Such accommodation, in accordance with Section 504 of the Vocational Rehabilitation Act of 1973, may consist of such auxiliary aids as readers, audio-visual aids, and sign language interpreters; modification to classroom location for physical access; modification to classroom techniques and practices, such as special seating arrangements or provision of lecture notes to accommodate visual or auditory limitations and modification to allow accessibility of the degree or program objective of the course of study, such as possible substitution or waiver of some degree requirement. Consult with an adviser in the Office of Academic Advising and Student Services, 164 Oregon Hall, for further information or assistance; telephone is (503) 686-3211.

Cover Photographs: Printing of the color photographs on the covers of this catalog were funded by a special grant from the 1981-82 Board of Directors of the University of Oregon Bookstore, Inc.

The entrance to the Museum of Art can be seen on the front cover. The museum is particularly known for its significant collections of Northwest, Pacific Basin, and Oriental Art. The back cover shows a typical between-classes campus scene.

Welcome to the University of Oregon



I came to Oregon as a freshman, without knowing one person west of New England. When I arrived on campus, it was only a matter of minutes before I met friendly people from all over. The opportunity for involvement on campus has been inviting and rewarding to me. I've had a chance to do everything from a work-study job to having a say about the UO through student-faculty committee work.

—Tim Scarlett, senior, Auburndale, Massachusetts



I left a Seattle college in 1973 to travel in Europe, moved to Eugene in 1975 and worked at the forest service for two seasons. During this time I developed a strong interest in film and video production and then decided to return to school to finish my bachelor's degree. In the speech department at the University of Oregon I found a place to pursue film and video making in an academic atmosphere which supported my inquisitive nature. Instructors were cooperative and appreciated the life experience I brought to the classroom. I was encouraged to think and perform in a professional manner and to value my own ideas. Although a college education is not a free road to employment, I believe that the confidence and organizational abilities I gained while attending the University have prepared me to participate fully in a career in communications.

—Shelby Robison, senior, Seattle, Washington



There is more than just academics at the University of Oregon. Students have an opportunity to learn about themselves through interaction with other students. It is a perfect environment to meet others with common interests and goals. Our minds have been opened up by the points of view of the various students here. There's been much more to our education than what we have learned in the classroom. There is a feeling of warmth here that new students can depend on.

—Harry Ricks, senior, Anchorage, Alaska

—Erin Knight, senior, Lebanon, Oregon



When I first came to the University I was really confused. When I met with an academic advisor I began to understand my academic standing in the University. Academic advising is available for all students, whether they have declared majors or not. The Office of Academic Advising and Student Services helps students who have not chosen a major, general science students, and students in the prehealth sciences. Students who have declared majors have advisors from their departments. Another resource is the peer advising program in which undergraduates supply and clarify academic information to other students. It is easy to feel lost as a student. The various advising programs can help a lot.

—Sonia Maksymiuk, junior, Corvallis, Oregon



I have been involved with many phases of the paraprofessional program at the University of Oregon, beginning with a course in interpersonal and organizational skills. I followed the course with a practicum in the Office of Academic Advising and Student Services and also spent several hours a week as the peer advisor with the counselor for student athletes. My paraprofessional background has become the foundation of credentials invaluable to my success at the University and beyond. I am a charter member of the Student University Relations Council, a member of Friars, and student coordinator of the Minority Student Union advising program. Without question, my experience with the paraprofessional program has been one of the richest of my experiences at the University of Oregon.

—Jerome Covington, senior, Los Angeles, California



One of the first things I discovered when I came to the UO was that there is more to an education than school. I found that the University provides many opportunities to expand the college experience through various clubs and organizations on campus. I have met people, gone places, and learned things that I would not have if I had kept strictly to my books.

—Sandra Sturman, junior, Beaverton, Oregon



The one thing I will remember the most about my years at the UO are the interactions I had with people. There are many different activities and organizations to get involved in where you can meet people, both those with interests similar to yours and those who are different from you. Students can serve the University in such things as student government, honor societies, and the Greek system. Or they can be active in foreign and ethnic student associations, intramural sports, clubs within particular majors, and many other groups. A student can easily find a niche in any group or activity, get the opportunity to make friends, and have as great an experience at the UO as I've had.

—Kyle McGuinn, senior, Portland, Oregon

University of Oregon

General Catalog Contents

Entering the University	13	Philosophy	125	College of Health, Physical Education, and Recreation	278
Admission	13	Physics	128	Dance	278
Academic Policies	16	Political Science	133	Health Education	283
Graduation Requirements	18	Prehealth Sciences	139	Gerontology	293
Registration	20	Psychology	145	Physical Education	295
Tuition and Fees	22	Religious Studies	151	Recreation, Park Management	302
Student Financial Aid	25	Romance Languages	154		
		Russian	160	School of Journalism	307
		Russian, East European Studies	162	Labor Education and Research Center	315
Services for Students	30	Sociology	164	School of Law	316
Advising, Orientation	30	Speech	169	School of Music	329
Foreign Students, Study Abroad	32	Women's Studies	179	Military Science	343
Learning Aids, Resources	32			Graduate School	344
Counseling Center	33	School of		Research Institutes	354
Health Services	33	Architecture and Allied Arts	181	Academic Services	358
Bookstore	34	Historic Preservation	181	University Library	358
Council for Minority Education	35	Environmental Research	182	Museums	360
Recreation and Athletics	35	Community Art Studies	182	Summer Session	362
Associated Students	36	Architecture	182	University Computing	363
Student Housing	39	Interior Architecture	189	American English Institute	364
		Landscape Architecture	192	University Administration	364
		Urban and Regional Planning	195	Faculty Emeriti	366
College of Arts and Sciences	43	Art Education	198	Statistics	368
Honors College	44	Art History	201	Indexes	369
Anthropology	47	Fine and Applied Arts	203	Living in Oregon	378
Asian Studies	52			Campus Map	384
Biology	53	College of			
Chemistry	64	Business Administration	209		
Classics	69	Undergraduate School of Business	209		
Comparative Literature	73	Accounting	211		
Computer, Information Science	74	Decision Sciences	212		
East Asian Language and Lit.	77	Finance	213		
Economics	79	Management	215		
English	82	Marketing, Transportation, and Business Environment	216		
Folklore and Ethnic Studies	90	Industrial Relations	219		
General Science	91	Graduate School of Management	220		
Geography	92				
Geology	96	Wallace School of Community Services and Public Affairs	229		
Germanic Language and Literature	102	College of Education	239		
History	106	Teacher Education	240		
Humanities	112	Special Education, Rehabilitation	257		
International Studies	113	Educational Policy, Management	265		
Latin American Studies	115	Counseling and			
Linguistics	117	Educational Psychology	269		
Mathematics	119				

For detailed explanations of how to apply for admission to the University and descriptions of all of its programs of study, students should consult this table of contents. A subject index at the end of the catalog provides page references for most topics of concern to students. Courses offered appear at the end of each department description.

The catalog describes basic University requirements and procedures. Specific additional instructions concerning registration and other University procedures are mailed to students when they are formally admitted. The most current University rules, class schedules, and other information appears in the *Time Schedule of Classes* available before registration each term.

Academic Calendar

Fall Term 1981

New Student Week
 Sunday to Saturday 20-26 September
 Registration
 Thursday and Friday 24-25 September
 Classes begin
 Monday 28 September
 Last day to pay fees without penalty
 Wednesday 30 September
 Last day for fall term registration
 Friday 9 October
 Last day to change courses
 Friday 16 October
 Thanksgiving vacation
 Thursday to Sunday 26-29 November
 Fall term examinations
 Monday to Saturday 14-19 December

Winter Term 1982

Registration
 Monday and Tuesday 4-5 January
 Classes begin
 Wednesday 6 January
 Last day to pay fees without penalty
 Friday 8 January
 Last day for winter term registration
 Friday 15 January
 Last day to change courses
 Friday 22 January
 Winter term examinations
 Monday to Saturday 15-20 January

Spring vacation
 Monday to Sunday 22-28 March

Spring Term 1982

Registration
 Monday and Tuesday 29-30 March
 Classes begin
 Wednesday 31 March
 Last day to pay fees without penalty
 Friday 2 April
 Last day for spring term registration
 Friday 9 April
 Last day to change courses
 Friday 16 April
 Memorial Day
 Monday 31 May
 Spring term examinations
 Monday to Saturday 7-12 June
 Alumni Day
 Saturday 12 June
 Commencement Day
 Sunday 13 June

Summer Session 1982

Registration
 Monday 21 June
 Classes begin
 Tuesday 22 June
 Last day to pay fees without penalty
 Friday 25 June

Last day for summer session registration
 Friday 2 July
 Independence Day
 Sunday 4 July
 Last day to change courses
 Friday 9 July
 Eight-week session ends
 Friday 13 August
 Summer Session graduation convocation
 Saturday 14 August
 Eleven-week session ends
 Friday 3 September
 Labor Day
 Monday 6 September

Fall Term 1982

New Student Week
 Sunday to Saturday 19-25 September
 Registration
 Thursday and Friday 23-24 September
 Classes begin
 Monday 27 September
 Last day to pay fees without penalty
 Wednesday 29 September
 Last day for fall term registration
 Friday 8 October
 Last day to change courses
 Friday 15 October
 Thanksgiving vacation
 Thursday to Sunday 25-28 November
 Fall term examinations
 Monday to Saturday 13-18 December

September 1981

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December 1982

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Degrees Offered

Arts and Sciences

Bachelor of Arts
 Bachelor of Science
 Master of Arts
 Master of Science
 Master of Fine Arts
 Doctor of Philosophy
 Doctor of Arts
 (English only)

Honors College

Bachelor of Arts

Interdisciplinary Studies

Master of Arts
 Master of Science

Architecture and Allied Arts

Bachelor of Arts
 Bachelor of Science
 Bachelor of Architecture
 Bachelor of Interior
 Architecture
 Bachelor of Fine Arts
 Bachelor of Landscape
 Architecture
 Master of Arts
 (art history and
 art education only)
 Master of Science
 (art education only)
 Master of Architecture
 Master of Fine Arts
 Master of Landscape
 Architecture
 Master of Urban Planning

Doctor of Philosophy
 (art history and
 art education only)
 Doctor of Education
 (art education only)

Business Administration

Bachelor of Arts
 Bachelor of Science
 Bachelor of Business
 Administration
 Master of Arts
 Master of Science
 Master of Business
 Administration
 Doctor of Philosophy

Community Service and Public Affairs

Bachelor of Arts
 Bachelor of Science
 Master of Arts
 (international studies
 and public affairs only)
 Master of Science
 (public affairs only)

Education

Bachelor of Arts
 Bachelor of Science
 Bachelor of Education
 Master of Arts
 Master of Science
 Master of Education
 Doctor of Education
 Doctor of Philosophy

Health, Physical Education, and Recreation

Bachelor of Arts
 Bachelor of Science
 Bachelor of Physical
 Education
 Master of Arts
 Master of Science
 Doctor of Education
 Doctor of Philosophy

Journalism

Bachelor of Arts
 Bachelor of Science
 Master of Arts
 Master of Science

Law

Doctor of Jurisprudence

Music

Bachelor of Arts
 Bachelor of Science
 Bachelor of Music
 Master of Arts
 Master of Music
 Doctor of Musical Arts
 Doctor of Education
 (music education only)

Note: Not all degrees are offered in all departments of the schools and colleges. Please check departmental statements elsewhere in this catalog (see table of contents for page numbers).

University Information

Students applying for undergraduate study should write directly to the University's Office of Admissions, 270 Oregon Hall. Students with previous college degrees who are planning on advanced study should write directly to the department, school, or college in which they will be studying. For details of University admission procedures, see page 13 of this catalog. Students should write the University as early as possible to insure that University and individual department deadlines are met.

Academic Program of the University

Schools, Colleges, Departments, and Programs

The University of Oregon is organized into nine schools and colleges, all based on its 250-acre campus in Eugene. Some of these schools and colleges are further divided into departments or programs centered around particular areas of study.

College of Arts and Sciences

With more than 35 different departments and special studies programs, this college provides a wide range of opportunities to match individual interests and career plans. Departments and programs range from anthropology to women's studies and include a number of interdisciplinary programs in which students can study a combination of subjects. Also included in this college are the traditional "liberal arts and sciences" such as English, history, biology, mathematics, etc.

In keeping with its broader educational goals, the University requires all students to take courses within the College of Arts and Sciences.

School of Architecture and Allied Arts

This school offers study in architecture, landscape design, urban planning, art education, art history, and the various fine arts (painting, sculpture, weaving, and others). Several of these programs have limited enrollment, early admission requirements, or may take longer than four years to complete. See the individual department sections of this catalog for more information.

College of Business Administration

Programs in this college normally begin with the third year of University study. Prior to their third year, however, students should consult with advisers from the college to make sure they are taking the kinds of courses necessary to prepare for study within the college and to register as "prebusiness majors." The college also offers many courses to undergraduates who do not intend to major in business.

Wallace School of Community Service and Public Affairs

This school provides professional education for service to the public, both in entry-level positions and as part of a lifelong learning process. Students may pursue preparation for careers in human service delivery, public management and planning, program and policy development-evaluation, and community development or social action programming or both. The school serves a diverse group of students, including those who have limited experience outside of educational institutions and those who re-enter the formal educational process with extensive experience in other roles. A major part of CSPA's mission is research for the solution of practical problems in the social life of individuals and communities.

College of Education

This college offers many different kinds of opportunities for students interested in education as a career. Programs within the college include teacher training for elementary and high school levels, special training for working with the handicapped and children with speech and hearing difficulties or learning difficulties, and advanced studies in educational management and administration.

College of Health, Physical Education, and Recreation

Students interested in careers in dance, gerontology, health or physical education, and recreation and park management will focus their studies within this college. In addition, the college is responsible for general health and physical education courses that meet the University's requirements for graduation. It also manages recreational programs for men and women.

School of Journalism

This school normally accepts students after their third year of University work. Prior to that, students should have consulted with advisers from the school and registered as "prejournalism majors." Programs of study include news-editorial writing, advertising, radio-television news, and public relations.

School of Music

Students in music at the University can study performance with many different instruments, music theory and composition, and music education. The school also supports several bands, orchestras, and smaller performing groups open to students.

School of Law

The law school at the University is open to students with baccalaureate degrees. It offers a three-year program leading to the J.D. degree.

Graduate School

The Graduate School oversees the many programs of advanced study available through University schools and colleges. Graduate students should consult with the school when they are applying to the University.

Special Interest Studies

Following is a partial list of some of the specialized programs students may take advantage of at the University. Some programs offer degrees; others are designed to supplement degree programs students may take elsewhere in the University.

Comparative Literature Program

Students in this program may pursue organized courses of study which go beyond the limitations of departmental majors. Courses in German, Russian, Scandinavian, Japanese, Chinese, and other literatures are offered regularly. Students with interests in non-Western literatures are welcomed in the program. (See page 73.)

Continuing Education

Continuing education is an integral component of the University of Oregon's overall mission and responsibility. It endeavors to meet the educational needs

of a broad and diverse constituency. The center for continuation of education is the administrative entity of the University encompassing those educational activities not closely associated with regular resident programs.

Both credit and noncredit activities are planned in conjunction with academic departments and colleges on campus and other agencies external to the campus. Credit courses available through the continuation center carry regular University credit and are recorded on standard University transcripts. It is possible to meet certain University of Oregon degree requirements by attending classes in communities outside the Eugene area. Concentrated or intensive classes are typically held in the evening or on weekends to accommodate employed students. Specialized workshops, seminars, conferences, and consulting services for management are offered throughout the year to students pursuing new careers, new fields, or new areas of present fields.

Additional information regarding programs is available from the appropriate academic department on campus or by writing or calling Continuing Education, 1479 Moss Street, Eugene, Oregon 97403 ; (503) 686-4231.

Folklore and Ethnic Studies Program

The aim of these interdisciplinary studies is to broaden the education of all students about the various ethnic and cultural strains in American society. The program draws from many areas of study available on campus—anthropology, art, community service and public affairs, English, economics, geography, history, music, sociology, political science, psychology, and others. (See page 90.)

Foreign Study Opportunities

University of Oregon students can live and study in Europe, Asia, or Latin America while earning credit at Oregon. The study abroad programs are carefully planned by faculty and reviewed by the foreign study programs committee. Independent study at a foreign university or a private institute can also be arranged. (See page 32.)

Humanities Program

Built around a core of history, philosophy, and literature, this interdisciplinary program introduces students to the ideas and institutions which form the basis of our culture. It also helps students develop an informed and thoughtful response to problems in modern society. (See page 112.)

General Science Program

The General Science Program is designed for students who want to build their studies around a central interest in science. The program offers a special enrichment to prospective science teachers and students preparing for professional careers in the health sciences. (See page 91.)

Honors College

The Robert D. Clark Honors College is a small liberal arts college within the University. The college brings together excellent students and teachers in a challenging academic program. Carefully designed courses, an active collegial environment, and continuous close advising prepare students for advanced study in the University departments or professional schools of their choice. (See page 44.)

Independent Study

The Honors College, in addition to its regular program, administers a program of undergraduate independent study. Students enrolled in the program are designated independent scholars. Approval for the status of independent scholar is based solely on evidence of creative or scholarly originality and the ability to work independently toward a creative or scholarly goal. Such evidence is not limited to academic records or grades.

An independent scholar is exempt from all requirements of courses, credits, and grades. The student plans a program of studies in cooperation with a committee of three faculty members appointed by the director of the Honors College. (See page 47.)

Marine Biology

The University operates the Oregon Institute of Marine Biology at Charleston on Coos Bay. The institute is situated in an environment where native vegetation and animal life have been preserved as much as possible. It offers a full program of summer study which includes seminars by a variety of guest lecturers. (See page 58.)

National Student Exchange

The University is one of more than fifty public colleges and universities across the country with membership in the National Student Exchange (NSE). Qualified Oregon undergraduate students can take advantage of specialized courses and particular programs at participating NSE institutions that may not be available on the

home campus. The exchange program is limited to one year for each participant. It gives students the further experience of studying in a new setting in a different geographical area of the country. (See page 30.)

Russian and East European Studies

The peoples of Eastern Europe constitute one of the distinct cultural areas of the globe. Settled over a territory extending across half of the earth's time zones and numbering over 350 million in population, the East Europeans have created a complex mosaic of cultures. In this program, specialists from several departments work with students in the study of East European literature, art, institutions, and social forms. (See page 162.)

Summer Session

The University offers a variety of opportunities for individual study through the annual Summer Session. Over 800 courses are available, to be taken either for personal enjoyment or for credit to fulfill degree and certification requirements. (See page 362.)

Student Paraprofessional Program

The purpose of this program is to provide undergraduates with special training and on-the-job experience directly related to their major course of study and career goals. All students in the program receive training in interpersonal and organizational skills. Some then go on to gather experience in individually arranged practicums in the University's academic departments and offices. (See page 30.)

University/Community Action

The Wallace School of Community Service and Public Affairs offers a nine-month supervised field opportunity for qualified University students. Students receive a monthly stipend and full academic credit while working full time in a public or nonprofit community agency. A variety of positions are available including program planning and evaluation, community development, service delivery to individuals and groups, and program management. Admission is open to upper-division and graduate students. For more information, consult Anita Runyan, University/Community Action, Wallace School. (See page 230.)

Women's Studies

This is an interdisciplinary program, drawing from many areas of study available on campus: anthropology, architecture, business administration, counseling, economics, English, health education, history, political science, psychology, speech, sociology, and others. The program is administered by a Women's Studies Council consisting of faculty and student members. (See page 179.)

History of the University

The University of Oregon as a state institution dates from October 19, 1872, when the University was established by an act of the Oregon Legislature. Four years later, on October 16, 1876, the institution formally opened its doors for instruction to 177 students.

Eugene was chosen as the site for the University after the Lane County delegation offered to provide a building and campus worth \$50,000. The Union University Association of Eugene, the organization promoting the school, was given two years by the Legislature in which to construct this building.

University supporters ran into difficulties when strong opposition developed to the county tax which was authorized by the Legislature to raise \$30,000 of the \$50,000. The levy was eventually rescinded. However, construction on the first University building, Deady Hall, began in May, 1873. After an intense struggle to keep the enterprise alive and a two-year extension of time for completion had been granted, the specified conditions for creating the University were declared fulfilled and the site and building were accepted by the state July 28, 1876.

The first University courses offered classical and literary subjects and some scientific studies. Later, the institution's growth necessitated broadening the curriculum to include scientific and professional courses. The first class was graduated in June 1878.

Enrollment and Faculty

Some 17,000 students are enrolled at the University, including about 4,400 graduate students. The University has more than 1,000 full-time faculty members engaged in teaching and research. In addition, the University employs 935 graduate teaching fellows, more than 1,900 student workers, and about 1,100 civil service employees.

Curriculum and Admission

The curriculum covers a broad range of knowledge: thirty-five departments and special programs in the arts and sciences; eight professional schools and colleges; twelve research bureaus, institutes, and centers; and a graduate division.

Accreditation

The University of Oregon was named 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. Professional schools and colleges have approval from the appropriate accrediting organization:

American Assembly of College Schools of Business, American Institute of Planners, American Council on Education for Journalism, American Library Association, American Psychological Association, Association of American Law Schools, Foundation for Interior Design and Research, National Architectural Accrediting Board, National Association of Schools of Music, National Athletic Trainers of Music, National Athletic Trainers Association, National Council for the Accreditation of Teacher Education, National Council of Instruction in Landscape Architecture, National Council on Social Work Education, and Teachers Standards and Practices Commission of Oregon.

The Campus

When the University opened in 1876, it was situated on a barren knoll in a treeless pasture. Since that time, graduating classes and friends have donated more than 400 varieties of trees to create a campus of botanical interest and rare beauty. Some hundred sculptures, wrought iron gates, and other fine arts works embellish the campus grounds and building foyers.

The forty buildings on campus represent the changing tastes and styles of more than a century. Buildings include twenty-five large classroom buildings, a great central library and several specialized libraries, a student union, health center, clinics and laboratories, administration and service buildings, six dormitories, and athletic facilities.

Income

Funds for the support of higher education in Oregon are derived primarily from state appropriations for

the operation of institutions, specified sums from the national government assigned for definite purposes by Congressional acts, income from student tuition and other fees, and such sources as gifts, grants, sales, and service charges.

The Presidents

Since the founding of the institution, the following men have served the University as president:

John Wesley Johnson, 1876-1893
(A.B. and A.M., Yale, 1865)

John Straub, acting president, 1893
(M.A., Mercersburg, 1879)

Charles Hiram Chapman, 1893-1899
(Ph.D., Johns Hopkins, 1890)

Frank Strong, 1899-1902 (Ph.D., Yale, 1897)

Prince Lucien Campbell, 1902-1925
(A.B., Harvard, 1886)

Arnold Bennett Hall, 1926-1932 (J.D., Chicago, 1907, LL.D., Franklin, 1924)

Clarence Valentine Boyer, 1934-1938
(J.D., Pittsburgh, 1904, Ph.D., Princeton, 1911)

Donald Milton Erb, 1938-1943
(Ph.D., Harvard, 1930)

Orlando John Hollis, acting president, 1944-1945 (J.D., 1928, Oregon)

Harry K. Newburn, 1945-1953
(Ph.D., Iowa, 1933)

Victor Pierpont Morris, acting president, 1953-1954 (Ph.D., Columbia, 1930)

O. Meredith Wilson, 1954-1960
(Ph.D., California at Berkeley, 1943)

William C. Jones, acting president, 1960-1961 (Ph.D., Minnesota, 1940)

Arthur S. Flemming, 1961-1968
(LL.D., George Washington, 1933)

Charles Ellicott Johnson, acting president, 1968-1969 (Ph.D., Minnesota, 1952)

Robert D. Clark, 1969-1975 (Ph.D., University of Southern California, 1946)

William Beaty Boyd, 1975-1980
(Ph.D., Pennsylvania, 1954)

Paul Olum, since 1980 (Ph.D., Harvard, 1947)

Entering the University

Office of Admissions
270 Oregon Hall; (503) 686-3201

James Buch, M.A., Director
Maryan Anderson, M.A., Assistant Director
Maria Rojo, B.S., Assistant Director
Fred Mohr, B.A., Admissions Counselor

Procedures for Admission

The next few pages describe the requirements for admission to the University of Oregon.

Admission requirements apply to all University programs. 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, or music, or who hope to enroll in the Honors College, should be aware of the special admission procedures and application deadlines (see departmental sections of this catalog for details).

Freshman Admission

No specific high school preparatory classes are required. However, the University's programs assume that students will have planned their high school course work to prepare for college-level studies.

The recommended high school program includes four years of English, at least two years of mathematics (four years if the student is planning to major in one of the sciences), two to four years of social sciences, two years of science (three or more if the student plans to major in one of the sciences), and, if the student plans to earn a Bachelor of Arts degree, at least two years of a foreign language.

Freshman Application Procedures

All freshman applicants are required to submit the following items to the Office of Admissions.

(1) A completed application for admission and a nonrefundable \$20.00 application fee.

(2) A transcript of the applicant's high school record.

(3) The results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT).

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

Freshmen Admission Requirements

To be admitted to the University of Oregon a student must (1) have been graduated from a standard or accredited high school, and (2) have 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.

(3) The student must also meet one of the following four requirements:

(a) Have a 2.50 high school grade point average or above (2.75 for nonresidents) in all high school subjects taken towards graduation, for admission in either fall, winter, or spring terms; *or*

(b) have a predicted first-term grade point average of 2.00 or above, based on a combination of high school GPA and Scholastic Aptitude Test or American College Test scores (2.10 for nonresidents with high school GPA of 2.25-2.74); *or*

(c) have a minimum grade point average of 2.00 in 12 term hours of prescribed course work taken during the summer term at the University of Oregon; *or*

(d) have a minimum grade point average of 2.00 in 15 term hours of college-level course work taken in an accredited collegiate institution.

Computing Grade Point Averages

Assign a numerical point value to all graded work as follows: A=4 points per credit hour; B=3 points per credit hour; C=2 points per credit hour; D=1 point per credit hour; F=0 points per credit hour. The grade point average (GPA) equals the total points divided by total credit hours for which grades are received.

Admission Exceptions

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, consult the Office of Admissions.

Summer Prefreshman Program

A student whose high school record and test results do not meet the minimum requirements may still qualify for admission by enrolling in a summer session program and completing it satisfactorily.

Two options are available. The first is a 12-hour structured program that must be completed at the University of Oregon. Requirements include enrolling in one English composition course and in an additional 9 credit hours in courses that satisfy the University's group requirements (see pages 6-7).

The second option is a 15-credit-hour (equivalent to 10 semester hours) unstructured program completed at any accredited college or university. Any combination of 15 credit hours of transferable credits is acceptable.

To qualify for admission with either of these programs, a student must take all classes on a graded basis and must earn a cumulative GPA of 2.00 or higher.

Placement Examinations

The Test of Standard Written English (TSWE), a part of the Scholastic Aptitude Test (SAT), is used for placement in the University's required writing courses. New freshmen and transfer students who have earned fewer than 15 college credit hours must take the SAT before registering for classes. Transfer students who have not completed an English composition course are also required to take the TSWE. The TSWE is given each term on campus during registration.

Special testing arrangements can be made for handicapped applicants. For handicapped applicants who are unable to take the test, the University applies

alternate admissions criteria.

The 1981 national test dates for the SAT are November 7 and December 5; 1982 dates will be announced later.

Special administrations of the test are also available on campus just before or during registration each term (call or write the Office of Admissions for more information).

The University recommends that students who have taken two or more years of a foreign language take the College Board Achievement Test in that language for placement counseling if they plan to study the language in college, or for possible waiver of the language requirement for the Bachelor of Arts degree (see Graduation Requirements, page 18).

Advanced Placement Program

Students who receive satisfactory grades in advanced placement examinations administered by the College Board may, on admission to the University, be granted credit toward a baccalaureate 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, French, German, Spanish, and Latin. For information about advanced placement, please consult the Office of Admissions.

Transfer Admission

Students are admitted as transfers if they have completed 15 or more quarter hours of transferable credit with a cumulative grade point average of 2.00 or higher. Some University departments require higher averages for admission.

Premajor Status

Some departments admit new students only with premajor status. This means the student is eligible to take advantage of the department's advising services and, in most cases, complete the lower-division course work required for the major. These departments and professional schools then screen enrolled premajor students who have completed some University work and decide

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

whether or not they will be advanced to major status. Degrees offered with this requirement are in the School of Community Service and Public Affairs, School of Journalism, College of Business Administration, and the Departments of Recreation and Park Management, Computer and Information Science, Dance, Elementary Education, Health, and Physical Education. Transfer students, particularly juniors and seniors may need to take this into account (see departmental sections of this catalog for details).

Credit Transferred

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 regional accrediting associations are evaluated before admission is granted. A maximum of 108 credit hours earned at an accredited community or junior college may be counted toward the baccalaureate 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.

Transfer Application Procedures

All transfer applicants are required to submit the following items to the Office of Admissions:

- (1) A completed application for admission and a nonrefundable \$20.00 application fee.
- (2) Official transcripts from each college and university attended.

Transfer students may submit their applications up to one year before they plan to enroll at the University. Applications should be submitted at least thirty days before the beginning of the term to allow time for a complete evaluation of the transferred credits.

Graduate Admission

Students planning to earn a graduate degree 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 on pages 344 ff of this catalog. The schools and departments of the University determine their own specific requirements and application deadlines for graduate admission. For this reason, applicants should address

inquiries concerning graduate admission directly to the department or school in which they plan to study.

Postbaccalaureate Admission

Students who have already earned a baccalaureate degree and want either to earn a second undergraduate degree or to take additional work for professional or personal reasons without entering a formal degree or certification program may be admitted to the Graduate School with postbaccalaureate status. Applications and information may be obtained from the Office of Admissions.

Application Deadlines

Applicants will be notified of their admission within several weeks of completion of their files. Applications should be submitted at least thirty days before the beginning of the term to allow adequate time for preparation of registration materials. Late applications will be considered, but persons who apply late may have to register for classes late.

Students who plan to major in architecture, landscape architecture, or interior architecture must apply to the University by February 15 of the year for which they seek admission. Music majors audition for placement and take a musicianship examination scheduled on several dates throughout the spring. Details on these special admission deadlines are included in the departmental sections of this catalog.

Determining Residence Status

Under the regulations of the Oregon State Board of Higher Education, an unemancipated student whose parent or guardian is a bona fide resident of Oregon qualifies for enrollment under the resident fee. An unemancipated student is anyone whose financial support comes largely from his or her parent or guardian. Only persons who are citizens or permanent residents of the United States may qualify for resident classification.

An emancipated student whose domicile (a legal term for home or residence) is independent of parent or guardian qualifies for enrollment under the resident fee if convincing evidence is presented that the student established a domicile in Oregon six months prior to initial registration in any institution of higher learning in the state of Oregon (enrollment in any term including a summer session constitutes registration).

Emancipated Student Status

An emancipated student is one who has a domicile independent of parents or legal guardian and receives no financial support from them. Students claiming emancipation on the basis of independence of domicile and financial support are required to furnish a notarized Parents' Statement of Financial Support (available from the Office of Admissions). This statement must verify that the parent is not supporting the student financially and has not since the date nonsupport began, as attested in the sworn statement. The statement must also verify that the parent did not claim the student as a federal income tax deduction in the most recent tax returns and will not do so in the future. The time requirement (for either the six-month or the twelve-month rule) for residency will begin with the date appearing on the notarized statement of the parent or legal guardian.

Six-Month Rule. An emancipated student who seeks to qualify for residency by virtue of residing in Oregon six months prior to the time of initial registration at any college or university in Oregon, must not only be present in Oregon in person but must also demonstrate that a bona fide permanent domicile in Oregon has been established.

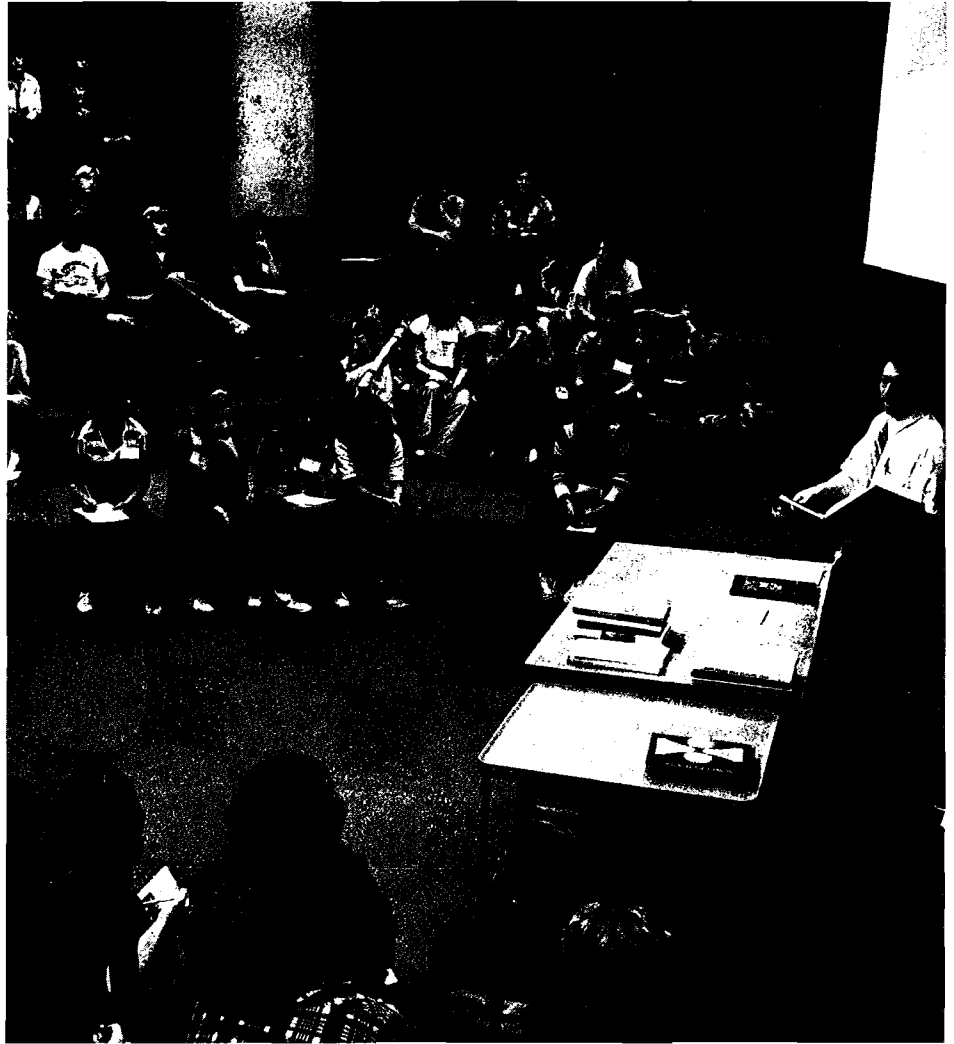
Twelve-Month Rule. An emancipated student who fails to establish an Oregon home at least six months prior to initial registration at an Oregon institution of higher education, but who pays non-resident fees and lives continuously in Oregon during twelve consecutive months, may be considered a resident of Oregon for fee purposes if it can be demonstrated that a bona fide permanent domicile has been established.

Reclassification as a Resident

A student who has been classified as a nonresident may be considered for reclassification as a resident under the following conditions:

For an unemancipated student, if parent or guardian has moved to Oregon and has established a bona fide domicile in the state, that student is considered a resident.

For an emancipated student whose domicile is independent of that of parent or guardian, convincing evidence must be presented that a domicile has been established in Oregon, that the student has lived in the state for an entire year immediately prior to the term for which classification is sought, and that there is no intention of moving out of state immediately after school work is completed.



A student whose official record shows a domicile outside Oregon is a nonresident, and the burden is upon the student to prove Oregon residence. If the student's academic record shows attendance at a school outside Oregon, further proof of an Oregon domicile may be required.

An application to pay resident tuition must be filed *prior to the last day to register* for the term in which the applicant expects to qualify for resident tuition.

Applicants with questions about the rules governing the administration of these policies should consult the Office of Admissions.

Foreign Admission

Applicants who are not United States citizens or immigrants will be considered for admission as foreign students. Proficiency in the English language is vital to the academic success of foreign 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 about the TOEFL, write to: TOEFL, Box 899, Princeton, New Jersey 08540, USA.

The admission requirements for foreign applicants are established by the admissions policy committee. For undergraduates, a grade point average of 2.50 is required to transfer from an American university or college. Graduate applicants should write to the department or school in which they plan to complete their study to request application forms.

Applicants from foreign countries should apply for admission on or before the following dates:

For fall term, apply before May 1; for winter term, October 15; for spring term, January 15; and for summer session, on or before April 1.

Later applications may not be processed in time for the term of first preference.

Registration and Academic Policies

Registrar's Office
217 Oregon Hall; (503) 686-3243

Wanda Johnson, M.S., Registrar
Herbert Chereck, M.Ed., Associate Registrar

Academic Year

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

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

Students may enter the University at the beginning of any term, with the exception of architecture students, who should refer to page 179 of this catalog. For freshmen and for transfer students who enter fall term, the University has an annual New Student Week, and recommends that all new students attend. A detailed calendar of the current academic year with this and other important events appears on page 9 of this catalog.

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*, a copy of which is furnished each student at registration.

Changes in regulations become effective on the date of their publication, unless a later date is indicated.

Degrees Offered

The University of Oregon offers the following degrees:

Honors College: Bachelor of Arts.
Interdisciplinary Studies: Master of Arts, Master of Science.
College of Arts and Sciences: Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Master of Fine Arts, Doctor of Philosophy, Doctor of Arts (English only).
School of Architecture and Allied Arts: Bachelor of Arts, Bachelor of Science, Bachelor of Architecture, Bachelor of Interior Architecture, Bachelor of Fine Arts, Bachelor of

Landscape Architecture, Master of Arts, Master of Science, Master of Architecture, Master of Fine Arts, Master of Landscape Architecture, Master of Urban Planning, Doctor of Philosophy (Art History only), Doctor of Philosophy (Art History only), Doctor of Education (Art Education only, through College of Education).

College of Business Administration: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Master of Arts, Master of Science, Master of Business Administration, Doctor of Philosophy.

Wallace School of Community Service and Public Affairs: Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science.

College of Education: Bachelor of Arts, Bachelor of Science, Bachelor of Education, Master of Arts, Master of Science, Master of Education, Doctor of Education, Doctor of Philosophy.

College of Health, Physical Education, and Recreation: Bachelor of Arts, Bachelor of Science, Bachelor of Physical Education, Master of Arts, Master of Science, Doctor of Education, Doctor of Philosophy.

School of Journalism: Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science.

School of Law: Doctor of Jurisprudence.

School of Music: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Arts, Master of Music, Doctor of Musical Arts, Doctor of Education (through College of Education).

The *University General Catalog* is a statement of University rules, regulations, and calendars. It becomes effective at the opening of the fall term. A student who is admitted and enrolls at the University during any academic year may graduate under the general requirement provisions of the catalog in effect that year. A student may choose to graduate under the general requirements of a subsequent catalog providing he or she completes all of those requirements. Major requirements are supervised by the academic departments and programs.

For details on graduate degrees and departments offering them, see the Graduate School section of this catalog.

Details on major classification and procedures for change appear in the current *Time Schedule of Classes*, available at registration.

Grading and Marking

The University grading system is a

dual structure. When permitted by regulations, a student may elect to be marked for an individual class on either a graded or an ungraded system. (The official term for graded work is Pass-Differentiated [A, B, C, D, F] and for ungraded work, Pass-Undifferentiated [P/N].) See Graduation Requirements, page 6, for specific regulations on graded hours.

Each department, school, or special program has its own regulations on ungraded courses for majors. Before exercising the ungraded option, students should confer with advisers.

Students may choose their grading option at the time of registration or within the period allowed for changes. (See term calendar in *Time Schedule of Classes*.)

Graded (Pass-Differentiated)

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

Ungraded (Pass-Undifferentiated)

Student work may be graded as follows: P (pass), satisfactory performance or N (no-pass) unsatisfactory performance (no credit awarded). The catalog and the *Time Schedule of Classes* designate those courses which are available on an ungraded basis. Passing credits are also awarded for advanced placement work and for work taken at another collegiate institution in cases where the Director of Admissions cannot equate the quality of the work to the University grading system. A student who wants to exercise the pass-undifferentiated option in any course must do so at the time of registration, or within the period allowed for changes.

Marks

Student work also may be marked as follows:

I (incomplete). When the quality of the work is satisfactory, but some minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor, a mark of I may be reported. To remove an incomplete, the student must complete the required work within the next four terms of residence at the University, or, on leaving campus, no later than three calendar years after the incomplete was awarded, or at such earlier date as the instructor, dean, or department head may specify. Graduate students should refer to the Graduate School section of this catalog for time limits on the removal of incompletes.

W (withdraw). 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 term deadlines.)

Y (no basis for grade). An instructor-initiated mark.

X (no grade reported or incorrect grading option reported by instructor). A registrar-initiated mark.

Grade Points

For the convenience of students wanting such information, the following are the numerical equivalents of pass-differentiated grades: A, 4 points per credit hour; B, 3 points per credit hour; C, 2 points per credit hour; D, 1 point per credit hour; and F, no points per credit hour. To calculate the average, total credit point value is divided by the total credit hours, including the Fs. The P and N are not included in the computation.

Definitions

This catalog makes frequent use of certain academic terms which are defined below.

One Credit Hour. 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 plus two hours spent in outside preparation. The number of lecture, recitation, laboratory, or other periods required per week for any course may be found in the *Time Schedule of Classes* published each term.

Three Credit Hours. Generally requires three lecture hours per week plus six hours of outside preparation.

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

Open-Ended Courses. Those courses numbered 400-410 or 500-510 for which credit is arranged and for which the instructor's permission is usually required.

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, etc.

A Year Sequence. Three closely related courses extending through three terms of the academic year.

Minor. A second field of specialized study in addition to the major. (The University offers no official minor, but some departments recommend one.)

Prerequisite. Refers to a predeter-

mined order in which courses must be completed before another can be taken; i.e., Mth 101 or its equivalent is prerequisite to Mth 102.

Any Term. When this phrase appears in the course title and credit line, it signals that the course may be repeated for credit; in some departments, this may be possible only when the topic of the course changes.

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

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

Seminar. A small group of advanced students studying a subject under a professor, each student doing some original research, and all exchanging results through informal lectures, reports, and discussions.

To Waive. To set aside without credit certain requirements for a degree by petitioning the appropriate faculty committee.

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

A Semester. One-half the academic year.

Semester Credit. One semester credit equals one and one-half term credits.

Note: Particular terms used by the College of Education are defined on page 240.

Course Numbering System

Courses in University of Oregon catalogs are numbered in accordance with the course-numbering plan of the Oregon State System of Higher Education.

1-49

Remedial courses which carry no credit toward a degree.

50-99

Beginning courses in subjects taught in high school which carry credit toward the baccalaureate degree.

100-299

Lower-division courses.

300-499

Upper-division courses.

400-410. Upper-division courses which may be repeated successive terms under the same number, credit being granted according to the amount of work

to be done. Certain numbers in this bracket are reserved for special types of work: 400 SEARCH; 401 Research or other supervised original work; 403 Thesis; 405 Reading and Conference; 406 Field Studies or Special Problems; 407 Seminar; 408 Workshop, or Laboratory Projects, or Colloquium; 409 Practicum or Supervised Tutoring; 410 Experimental Course. Informally termed open-ended courses, these generally do not have predetermined credits; credit is arranged.

400-499 with Designation (G) or (g).

Upper-division courses which may be taken for graduate credit. Courses which may be taken for graduate major credit are designated (G); courses which may be taken for graduate minor or service-course credit only are designated (g). [Computer printouts substitute (M) for (g).]

500-599

Graduate courses. Seniors of high scholastic achievement may be admitted to 500-level courses on the approval of the instructor.

500-510. Graduate courses which may be repeated for successive terms under the same number, credit being granted according to the amount of work to be done (credit hours arranged). Certain numbers in this bracket are reserved for special types of work: 501 Research or other supervised original work; 502 Supervised College Teaching; 503 Thesis; 505 Reading and Conference; 506 Field Studies, or Special Problems; 507 Seminar; 508 Workshop, Special Topics, or Colloquium; 509 Practicum, Supervised Tutoring, or Terminal Project; and 510 Experimental Course. In all divisions except the School of Law, Research (501) and Thesis (503) are classified as no-grade courses.

500-599 with Designation (p).

Courses in a professional field offered at a level of intellectual maturity suitable for graduate students who have earned a baccalaureate degree in a field other than their graduate professional field.

Academic Advising and Program Planning

The University regards advising as an extension of the teaching function and, therefore, as an important responsibility of the faculty. The Office of Academic Advising and Student Services coordinates a general program

of advising in which each student is assigned a faculty adviser whose role, among other duties, is to provide a pleasant session for the student's introduction to the academic community.

The faculty adviser explains University requirements and helps students plan their academic programs. Students must have their first-term program signed by an adviser prior to registration. Although required only at entry, regular sessions with advisers are important to the educational success of all students.

Students with declared majors will be assigned to faculty advisers within their departments. Premajor students (those who have not decided on a major) are advised through the Office of Academic Advising and Student Services, 164 Oregon Hall. Students may declare a major or may change majors by filing a "Change of Major" form available in the Registrar's Office.

When selecting classes for a term or a year, students and their advisers should consider general University graduation requirements, major requirements, electives, noncurricular obligations, and long-term goals. Special attention should be given to those sequence classes which begin only in the fall and to those courses for which there are established prerequisites.

It is the responsibility of students to meet the prerequisites for courses, to understand University regulations, and to monitor their orderly progress toward a degree.

Application for a Degree

Students who plan to receive a degree from the University of Oregon must make application by filing the proper form in the Office of the Registrar before the close of the third week of classes in the same term as the anticipated date of graduation. Late application will delay graduation. All University academic obligations must be satisfied before any degree will be conferred.

Graduation Requirements for the Baccalaureate Degree

To earn a University of Oregon baccalaureate degree, students must satisfy the following requirements:

Credit Hours

One hundred and eighty-six (186) credit hours with passing grades are required for the Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Music, Bachelor of Education, and

Bachelor of Physical Education degrees. Two hundred and twenty (220) credit hours are required for the Bachelor of Architecture, Bachelor of Fine Arts, Bachelor of Interior Architecture, and Bachelor of Landscape Architecture degrees.

Academic Major

All baccalaureate degrees must be awarded with a major. Minimum requirements are 36 credit hours in the major, including 24 credit hours in upper-division work. Specific requirements are listed under the individual major department. A student may be awarded a baccalaureate degree with more than one major by completing all general University degree requirements appropriate to each designated major, and all requirements in each major as specified by the appropriate departments, schools, or colleges.

The only degrees offered with multiple majors are the Bachelor of Arts and the Bachelor of Science degrees. For example, a double major might be a Bachelor of Science in Biology and Chemistry or a Bachelor of Arts in English and Speech. The degrees may not be mixed. Concurrent baccalaureate degrees are not offered.

The University offers no official minor, but some departments recommend one.

Upper-Division Work

A minimum of 62 credit hours in 300-level, or higher, courses is required.

Residency

Of the 186 or 220 hours required, 45 of the last 60 must be taken at the University of Oregon for all degrees. Only work completed as a regularly admitted student through registration at the University may be counted toward satisfaction of this requirement. Course work through the University Community Education Program (non-matriculant status) may not be counted as residence credit.

Graded Hours

Ninety graded credit hours must be earned.

A minimum of forty-five credit hours must be earned and graded at the University of Oregon as a regularly admitted student. Course work required in the major which is offered P/N only in the *Time Schedule of Classes* may be counted toward the 45-hour requirement only if the 90-hour 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:

Eighty-five percent of all work completed at the University of Oregon must be passed with grades of A, B, C, D, or P. (Completed work is that which received grades of A, B, C, D, P, F, or N. Marks of I, X, and Y do not count as work completed.)

If the 85 percent requirement is met, then all D credit hours when combined with hours of F and N may not exceed 25 percent of the work completed.

Basic Courses

The following basic courses are required for all degrees:

Written English. Six credit hours (Wr 121, and either Wr 122 or Wr 123 or equivalents) with grade of C or better. For placement, prerequisites, or exemption, see policy in Department of English section of this catalog.

Physical Education. Five activity courses (selected from PE-F, G, C, A, T, I, O, V, S, 201-229, DS; or from DP 152, 192, 292, 392; PEP 194, 291, 292, 294, 321, 322, 323, 394, 494) unless excused.

Health Education. HES 199, 211, 250 (HES 440 for elementary education majors only).

Group Requirements

To promote breadth in students' education, all students are required to complete work in each of three groups—arts and letters, social science, and science. The requirement is determined by the college or school in which the degree is granted.

The College of Arts and Sciences requires six courses in each of the three groups.

Professional colleges and schools require three courses in each of the three groups plus an additional three courses in any one or combination of the three groups.

Special Provisions for Group-Satisfying Classes

- (1) Courses must be 3 credit hours or more.
- (2) Courses must be numbered 100-499, exclusive of 199, 200, 400-410.
- (3) Writing courses below 200 do not satisfy group requirements; first-year, lower-division foreign-language courses do not satisfy group requirements.
- (4) No more than six courses in any one department may be counted toward satisfaction of the group requirements.
- (5) Only those departments and those specifically named courses from

the professional schools listed below may be used to satisfy the requirements.

(6) Courses listed below refer to the current year only. For prior years, consult earlier catalogs.

Arts and Letters Group

Art History 201, 202, 203, 204, 205, 206, 207, 208, 209
 Classics (except as noted below)
 Comparative Literature
 East Asian Languages (except as noted below)
 English, Writing (except as noted below)
 Germanic Languages and Literatures (except as noted below)
 Honors College 101, 102, 103, 211, 212, 213
 Humanities
 Linguistics 150, 151
 Music 201, 202, 203
 Philosophy 204, 212, 222, 301, 302, 303, 304, 305, 306, 411, 413, 416, 419, 423, 425, 427, 429, 430, 431, 432, 433, 434, 435, 438, 439, 440, 441, 442, 443, 447, 448
 Religious Studies 111, 431 (effective fall 1979)
 Romance Languages (except as noted below)
 Russian (except as noted below)
 Speech

Writing courses under 200 and other courses used for satisfaction of the written English requirement cannot be counted toward satisfaction of the arts and letters group requirement.

(Courses numbered 199, 200, 400-410, below 100, above 499, and writing courses below 200 will not clear the above group requirements. First-year, lower-division foreign-languages courses do not count towards group satisfaction.)

Social Science Group

Anthropology (except those listed under Science)
 Economics
 Ethnic Studies
 Geography (except those listed under Science)
 History
 Honors College 201, 202, 203, 204, 205, 206
 Linguistics 311, 489, 490
 Philosophy 201, 202, 203, 205, 206, 207, 208, 209, 210, 221, 307, 308, 309, 321, 322, 323, 324, 325, 326, 339, 340, 350, 351, 444, 453, 454, 455, 456, 458, 459, 461, 462, 463, 465, 468, 480, 481, 482
 Political Science
 Psychology 201, 214, 215, 216, 301 (and courses of at least 3 credits numbered 351-399, 411-429, and 451-499)
 Religious Studies (except 111, 431)
 Sociology
 Women's Studies
 (Courses numbered 199, 200, 400-410, below 100, or above 499 will not clear the above group requirements.)

Science Group

Anthropology 101, 104, 211, 223, 320, 321, 322, 323, 324, 375, 470, 474, 475, 476, 477, 479, 480
 Biology
 Chemistry
 Computer and Information Science
 General Science
 Geography 101, 481, 482, 486, 487, 488, 489
 Geology
 Honors College 207, 208, 209
 Linguistics 290, 411, 421, 430, 450, 451, 452, 460
 Mathematics
 Physics
 Psychology 211, 212, 213, 217, 218, 219 (and courses of at least 3 credits numbered 302-350 and 430-450)
 (Courses numbered 199, 200, 400-410, below 100, above 499 will not clear the above group requirements.)

Requirements for Specific Degrees

Students must choose to graduate with a specific degree (for example, Bachelor of Arts in Chemistry or Bachelor of Science in Chemistry; Bachelor of Business Administration or Bachelor of Science in Business Administration—see listing of degrees, page 16).

Within the framework of the requirements described above for a baccalaureate degree, the following requirements also apply:

For the Bachelor of Arts:

Thirty-six credit hours of language and literature and proficiency in a foreign language are required.

(1) The language requirement for the B.A. degree may be met in one of the following ways:

(a) Satisfactory completion of at least the third term, second-year of a foreign language or any higher level foreign language course if taught in the language.

(b) Examination administered by the appropriate department, showing language competence 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.

(2) Language and Literature Fields: Classics; Comparative Literature; East Asian Languages; English; Germanic Languages and Literatures; Honors College 101, 102, 103, 211, 212, 213; Linguistics 150, 151; Romance Languages; Russian; Speech, Writing.

For the Bachelor of Science:

Thirty-six credit hours of science or 36 credit hours of social science are required.

(1) Social Science Fields: Anthropology (except those listed under science); Economics; Ethnic Studies; Geography (except those listed under science); History; Honors College 201, 202, 203, 204, 205, 206; Linguistics 311, 489, 490; Philosophy; Political Science; Psychology (except those listed under science); Religious Studies; Sociology; Women's Studies.

(2) Science Fields: Anthropology 101, 104, 211, 320, 321, 322, 323, 324, 470, 474, 475, 476, 477, 478, 479, 480; Biology; Chemistry; Computer and Information Science; General Science; Geography 101, 481, 482, 486, 487, 488, 489; Geology; Honors College 207, 208, 209; Linguistics 290, 411, 421, 430, 450, 451, 452, 460; Mathematics; Physics; Psychology 211, 212, 213, 217, 218, 219, and courses numbered 302-

350 and 430-450.

(Students who enter the University in fall 1983 also will have to meet a proficiency requirement in mathematics equal to one year of college-level work to earn the Bachelor of Science degree.)

General Limitations

(1) Credit transferred from an accredited community college or junior college: maximum, 108 term hours.

(2) Correspondence study: maximum, 60 term hours.

(3) Law, medicine, dentistry, technology: maximum, 48 term hours in professional courses toward any degree other than a professional degree.

(4) A maximum of 24 hours with not more than 12 in any one of the following areas:

(a) Lower-division vocational technical courses.

(b) Physical education activity courses, except for majors in health, physical education, and recreation.

(c) Studio instruction in music, except for majors in music.

(5) Music Majors: toward the B.A., B.S. degree, a maximum of 24 hours in studio instruction of which not more than 12 hours may be taken in the student's freshman and sophomore years.

(6) Changes of grades including removal of incompletes must be filed in the Office of the Registrar within 30 days after granting of a degree.

(7) Undergraduate credits earned by Course Challenge (Credit by Examination) and College Level Examination Program (CLEP) are counted toward the satisfaction of bachelor degree requirements except the residence requirement. Grading option for Credit by Examination is on the basis of course listing in the *Time Schedule of Classes*. The University will grant ungraded credit for successful completion of CLEP examinations.

Second Baccalaureate Degree

A student who has been awarded a baccalaureate degree from an accredited institution may earn an additional baccalaureate 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.

The student must complete an additional 36 credit hours in residence as a regularly admitted student if the prior baccalaureate degree was awarded at

the University of Oregon, or an additional 45 credit hours in residence if the prior baccalaureate degree was not awarded at the University of Oregon.

(1) Eighty-five percent of all work graded A, B, C, D, F, N must be passed with grades of A, B, C, D, P (I, X, Y are marks and are not counted as work completed).

(2) If the eighty-five percent requirement is met, then all D credit hours, when combined with hours of F and N, may not exceed twenty-five percent of work completed.

(3) A minimum of 18 credit hours must be graded (taken on pass-differentiated basis) if the prior baccalaureate was earned at the University of Oregon, or 23 credit hours if from another institution.

(4) Seventy-five percent of all course work in the major to be counted toward the second degree must be completed subsequent to the awarding of the prior degree and certified by the major department.

(5) The Bachelor of Arts degree requires 36 credit hours of language and literature including a proficiency in a foreign language. The Bachelor of Science degree requires 36 credit hours of science or 36 credit hours of social science.

Academic Standing

The faculty Committee on Scholastic Review administers the regulations governing academic standing. This committee may disqualify an undergraduate student from attending the University when it appears that work is of such character that he or she is not maintaining substantial progress toward meeting graduation requirements. In general, profitable and creditable work means substantial progress toward meeting graduation requirements. Any term or cumulative record which is considered unsatisfactory may bring the student's record under review by the committee. A student's progress is determined by the percentage of course work completed satisfactorily. Students who fail to pass a major portion of the work attempted will be reviewed by the committee. Further details on committee procedures are published each term in the *Time Schedule of Classes*.

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, and, during registration itself, at McArthur Court.

The time schedule portion of the booklet displays all classes offered for the year and specifies which terms they are available. Also given is important information and codes necessary for completing the registration process for each term. At the front of the booklet, a diagram of McArthur Court shows where various department tables are located. During registration, students must go to the individual department tables in order to sign up for specific classes.

Also listed in the booklet are critical dates and deadlines and explanations of various academic regulations and financial aid procedures, and the current figures for tuition, fees, and other charges. The student handbook portion offers other information useful for students attending the University, including the Student Conduct Code, the Student Records Policy, grievance procedures, and a special student guide to problem prevention and other survival techniques.

Registering for Classes

Before the start of classes each term, a registration period is set aside; the dates are published in advance. Students register by student identification number (which is the U.S. Social Security number) in a particular period of time reserved for them; currently, registration takes place in McArthur Court. Students are officially registered and entitled to attend classes only when they have completed the prescribed procedures, which include payment of tuition.

Students planning to register in a term of the regular academic year after absence of a term or more must notify the Office of the Registrar by filing a re-enrollment card several weeks before registration to allow time for the preparation of registration materials.

Graduate students will find re-enrollment procedures detailed in the Graduate School section of this catalog.

Students planning to register in a summer session should file, well in advance, a form stating this intent. This form is provided in the summer session catalog; it is also available from the Summer Session Office or the Office of the Registrar.

All regular students are required to file official transcripts of any academic work taken at other institutions since their first enrollment in the University; a student's official records 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 evaluated and admitted. Failure to file all required records can result in the cancellation of admission, registration, and credits.

Under the provisions for "concurrent enrollment," students who find it necessary to be registered at the same time in more than one unit of the State System are not subject to payment of extra fees. The necessary forms and instructions are available in the Office of the Registrar.

Alternate Ways to Earn Credit

The University has established programs whereby 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 counselors, the Office of Admissions, and from the academic departments concerned.

Advanced Placement

Students who have completed college-level studies in high school under the Advanced Placement Program sponsored by the College Entrance Examination Board, and who have received grades which meet the University requirement for creditable work, may be granted credit in comparable University courses upon matriculation to freshman standing.

College Level Examination Program

For some courses, departments have authorized the use of subject examinations prepared by the College Entrance Examination Board under its 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 (less 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 hours of credit toward graduation and fulfillment of the group requirements for the baccalaureate degree.

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

Course Challenge

A formally admitted student may challenge undergraduate University

courses by examination without actually registering in the courses:

(1) The student's petition to the Academic Requirements Committee must have the approval of the individual faculty member administering the test and approval of the 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 \$15.00 per course.

(4) The student is allowed only one opportunity to qualify for credit by examination in any given course.

(5) The student has the option of credit recorded with a grade of Pass (P—satisfactory) or Graded (A, B, C, D).

(6) Credit by examination may not be counted toward the satisfaction of the residence requirement.

(7) Credit by examination may be earned only in courses whose content is identified by title in the University of Oregon catalog; credit by examination may not be earned for special studies (199), courses numbered 50-99, 200, or courses numbered 400-410.

(8) A student may not receive credit by examination in courses (a) which would substantially duplicate credit already received; or (b) which are more elementary than courses in which previous credit has been received or status has been established.

(9) A student must be a regularly admitted student and registered for classes the term in which the examination is administered.

Community Education Program

Individuals who want to enroll for a limited number of regular University courses without the formality of applying for admission may do so. A wide variety of courses is available for part-time, nonmatriculated persons of all ages. Further information on regulations governing enrollment and credit is available by writing or calling the Office of Admissions, 270 Oregon Hall; (686-3201).

Honors

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 each of 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 Academic Advising and Student Services.

Alpha Lambda Delta (freshmen, all majors)

Asklepiads (premedical students)

Beta Alpha Psi (accounting majors)

Beta Gamma Sigma (juniors, seniors, and graduates, School of Business)

Dean's List and Dean's Scholars (all majors)

Delta Kappa Gamma (education majors)

Druids (juniors)

Friars (seniors)

Kappa Tau Alpha (seniors in journalism)

Mortar Board (seniors, all majors)

Order of the Coif (law school)

Phi Beta Kappa (seniors)

Phi Delta Kappa (graduates, professionals in education)

Phi Eta Sigma (freshmen, all majors)

Phi Theta Upsilon (juniors, all majors)

Pi Alpha Alpha (public affairs in CSPA)

Pi Mu Epsilon (mathematics)

Pi Kappa Lambda (juniors, seniors, and graduates, music)

Pi Lambda Theta (education)

Sigma Xi (all sciences)

Honors College

The University of Oregon Honors College offers a four-year program of study leading to the degree of Bachelor of Arts (Honors College). For further information see the Honors College section of this catalog.

Outstanding Students

Five significant awards of merit are traditionally given to outstanding students during Parents Weekend in May. A student-faculty committee chooses the recipients according to criteria set by the men and women who established the prizes.

The AAUW Senior Recognition Award goes each year to an outstanding senior 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 for achievements in scholarship, leadership, and service to the University. This award was created in 1918 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 with qualities of leadership, was established in 1948 in memory of Captain Hunter, class of 1941.

The Koyl Cup was created in 1918 by Charles W. Koyl, Class of 1911, and is awarded to the junior 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 member of the junior class at the University of Oregon. The award is a gift presented to the University in tribute to Bess Templeton Cristman, who was honored during her college career at this University by the award of the Gerlinger Cup for outstanding junior women, 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.

Dean's List and Dean's Scholars

The University places great value on outstanding scholastic achievement by undergraduates and makes personal as well as public acknowledgment of the esteem in which each of these individual students is held.

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 that represents the top five percent of achievement of eligible undergraduate majors in the particular school or college; good academic standing; and completion of 15 or more credits in residence for the term, of which at least 12 must be graded and carry a minimum grade point average of 3.75. 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.

The Dean's Scholars is a list of students who have been on the Dean's List of a school or college for each of three consecutive regular terms of one academic year.

Tuition and Fees

Tuition

Regular tuition is a basic charge paid by all students enrolled in the institutions of the Oregon State System of Higher Education. Tuition includes instruction costs, health service fees, incidental fees (student association fees), and building fees. For a full-time student, 1980-81, the health service fee was \$29.50, the incidental fee was \$50.00, and the building fee was \$12.50. The fees are subject to change for 1981-82.

Payment of tuition entitles students to many University services, including instruction in University courses; use of the University Library; use of laboratory and course equipment and materials in connection with courses for which the student is registered; medical attention at the Student Health Center; use of gymnasium equipment (including gymnasium suits and laundry service); admission to concert and lecture series sponsored by the University.

No reduction is made for students who may not want to use some of these services. Health services and some incidental fee benefits are not available to students enrolled in Community Education.

Tuition is paid by all students under the usual conditions of undergraduate or graduate study, and is payable as specified in the *Time Schedule of Classes* or other official notices at the time of registration each term. Special fees are paid under the special conditions noted. The University's policies on student charges and refunds observe the guidelines recommended by the American Council of Education. Details of the policies are available at the University Business Office in Oregon Hall.

In the schedule below, tuition is specified for one term only. There are three terms in the regular academic year: fall, winter, spring (except for the School of Law which operates on a two-semester system).

The sums listed on the next page are tentative. When this catalog went to press, the Oregon State Board of Higher Education had not yet approved the tuition for the 1981-82 academic year. The board reserves the right to make changes in the tuition schedule. The final tuition schedule will appear in the *Time Schedule of Classes* and other supplementary publications.

Undergraduate Tuition: Resident

Full-time registration (one term):
12-21 credit hours\$323.00

Part-time registration (one term):

1 credit hour	80.50
2 credit hours	99.50
3 credit hours	118.50
4 credit hours	137.50
5 credit hours	156.50
6 credit hours	175.50
7 credit hours	201.50
8 credit hours	226.00
9 credit hours	250.00
10 credit hours	274.00
11 credit hours	298.00

Over full-time registration (per credit hour, one term): 19.00

Undergraduate Tuition: Nonresident

Full-time registration (one term):
12-21 credit hours\$1,094.00

Part-time registration (one term):

1 credit hour	144.50
2 credit hours	227.50
3 credit hours	310.50
4 credit hours	393.50
5 credit hours	476.50
6 credit hours	559.50
7 credit hours	652.50
8 credit hours	741.00
9 credit hours	829.00
10 credit hours	917.00
11 credit hours	1,005.00

Over full-time registration (per credit hour, one term): 83.00

Graduate Tuition Resident Non-resident

Full-time registration (one term):
9-16 credit hours\$480.00 \$811.00

Part-time registration:

1 credit hour	104.50	141.50
2 credit hours	147.50	221.50
3 credit hours	190.50	301.50
4 credit hours	233.50	381.50
5 credit hours	276.50	461.50
6 credit hours	319.50	541.50
7 credit hours	380.50	638.50
8 credit hours	430.00	725.00

Over full-time registration (per credit hour): 43.00 80.00

Law School Tuition

Full-time registration (one semester):
9-16 credit hours\$870.00 \$1,367.00

Part-time registration:

1 credit hour	172.75	228.25
2 credit hours	253.25	364.25
3 credit hours	333.75	500.25
4 credit hours	415.25	637.25
5 credit hours	496.75	774.25
6 credit hours	578.25	911.25
7 credit hours	687.75	1,074.75
8 credit hours	778.75	1,221.25

Over full-time registration (per credit hour): 64.50 120.00

General Deposit

All persons who enroll for academic credit (except Community Education students, staff members, and auditors) must make a general deposit of \$25.00 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 dormitory and laboratory equipment, military uniforms, library books, locker keys, and against failure to pay promptly nominal fines and assessments such as library fines, campus traffic fines, and health center charges. If at any time charges against this deposit become excessive, the student may be called upon to re-establish the original amount. Refund policies are stated in the *Time Schedule of Classes* and on page 23 of this catalog.

Deferred Tuition

Students who have difficulty in meeting payment of tuition at the time of registration may apply for a deferred tuition loan to be paid one-third at registration plus the general deposit and special fees. The balance is payable in two equal installments during the term. A service charge of \$4.00 is assessed.

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

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

Community Education Program

Tuition for part-time, Community Education Program students enrolling for 6 credits or less is determined by the level of the courses taken. Courses accepted for graduate credit are assessed at graduate tuition level; all others are assessed at the undergraduate level. A general deposit is not required.

Special Fees

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

Application Fee: \$20.00. This fee is required of students not previously enrolled at the University of Oregon. It is payable when the application for admission is submitted. The fee is nonrefundable.

Late Registration: \$5.00 plus. Students who register late will be charged a late-registration fee of \$5.00 for the first late day plus \$1.00 for each late day thereafter. Late registration paid by a returned check is also subject to the

\$7.50 returned check charge. The regulation applies to both full-time and part-time students. Late-registration fee policy is on file at the business office, Oregon Hall. The last day in each term to register without payment of penalty is fall, September 30, 1981; winter, January 8, 1982; spring, April 2, 1982.

Change of Program: \$1.00. This fee may be required for each change in the student's official program.

Exceptions to Procedures: \$1.00-\$25.00. Approved exceptions to procedural deadlines are subject to this fee.

Examination for Credit: \$15.00 per course. This fee is assessed for the privilege of taking an examination for advanced credit. The fee applies to each special examination regardless of the number of credit hours sought.

Graduate Qualifying Examination: \$1.00-\$15.00. This fee is assessed to students taking the Graduate Record Examination or other standard tests of ability to do graduate work.

Counseling and Testing: \$10.00.

Transcripts: \$3.00. The first copy of an official copy of a student's University academic record is \$3.00. Each additional copy furnished at the same time is \$1.00. The University reserves the right to withhold transcripts for persons who have unpaid financial obligations to the institution.

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

Replacement of Certificate of Registration: \$1.50.

Reinstatement: \$2.00. The fee is assessed whenever a student is permitted to continue studies after having had registration cancelled for failure to comply with the regulations of the institution.

Returned Check: \$7.50. A penalty is imposed if any institutional charges are paid by a check which is returned because of an irregularity for which the person submitting it is responsible.

Senior Citizens: No charge. Persons 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 for any special materials may be made. Incidental fee services are not provided.

Staff: \$7.00 per credit hour. University employees are permitted to enroll in

University classes with the approval of the Office of the Registrar. Full-time employees are limited to 6 credit hours of work in any term; part-time employees may enroll for a maximum of 10 credit hours. The fee is nonrefundable.

Auditor: (1) Students registering totally as auditors will be assessed on the basis of course level. (2) Regular students will be assessed according to the schedule listed above. A student's academic record will carry no entry of audited courses.

Community Education Program: Students registered as nonmatriculants will be assessed on the basis of course level.

Institutional Error: Penalty charges are not assessed when it is determined that the University, not the student, is responsible for the action causing an erroneous charge to be levied.

Automobile Fees

Students are not encouraged to bring automobiles to the University. A minimum amount of parking space is available near the dormitories and on the city streets. Students who use University parking lots must purchase and display the proper parking permit. Student parking permits are \$18.00 for automobiles and \$9.00 for motorcycles during the regular school year; student permits are \$6.00 during the summer session. All such fees, however, are subject to change.

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

Bicycles

Bicycle registration with the public safety office is required; the mandatory fee is \$2.00. 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. There is a city bus system.

A summary of University parking regulations appears in the *Time Schedule of Classes*. Copies of the complete University bicycle parking regulations, fees, and fines are available at the public safety office.

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 University Business Office. Refunds may take from four to six weeks to process, depending on circumstances. All refunds are subject to the regulations listed below. The University has an appeals process for students or parents who may think that individual circumstances warrant exceptions from published policy. For assistance, consult the Office of Academic Advising and Student Services, Oregon Hall.

(1) Withdrawal or course reduction does not automatically result in a refund. Any claim for refund must be made in writing within the current term but no later than the close of the following term.

(2) Refunds in all cases are calculated from the date that the student officially withdraws from the University, not from the date when 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 are subject to return of the Certificate of Paid Tuition.

(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* for details.

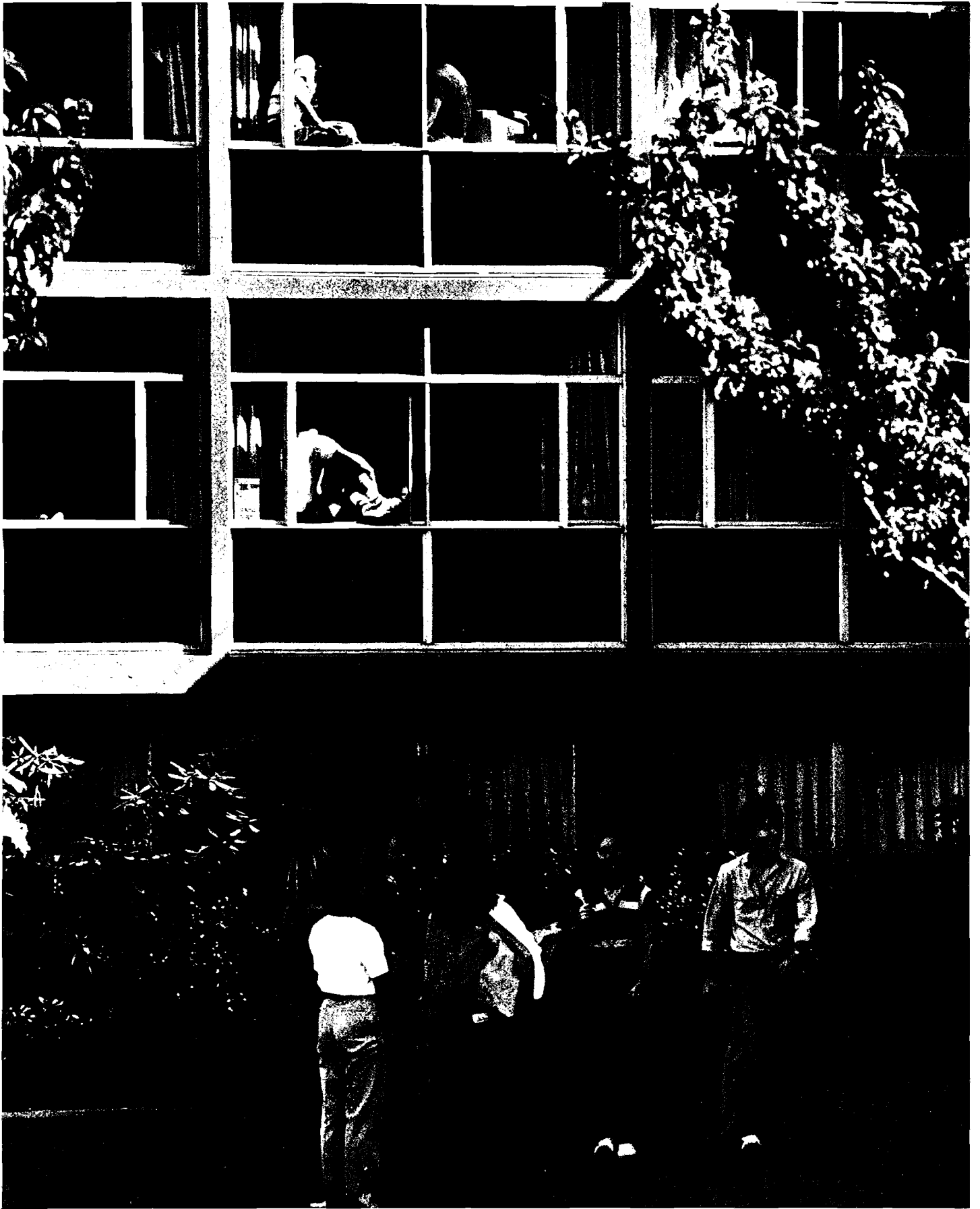
For complete withdrawal, obtain withdrawal forms from the Office of Academic Advising and Student Services, 164 Oregon Hall.

To request a refund for course-load reduction, consult 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, 119 Oregon Hall.

General Deposit Refund

The \$25.00 general deposit, less any deduction which may have been made, is refundable within the term following the term of withdrawal, if a request is made in writing to the Business Office. Otherwise an automatic refund is made not earlier than the sixth week following the close of the academic year.



Student Financial Aid

Office of Student Financial Aid
260 Oregon Hall; (503) 686-3221

Edmond Vignoul, M.Ed., Director
Lance Popoff, B.S., Assistant Director
E. Carol Richard, M.L.S., Assistant Director
Emmett Williams, Ph.D., Assistant Director
Marilyn Bader, B.S., Counselor
James Gilmour, M.S., Ed.S., Counselor
Susie Jerome, M.Ed., Counselor
Charlene Simpson, M.S., Counselor

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

Attendance Costs

Because student living arrangements and personal spending habits vary widely, there is no single figure that represents the 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 will 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 will have expenses ranging from \$30.00 to \$200 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.

The figures in the next column were the tuition and fees for a full-time student in 1980-81. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education, and may be increased for 1981-82. Details about tuition and fees for 1981-82 are on pages 22 and 23.

<i>Student Classification</i>	<i>One Term</i>	<i>Three Terms</i>
Undergraduate Resident ..\$	323.00	\$ 969.00
Undergraduate Nonresident	1,094.00	3,282.00
Graduate Resident	480.00	1,440.00
Graduate Nonresident	811.00	2,433.00
Graduate Assistant	92.00	276.00
Law Resident (Semester)	870.00	1,740.00
Law Nonresident (Semester)	1,367.00	2,734.00

In addition to the actual amount of tuition, the expenses listed below are those used in the budgets established by the Office of Student Financial Aid to determine a student's educational cost for the 1981-82 academic year.

<i>Meals and Housing</i>	<i>One Term</i>	<i>Three Terms</i>
Single Commuter	\$ 405.00	\$1,215.00
(living with parents)		
Single (living in University residence halls) ..	675.00	2,025.00
Single (living off-campus)	825.00	2,475.00
Single Parent (living off-campus)	1,245.00	3,375.00*
Single Parent (living in Westmoreland or Amazon family housing)	825.00	2,475.00*
Married (living off-campus)	1,650.00	4,950.00*
Married (living in Westmoreland or Amazon family housing)	1,170.00	3,510.00*

Books and Supplies

Graduates and Undergraduates	95.00	285.00
Law (Semester)	142.50	285.00

Miscellaneous Personal Expenses

Single	330.00	990.00
Married	660.00	1,980.00

*A dependents' allowance of \$135.00 per month is added to the budget for each dependent child living with the student.

An annual general deposit of \$25.00 payable at fall term registration to cover breakage, library fines, and other miscellaneous charges, is required. The unused portion, if any, is returned approximately six weeks following the end of the school year.

Residence hall room and board for 1980-81 ranged from \$1,749 to \$2,949. Cooperative housing costs were approximately \$200 less than the minimum residence hall rate. Sorority and fraternity costs were approximately the same as the minimum residence hall rate.

Health insurance is optional. Coverage by the term or for a full twelve-month period may be purchased in the University Business Office. 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; a University parking permit; vacation and weekend travel; theater, movie, and athletic tickets and other entertainment; and such incidentals as laundry, toilet articles, gifts, and dining out.

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. (Financial Aid Forms are available from most financial aid offices or high school counselors.)

(2) Check the appropriate box on the FAF which instructs the College Scholarship Service to send copies of the FAF to the Basic Educational Opportunity Grant program and to any other agencies, colleges, or programs listed.

(3) On the FAF, request that the University of Oregon receive a copy.

(4) On the FAF, Oregon residents request that the Oregon State Scholarship Commission receive a copy.

(5) Transfer students must supply financial aid records from all other postsecondary schools they have attended. (The appropriate forms are available at any financial aid office.) The forms must be completed in part by the student and sent to each postsecondary institution previously attended. The record will be 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) Check the appropriate box on the FAF which instructs the College Scholarship Service to send copies of the FAF to any college, agency, or program listed.

(3) On the FAF, request that the University of Oregon receive a copy.

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

Deadlines

To be given primary consideration for the National Direct Student Loan, College Work-Study Program, and Supplemental Educational Opportunity Grant for all or part of any given academic year, the application (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.

Eligibility for Financial Aid

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 College Scholarship Service's formula to determine what may be a reasonable contribution from the student and family toward the costs of the student's education. This system, approved by the federal government as a uniform method of evaluating a family's ability to meet educational expenses, assures that students will 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 (appropriate standard budget). Student resources include parents' contribution, if any, the student's own contribution, the contribution of a spouse not attending school, and other sources of financial assistance.

If a student is married and both husband and wife are attending the University, estimates of contributions will be adjusted accordingly.

If the student and spouse are attend-

ing different schools, a single student budget will be used in the estimations; however, in certain circumstances, a contribution from the spouse may be expected.

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 1981-82 academic year is based on resources earned during summer 1981 and through the end of the following spring term, and a percentage of any assets. (The calculations do not include College Work-Study funds earned while attending school.) These earned resources include the following:

(1) A minimum of \$250 per term, or earnings minus taxes and a living allowance (the standard budget amount for miscellaneous personal expenses), whichever is larger. This standard is for a dependent student living at home during the summer and not attending summer school.

(2) For independent students not attending summer school, the expected contribution is earnings minus taxes and a summer living allowance, or a minimum of \$250 per term, whichever is larger. The living allowance is the standard budget amount for meals, housing, personal expenses, and allowance for dependent children, if any.

(3) For both dependent and independent students attending summer school full-time, the anticipated contribution is earnings minus taxes, or a minimum of \$125 per term, whichever is larger.

(4) Also considered to be resources are such direct payments as social security benefits, veterans benefits, and welfare; scholarships, grants, and loans from other sources; tuition waivers.

Spouse's Contribution. For the 1981-82 academic year, the expected contribution from a spouse who is not attending school is based on resources earned and received during summer 1981 and through the end of the following spring term. These resources include earnings minus taxes, an employment allowance, and a summer living allowance if the student spouse is not attending summer school, or a minimum of \$385 per month (which is one-half the budget amount for meals and housing and miscellaneous personal expenses).

Parents' Contribution. Parental contributions for the 1981-82 academic year are based on parents' income and assets for 1980. 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; 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 (financial aid package), basing the figure 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

Basic Educational Opportunity Grants, University scholarships which 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 awards.

If it appears from the Financial Aid Form that a student is eligible for a Basic Grant but has not submitted a Student Eligibility Report to the Office of Student Financial Aid, an estimate of the amount of the Basic Grant will be included in the award. When the Student Eligibility Report is filed, the financial aid package will be revised to include the actual amount of the Basic 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 National Direct Student Loan, Supplemental Educational Opportunity Grant, and College Work-Study programs.

Students may not receive assistance from the Basic Educational Opportunity Grant, National Direct Student Loan, Supplemental Educational Opportunity Grant, College Work-Study, State Need Grant or Cash Award, or Guaranteed Student Loan programs if:

(1) They are in default on any loan made from a student loan fund at the University of Oregon or on a loan made, insured, or guaranteed under the Guaranteed Student Loan Program for attendance at the University of Oregon.

(2) They owe a refund on grants previously received for attendance at

the University of Oregon under the Basic Educational Opportunity Grant, the Supplemental Educational Opportunity Grant, or the State Need Grant or Cash Award programs.

Awards are made in accord with federal regulations and University policies as described below.

National Direct Student Loan. For freshmen, the maximum amount for an academic year is \$1,500. For sophomores who received the maximum amount their first year, the maximum is \$1,500 for the academic year. Otherwise, the maximum award is established each year.

Supplemental Educational Opportunity Grant. The student's total grant aid (Basic Grant, State Need Grant or Cash Award, and University Scholarship in addition to the Supplemental Grant) must not exceed a certain percentage of the financial aid eligibility.

The student's remaining eligibility will be met with an award of either a National Direct Student Loan or College Work-Study or both. (A Supplemental Grant may be reduced or cancelled if the student does not use the National Direct Student Loan or College Work-Study awarded.)

College Work-Study. The minimum and maximum awards are established each year.

Graduates

The Office of Student Financial Aid will determine eligibility and the amount of assistance that may be received from the National Direct Student Loan and College Work-Study programs. Awards are made in accord with federal regulations and certain University policies, as follows:

National Direct Student Loan. The maximum award is established each year.

College Work-Study. The minimum and maximum awards are established each year.

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 will be mailed:

The first week of May to all students who have supplied all the necessary information to the Office of Student Financial Aid on or before March 1; and after May, at the beginning of each month to those students who have supplied all the necessary information by the first of the preceding month.

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

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 will be cancelled.

An explanation of revision and appeal policies and procedures is included in the Offer of Financial Assistance. The federal regulations covering financial aid programs, the explanation of the College Scholarship Service's method of determining either student or family contributions or both, and the University policies and procedures for awarding financial aid and for administering financial aid programs are available in the Office of Student Financial Aid. Students are welcome to review them at any time during office hours.

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

Financial Aid Programs

To be eligible for certain financial aid programs which are dependent upon federal or state funding, the student must be a citizen of the United States, a national, or be a permanent resident of the Trust Territories of the Pacific Islands, or be in the United States for other than a temporary purpose and with the intention of becoming a permanent resident. This is an eligibility standard for the Basic Educational Opportunity Grant, the Supplemental Educational Opportunity Grant, the College Work-Study program, the National Direct Student Loan, the Guaranteed Student Loan, the Federally Insured Student Loan, and the State Need Grant and Cash Award, all of which are described below.

Basic Educational Opportunity Grant (BEOG)

The Basic Educational Opportunity Grant program provides grants (funds that do not require repayment) to eligible undergraduates.

To be eligible, a student must be admitted to the University and enrolled in good standing for a minimum of 6 credit hours per term (half-time).

The amount of award for any student is determined by eligibility and allowable educational expenses. The grant is reduced proportionately if the student is enrolled for less than 12 hours per term (full-time).

The BEOG program determines eligibility on the basis of the student's or parents' income and assets. The University disburses the money.

To apply for a BEOG for the next academic year, students may use the Financial Aid Form (FAF) or a BEOG application form, both available in the Office of Student Financial Aid. Students are sent a Student Eligibility Report (SER) stating whether or not the applicant is eligible for support. To receive the grant, eligible students must return the SER to the Office of Student Financial Aid.

Supplemental Educational Opportunity Grant (SEOG)

Supplemental grants, which need not be repaid, are for undergraduates. To be eligible, a student must be admitted to the University and enrolled in good standing at least half-time (6 hours per term). The limitations on an SEOG are a minimum of \$200 per academic year and a maximum of \$2,000 per academic year.

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

College Work-Study Program

The College Work-Study program provides funds for employing students who qualify for financial aid and are enrolled in good standing at least half-time or are accepted for enrollment.

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

Campus offices and off-campus agencies that are nonprofit and perform beneficial public services list available jobs with the Work-Study Placement Office, 1527 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.

National Direct Student Loan (NDSL)

The National Direct Student Loan program provides long-term, low-interest loans to eligible students who are admitted and enrolled in good

standing at least half-time. The following information is applicable to NDS loans made on or after July 1, 1981 :

The amount a student may borrow is determined by a financial aid counselor and is based on the student's financial aid eligibility. The maximum that may be loaned is \$3,000 for the first two years of undergraduate study ; \$6,000 for four years of undergraduate study ; \$12,000 combined total for both undergraduate and graduate study.

Repayment of NDS Loans begins six months after the student ceases to be enrolled at least half-time. The minimum repayment is \$30.00 per month (\$90.00 per quarter because the University bills quarterly throughout the year) ; the maximum repayment period is ten years. However, the actual amount of payments and the length of the repayment period depend upon the size of the debt. The repayment period may be extended up to ten additional years for low-income people, as defined in the federal regulations. Interest is charged during the repayment period at the rate of 4 percent per year on the unpaid balance.

Repayment of an NDS Loan that is not delinquent or in default may be deferred if one is enrolled at least half-time in an eligible institution. It may be deferred for no more than three years if one is (1) serving in the U.S. Armed Forces or serving as an officer in the U.S. Public Health Service Commissioned Corps ; (2) a Peace Corps volunteer or a volunteer under the Domestic Volunteer Service Act of 1973 ; (3) a full-time volunteer in service determined by federal regulation to be comparable to service in the Peace Corps or under the Domestic Volunteer Service Act ; (4) temporarily totally disabled or unable to secure employment because care must be provided for a spouse who is temporarily totally disabled.

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

Repayment of an NDS Loan that is not delinquent or in default may be deferred if one is enrolled at least half-time in an eligible institution. It may be deferred for no more than three years for the following reasons : (1) volunteer service in VISTA or the Peace Corps or similar private, non-profit organizations ; (2) service as an officer in the U.S. Public Health Service Commissioned Corps ; (3) temporary total disability ; (4) service in an internship preceding a professional practice.

Payment of an NDS Loan may be cancelled if the borrower is teaching full-time in certain fields or areas ; if the borrower dies ; or if the borrower has a permanent and total disability.

Note: Congress has enacted P.L.

95-598 which continues to prohibit student loan borrowers from wiping out their debts by declaring bankruptcy within five years after the repayment period begins.

Money available for NDS Loans is deposited with the University by the federal government and collected from former University borrowers to loan to eligible students. Disbursement, repayment, deferment, and cancellation are transacted with the University Business Office in Oregon Hall.

Scholarships, Grants, and Loans

Scholarships Awarded by a Department or School

Undergraduate and graduate students who have selected a major field 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.

Scholarships Awarded Through 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 composed of five faculty members, and two students appointed by the Associated Students of the University of Oregon. 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 is March 1.

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, or veteran or marital status.

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 will be selected for scholarship awards on the basis of criteria other than sex. After the student has been identified as a potential recipient, the University's Scholarship Committee will award scholarships from both sex-restrictive and non-restrictive 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.

National Merit Scholarships

The University of Oregon is the only public institution in Oregon to be a sponsor in the National Merit Scholarship program. Several four-year scholarships ranging from \$250 to \$2,000 per academic year are awarded. Interested high school students should consult their high school counselors and arrange to take the PSAT/NSMQT in their junior year. This test is usually offered during October.

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 of either the Scholastic Aptitude Test or the American College Test, and who are also eligible for financial aid. Award amounts vary, depending on individual financial aid eligibility.

Need grants are awarded to resident undergraduates who have sufficient financial aid eligibility. Award amounts vary, depending on an analysis of eligibility for aid.

A Cash Award or a Need Grant may be renewed for twelve terms if the student applies each year, is enrolled full-time (12 hours per term), satisfactorily completes a minimum of 36 credit hours per academic year, and does not have a baccalaureate degree.

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, and (2) include on the form the instruction that the Oregon State Scholarship Commission is to receive a copy.

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.

Guaranteed Student Loans (GSL) and Federally Insured Student Loans (FISL)

Federal and state guaranteed student loan programs make funds available through an eligible lending institution, usually in the student's state of legal residence.

Students must be enrolled at least half-time and be in good standing or have been accepted for admission.

The lending institution determines the amount the student may borrow. The maximums are \$2,500 per academic year and \$12,500 total for dependent undergraduates, \$5,000 per academic and \$15,000 total for independent undergraduates, \$5,000 per academic year for graduates, and \$25,000 combined total for both undergraduate and graduate study.

Effective January 1, 1981, for new borrowers, repayment begins six months following graduation or termination of at least half-time enrollment, and the interest is 9 percent per year on the unpaid balance. For students who have outstanding loans made prior to that date, the grace period continues to be nine months and the interest rate 7 percent per year. The minimum monthly payment is \$30.00; the maximum repayment period is ten years. However, the actual amount of payments and the length of the repayment period depend upon the size of the debt. The federal government pays the interest until repayment begins. There is a prepaid finance charge for each loan and extension.

Deferring Repayment. Repayment of a GSL or FISL that is not in default may be deferred if the borrower is enrolled full time at an eligible institution. Repayment may be deferred for no more than three years if the borrower is (1) serving active duty in the U.S. Armed Forces or an officer in the U.S. Public Health Service Commissioned Corps; (2) a Peace Corps volunteer or a volunteer under the Domestic Volunteer Service Act of 1973; (3) a full-time volunteer with a tax-exempt organization comparable to the Peace Corps or ACTION programs; (4) temporarily totally disabled or required to care for a temporarily totally disabled spouse.

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

Application forms for the Oregon Guaranteed Student Loan program and the Federally Insured Student Loan program are available in the Office of Student Financial Aid; addresses for obtaining forms for other state loan programs are also available in this office.

To apply for a GSL or FISL. (1) Complete the appropriate application. (2) Submit the application to the Office of Student Financial Aid. (Students having any other form of financial aid must see a financial aid counselor to determine eligibility for additional assistance.) (3) When the Office of Student Financial Aid has completed certain sections of the application form, the student takes it to the appropriate lending institution for final approval. From eight to twelve weeks are required to process these loans.

Student Employment

More than 65 percent of University of Oregon students are employed in part-time work. The information that follows is intended to be of some help for students who look for employment either on the 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 based on their financial aid eligibility.

Campus

Student employment is a part of the total service provided by the Office of Student Financial Aid. The Job Service Office, which is located on the campus and is a part of the Oregon State Employment Division, helps University students, their spouses, and dependents find part-time work. No fee is charged for this service. Students who want employment should register with this office upon arrival at the University and after determining class schedules. Openings are usually available in child care, gardening, 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 is (503) 686-3239.

Personnel Office. Staff employment (the Oregon Civil Service) is managed through this office. Assistance is provided for husbands and wives of students wanting civil service employment on campus. Information regarding general state employment is also available. Students enrolled in the University usually are not employed through this office; students may apply for work through the Job Service Office. The Personnel Office is in 463 Oregon Hall.

Residence Halls. Food service and resident assistant positions are available in the residence halls. Residence hall

students are given priority for these positions. Persons interested in part-time food service positions should consult residence hall food supervisors upon arrival on campus.

The resident assistant positions, open to both men and women, provide room and board in exchange for dormitory counseling responsibilities. Appointments are generally made by the end of April for the following school year. Students wanting these positions should apply directly to the Housing Office, Walton Hall.

Student Union. A variety of jobs, including food service, is available in the Erb Memorial Union (student union). 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 direct inquiries to the Physical Plant, University of Oregon.

Instruction and Research. Advanced students wanting to be considered for positions as assistants in instruction and research should apply to the head of their department. Reader positions are also handled by the departments or by individual instructors.

Community

Craft Sales. Many students with the necessary skills and equipment produce a wide variety of craft items for sale at local markets, retail outlets, specialty shops, and periodic outdoor events. Profits on such sales are generally low, however. Students selling craft items are urged to become familiar with local ordinances governing such sales; in some cases (food sales, for instance), various vending licenses are required.

Apartment Managers. These positions are usually advertised in daily newspapers under "Help Wanted: Couples."

Entertainers. A minimum number of free-lance engagements for musicians and actors are available locally.

Restaurants and Taverns. Many students find employment in restaurants and taverns near campus. Flexible schedules and the possibility of tips make these jobs attractive.

Sales Clerks. A number of part-time jobs are available in shops near campus (including the University Bookstore) as well as throughout the Eugene-Springfield community.

Oregon State Employment Office. This office provides information and referral for jobs in the Eugene-Springfield area; the office is located at 432 West 11th Avenue in Eugene.

Services for Students

Associate Provost
for Student Affairs
372 Oregon Hall (503) 686-3105

Dean of Students
372 Oregon Hall (503) 686-3216

Gerald F. Moseley, Ph.D., Associate
Provost for Student Affairs

Robert L. Bowlin, D.Ed., Dean of
Students

William Ballester, M.A., Assistant to
the Associate Provost

Vernon Barkhurst, M.A., Conduct
Coordinator and Associate Dean of
Students

Michael Marlowe, M.S., Adviser to
Living Organizations

Barbara Nicholls, M.S., Counselor for
Student Athletes

Hilda Young, M.Ed., Coordinator of
Special Projects

Under the general direction of the Associate 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.

Advising and Orientation

Office of Academic Advising
and Student Services
164 Oregon Hall; (503) 686-3211

Shirley Wilson, D.Ed., Director
Marliss G. Strange, M.A., Associate
Director

Joe Wade, M.S., Associate Director
Jack W. Bennett, D.Arts, Counselor

Judith R. Bogen, M.Ed., Counselor

Jane F. DeGidio, Ph.D., Counselor

George Wasson, M.S., Counselor

The Office of Academic Advising and Student Services is open to all students weekdays from 8 a.m. to 5 p.m. Through this office students may receive help in resolving academic and personal difficulties that may arise during their studies at the University.

Academic Advising

At the beginning of each term, the Office of Academic Advising and Student Services coordinates advising meetings between new students and their faculty advisers. The office also supervises advising for students who have not chosen majors, and for students in the prehealth sciences.

The office maintains a drop-in advising and counseling service for students needing advice about general University requirements and help with personal and academic problems. Advisers and counselors are available from 8:00 a.m. to 5:00 p.m. weekdays.

Lifelong Learning Services

The staff of the Office of Academic Advising and Student Services helps people who have been away from high school or college classes for a number of years and now want to resume their education at the University. These students are offered pre-enrollment information and advice, help in resolving procedural problems, and general assistance to ease the return to the classroom.

Handicapped Students

Physically handicapped students may receive help in planning schedules, registering for classes, and obtaining special services through several University offices. In instances where architectural barriers still exist, staff at these offices will help handicapped students gain access to classrooms and laboratories. The University cooperates with off-campus agencies to meet the needs of this student group. For information and assistance, consult the Office of Academic Advising and Student Services.

National Student Exchange

The University of Oregon is one of more than fifty-five public colleges and universities across the country with membership in the National Student Exchange (NSE). Through NSE, qualified students at participating state universities and colleges may apply for an exchange enrollment at another participating institution. 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 avail-

able on their home campus. 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. For further information, consult the NSE coordinator in the Office of Academic Advising and Student Services.

Student Paraprofessional Program

The Student Paraprofessional Program provides undergraduates with special training and practical experience directly related to their major courses of study and career goals.

Students receive paraprofessional training in an academic course covering basic skills in interviewing, program and organizational development, and interpersonal communication. To gain experience in applying interpersonal theory, students practice different helping skills during each class session.

Students who complete the training may go on to work in practicums in various academic departments and offices of the University. In each case, the practicum placement is tailored to fit the needs of the department or office as well as the major and special interests of the student. In all practicum placements, student paraprofessionals learn on the job while they work with and are supervised by professional staff.

Interested students may call or write the program coordinator, Jane DeGidio, in the Office of Academic Advising and Student Services.

Scholastic Review Committee

The committee's function is to administer, within the framework of faculty legislation, the undergraduate academic standards of the University as they pertain to students' academic performance and progress toward a degree. The committee functions throughout the four school terms.

The Office of Academic Advising and Student Services assists students in petitioning the committee for reinstatement, retroactive withdrawal (complete or selective), change of grade options, cancellation of disqualification, cancellation of academic probation and warning,

and contested grades. Staff members issue petitions, advise students on matters for consideration by the Scholastic Review Committee, and present petitions in committee meetings. For further information, consult a staff member in the Office of Academic Advising and Student Services.

Telephone Information (Tel-Info)

Information concerning a broad range of University subjects is provided by Tel-Info, the University's telephone information service. The tape-recorded system is coordinated by the Dean of Students Office. By telephoning (503) 686-4636 and requesting a tape by number, callers may learn about registration, housing, admissions, campus events, academic procedures, and other topics related to the University. A partial list of available tapes appears below. The service is available from 9:00 a.m. until 11:00 p.m., Monday through Saturday, and from 1:00 p.m. until 11:00 p.m., Sunday.

Orientation Office
270 Oregon Hall; (503) 686-3218

Gregg Lobisser, M.A., Director

The Orientation Office has the responsibility of helping undergraduate students in their initial encounters with the University environment.

Early Orientation and Registration

The Early Orientation and Registration Program is a specially arranged opportunity for entering freshmen to get academic advising and to register early, during the month of July, for fall term classes. Early registration permits freshmen to begin their academic careers during the summer lull, without the pressures of fall registration added to the period of adjustment to a new environment. Parents also are invited to take part in this orientation week so that they may learn about the University, its personnel, and its programs.

New Student Week

This is an annual variety of experiences and encounters between new students and the University of Oregon. Held during the week of fall term registration, New Student Week helps new students feel at home at the University, meet other students, and discover campus and community resources vital to their educational goals.

International Student Orientation

This program assists foreign 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, and may include a temporary stay with a host family in Eugene.

Special Programs and Assistance

Upon request, the Orientation Office cooperates with any campus office or group to plan and present special orientation programs for undergraduate students. The help offered includes planning and arranging for printed materials, physical facilities, workshops, and other projects.

Student Conduct Program
372 Oregon Hall; (503) 686-3210

Vernon L. Barkhurst, M.A.
Coordinator

The University operates under a progressive student conduct program which is designed to protect the health, safety, and well-being of everyone within the University community at the same time that it protects 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.

The Code of Student Conduct and detailed information concerning the student conduct program appear in the student handbook section of the *Time Schedule of Classes*.

Telephone Information (Tel-Info tape numbers)

Admissions, Business Affairs, Registrar

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 correct an error on records, 149
Academic probation, 151
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
Office of Academic Advising and Student Services, 202
To get an academic adviser, 206
Educational Opportunity Program, 210
Study skills assistance: Learning Resources Center, 212
Language Laboratory, 220
Tests available at Counseling Center, 230
Using the UO Library, 250
To attend school out-of-state with in-state tuition, 260
Study-abroad opportunities, 262

UO Bookstore, 265
Museum of Art, 270
Community Education classes, 280

Human Resources and Welfare

Financial aid, 302
Work-study jobs, 309
Child care at UO, 311
Lifelong Learning, 313
Services for minority students, 320
Services for handicapped students, 330
Army ROTC, 334
Veterans' assistance at UO, 336
Resources for women on campus, 340
Help for unfair treatment, 343

Student Organizations and Government

Student government, 352
Women in Transition, 360
Legal assistance, 370
Honor Societies at UO, 400

Living Accommodations

Locating off-campus housing, 452
Residence hall reservations, 460
Res. hall costs, payment schedule, 462
Res. hall equipment, 464
Termination of res. hall contract, 466
Telephones for res. hall rooms, 467
Names, phone numbers of res. hall personnel, 468
Joining a fraternity or sorority, 470
Joining a cooperative, 478
University-owned family housing, 480

Health

Student Health Center, 502
Counseling Center services, 525
The crisis line, 527

Career Planning and Placement

Information on careers, 552
How to write a resumé, 554
Job interview skills, 556
Government and business jobs, 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
Work and travel abroad, 630
Concert calendar, Music School, 640

Special Information

Daily calendar of events, 651
Erb Memorial Union, hours, 652
Joining the alumni association, 670
Campus catering services, 675
Cashing a check on campus, 678
Campus copying services, 680
Campus Ministry, 690
Parking cars and bicycles, 700
The tool library, 710
Important academic dates, 120
Index of Tel-Info topics, 100

Foreign Students and Study Abroad

Office of International Services
330 Oregon Hall ; (503) 686-3206

Thomas Mills, Ph.D., Director
Peter Briggs, B.A., Assistant Director
Mary E. Litchman, A.A., Adviser

The University currently enrolls about 1,000 foreign students from more than 72 countries and sponsors a variety of study-abroad programs in Europe, Latin America, and Asia. Through its International Services office, the University assists United States students who want to study abroad, and foreign students and faculty who are teaching and studying at the University.

Foreign Student and Foreign Faculty Assistance

Students and faculty from other countries are invited to consult this office for information about admissions, housing, United States immigration regulations, employment opportunities, and scholarship aid. The office also offers academic and personal counseling, helps students adjust to life in this country, and coordinates the Friendship Family program that introduces foreign students to local families.

The office is the official University liaison for several international agencies, including the Ford Foundation and the Institute of International Education.

Foreign Study Opportunities

Students at the University may broaden their education by taking part in foreign study programs that offer University of Oregon credit. More complete information about each of the following programs is published in the pamphlet *Foreign Study Opportunities*, available in the International Services office.

Northwest Interinstitutional Council on Study Abroad

This organization, of which the University is a member institution, sponsors academic programs in Avignon, France; Cologne, Germany; and London, England. Professors from member institutions, along with instructors from the host country, teach liberal arts courses in English. Students may enroll for the entire academic year or for single terms, and may study at more than one site during the year.

University of Poitiers, France

This year-long 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 may enroll in regular University of Poitiers classes if they have sufficient academic preparation.

Oregon Study Center in Germany

Students in this program may study at any of the participating universities at Stuttgart, Hohenheim, Mannheim, Tübingen, or Konstanz. Applicants must demonstrate proficiency in German because students are enrolled in regular university classes.

Waseda University, Tokyo, Japan

At Waseda University's International Division, students may enroll in a variety of courses in Asian studies. Knowledge of the Japanese language is not necessary because instruction is in English.

University of Guadalajara, Mexico

This six-month program offers a language and general studies curriculum. After a language study and orientation program, students enroll at the University of Guadalajara, where courses are taught in Spanish.

Netherlands School of Business

Students participating in the program at Nijenrode, The Netherlands, take courses in international business and social science.

Yugoslavia

A number of seminars, ranging from world peace to women and work, are offered between September and June each year in Dubrovnik, Yugoslavia. Seminars are three to four weeks long, and students may arrange for credit in appropriate departments.

Italy

An eight-week summer program in Italian language and culture is offered at the Italian University for Foreigners, in Perugia, Italy. Italian at all levels is offered.

Mexico

Each summer, the University of Oregon Department of Romance Languages sponsors a study program in Spanish language and culture, in Cuernavaca, Mexico. Applicants must have a minimum of one year of college-level Spanish to participate in the eight-week session.

Austria and Germany

In this eight-week summer program, students study at three different sites: St. Johann in Tirol, Austria; and Munich and Kassel, Germany. Students who have at least one year of college-level German are eligible.

Fulbright 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 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.

American English Institute

This language institute offers a full range of English classes each term for foreign students who plan to enroll at the University of Oregon or at another American college or university. For information and applications, write

Admissions Coordinator
American English Institute
750 East 11th Avenue
Eugene, Oregon 97403
Telephone: (503) 686-4231
(Also see, page 364.)

The University of Oregon is authorized under federal law to enroll non-immigrant alien students.

Learning Aids and Personal Resources

Upward Bound, 107 Friendly Hall; (503) 686-3501

Pearl M. Hill, M.S., Director

Upward Bound is a pre-college program designed to generate skills and motivation to successfully complete high school and gain admission to a post-secondary educational program. High school students from low-income families, who have academic potential but have inadequate secondary school preparation, are eligible to become participants in the program. These students are recruited from various geographic locations within Oregon, known as target areas, which are determined by federal grant regulations.

The Upward Bound student is

involved in an eight-week summer residential program, during which participants live on the University of Oregon campus. They attend classes that emphasize basic skill development which provides them with a variety of pre-college academic experiences. During the summer, Upward Bound students are also involved in career and personal counseling for the purpose of encouraging creative thinking and the development of a positive attitude toward learning.

During the school year, students are provided with tutoring and counseling services in their home and high-school environment.

Educational Opportunities Program

207 Emerald Hall;
(503) 686-3232

Jacqueline Bonner, M.S., Director
George Buelow, Ph.D., Assistant Director

Kate O'Dell, Ph.D., Assistant Director

This program helps students to get the most from their education and increase their prospects for success in school and in their future work. The program offers, for credit, instruction in reading, research methods, use of library resources, speaking and listening, critical thinking, examination skills, and study methods.

Academic and tutorial assistance to help students with courses taught through academic departments is also available. Students from culturally different or low-income backgrounds may get counseling and advocacy assistance. The nonacademic but critically important factors contributing to a student's successful overall experience at the University are recognized and addressed.

The program receives federal and state funds for developmental education within the College of Arts and Sciences and is available to students with academic potential.

Learning Resources Center

5 Friendly Hall; (503) 686-3226

David Hubin, M.A., Director
Susan J. Lesyk, M.A., Assistant Director

The Learning Resources Center provides assistance to all students who want to improve their academic learning skills. The center offers a credit course, Introduction to University Study,

which gives an academic orientation to the University, with emphasis on developing study techniques for meeting the learning demands of higher education.

The center also offers a number of noncredit classes and workshops. A study techniques class covers effective strategies for improving learning. An academic speed-reading course emphasizes rates and comprehension skills necessary for academic reading. For students who are anxious about taking graduate school entrance exams, the center offers help in preparing for the GRE, LSAT, GMAT, and MCAT.

Subject area tutoring is provided by trained, supervised tutors. A minimal fee is charged for tutorial services and noncredit classes.

Writing and learning skills counselors are available each day to help individual students with writing or studying concerns. The office is open weekdays from 8:00 a.m. to 5:00 p.m.

Counseling Center

Third Floor, Susan Campbell Hall
(503) 686-3227

William Kirtner, Ph.D., Director
Richard Francisco, Ph.D., Counselor
Carolyn Keutzer, Ph.D., Counselor
Andrew Thompson, Ph.D., Counselor
Saul Toobert, Ph.D., Counselor

The University Counseling Center provides trained counselors to help students with personal problems and with marital, premarital, and other personal matters. Counseling, testing, and additional resources are available to assist students in making career choices and in dealing with academic concerns.

A modest fee is charged for testing. Fees for other counseling services also may be required.

Staff members also offer group-process consultation to the various departments of the University and, upon request, consult with faculty members, students, and others on behavioral and mental health problems.

Testing Service

The Counseling Center serves as a coordinator for most of the national testing programs such as the College Level Equivalency Program (CLEP), the College Entrance Examination Boards, the Graduate Record Examination, and the Law School Admission Test. Application forms and registration materials for these programs are available at the Counseling Center.

Student Training

The Counseling Center also offers doctoral internship training and practicum courses for graduate students in counseling psychology.

Crisis Center: 686-4488

The Crisis Center, a telephone service supervised by the Counseling Center, operates evenings and weekends.

Career Planning and Placement Service

Second Floor, Susan Campbell Hall; (503) 686-3235

Laurence Smith, D.Ed., Ph.D., Director
Deborah Chereck, M.Ed., Career Development Specialist
W. Sanford Heins, M.S., Coordinator, Educational Placement
Theresa Ripley, Ph.D., Coordinator, Career Planning
June Wyant, M.L.S., Librarian, CPPS

Career planning and placement services are available to students from all departments on campus and to University of Oregon alumni. Services include help in career planning for undergraduates deciding on career alternatives, and for persons seeking a second career; placement help for graduating students and alumni looking for new or better positions; workshops covering interviews; job listings; and recruiter services.

Students who are currently enrolled, alumni, and persons who have completed 12 or more credit hours at the University may register for placement service.

Health Services

Student Health Center

(503) 686-4441

James K. Jackson, M.D., Director
Paul S. Bassford, M.D.
Frank L. Baynes, M.D.
W. A. Brooksby, M.D.
Stanley A. Brown, M.D.
Richard O. Buck, M.D.
Virginia M. Buck, M.D.
Frances J. Colwell, M.D.
Emily B. Fergus, M.D.
Daniel C. Jepsen, M.D.
Paul Kaplan, M.D.
Herbert C. Lemon, M.D.
William R. McCluskey, M.D.
Murdock E. McIntyre, M.D.
P. H. Pierson, M.D.
Steven P. Roy, M.D.

The purposes of the health center are to assure students of the University a healthy environment in which to live and work, to safeguard the general health of students, and to teach the value of preventive and curative medicine through health education and individual, informal health counseling.

The student health services in the institutions of the Oregon State System of Higher Education are supported by a student health fee and such charges as are necessary. Only currently registered students are entitled to the services of the health center.

Medical Services

(1) General medical attention and treatment, including clinical gynecology, family planning and counseling, and minor surgery (major surgery and other procedures requiring general anesthesia, intensive medical care, and specialists' services are referred elsewhere).

(2) Limited emergency service during regular school terms (major emergencies are referred to the general hospital located near the campus).

(3) Routine laboratory procedures and x-rays.

(4) A licensed pharmacy.

(5) Psychiatric counseling services by a psychiatrist.

(6) Sports medicine rehabilitation and physical therapy.

(7) Allergy skin testing.

Appointments

Except for Saturdays and emergencies, visits to the health center are by appointment. An appointment may be made by telephone or in person during clinic hours, 8:00 a.m. to 4:30 p.m.

The Health Center is also open until 8:00 p.m. evenings Monday through Saturday, and from 12 noon to 8:00 p.m. Sundays for emergencies only.

Expenses

There is a charge for prescriptions, x-rays, laboratory procedures, and services such as immunizations and physical therapy, but every effort is made to keep all charges as low as possible.

All expenses of, or connected with, surgical operations or specialized services must be borne by the student. These include the services of a special nurse, where deemed necessary, and medical or surgical specialists who see patients in consultation in the Student Health Center or elsewhere. Under no circumstances will the Student Health

Center pay or be responsible for bills from private physicians or private hospitals.

It is recommended that all students who are not covered by sickness and accident insurance buy the Sickness and Accident Insurance Policy, which is tailored to meet the specific needs of college students. The policy may be purchased through the Associated Students of the University of Oregon. Student insurance does not entitle a person not registered for the current term to Student Health Center services, but does apply to general medical care elsewhere, as indicated in the policy. Parents are reminded that in family medical and hospital insurance policies, coverage may end for their children when they reach the age of nineteen years.

Health center services are not available to faculty members.

Each entering student must complete a medical history form. For their own protection, students are strongly urged to have a tuberculin skin test if they have not had the test within the past year. The tuberculin skin test is available at the health center.

Students with a positive reaction to the tuberculin skin test should have a 14 x 17 chest x-ray within six months of admission to the University.

It is recommended that students will have had diphtheria-tetanus boosters within the last ten years. Polio and measles immunizations are also strongly recommended.

Student Bookstore

University of Oregon Bookstore

James L. Williams, General Manager
Business Office (503) 686-4331
Textbooks (503) 686-5320
General Books (503) 686-3510

The University of Oregon Bookstore, Inc., is just west of campus on the corner of 13th Avenue and Kincaid Street. The bookstore is a nonprofit corporation established in 1920 to serve the students, faculty, and staff of the University of Oregon.

The bookstore is open during the school year from 8:15 a.m. to 5:30 p.m., Monday through Friday, and 10:00 a.m. to 2:00 p.m. on Saturdays. During the summer, the bookstore is closed on Saturdays.

Services

The bookstore is a miniature department store. The first floor displays a wide selection of school supplies, calculators and electronic items, writing instruments, drug sundries, gifts, and a huge selection of Oregon T-shirts and memorabilia.

A new, complete store of art and architecture supplies is on the basement level. Public restrooms are also located here.

On the second floor, in the general book department, the bookstore offers more than 40,000 separate titles for reading pleasure. The store specializes in carrying books seldom found in a regular bookstore. If the bookstore does not carry a particular book or if a book is out of print, the staff is always pleased to make a special order. The bookstore's staff also enjoys recommending books to customers.

The textbook department is located at the rear of the second floor. The bookstore sells both new and used textbooks at a discount and also saves students money throughout the year by buying back many used books that will be used again on campus. The buy-back list is largest, however, at the end of each school term when the bookstore brings in professional used-book buyers during finals week for the convenience of students wanting to sell their books.

Specific services offered at the bookstore include no-charge check cashing, free gift wrapping on store purchases, a free notary public service, free self-service coin lockers, concert ticket sales, keymaking, acceptance of *Emerald* classified advertisements, postage stamp sales, a film-processing service, University of Oregon jewelry sales, graduation cap and gown sales and rentals, two self-service photocopiers, sheltered bicycle racks, sheltered benches outside the store, and a free campus telephone.

Organization and Management

For many years a cooperative store, the bookstore is now an independent, nonprofit corporation whose membership is all the students, faculty, and civil service staff 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 six full-time managers and a large staff, many of whom are spouses of students or students who are working part time.

Policy

It is the fixed policy of the bookstore to supply the consumer needs of students

and faculty in the best manner possible.

Textbooks are currently discounted at 11 percent off the list price. The board views books as the heart of a student's education, and offers the discount as one means of decreasing the costs of an education. Through the textbook discount, the bookstore saved its membership more than \$275,000 last year.

The bookstore continually strives to find new ways to better serve its membership, and 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.

Council for Minority Education

470 Oregon Hall ; (503) 686-3479

Gary Y. Kim, M.S., Coordinator

The Council for Minority Education provides academic and other supportive services to American Indian and Alaska Natives, Black, Hispanic, and Asian American-Pacific Island students. Assistance in gaining admission is only one of the ways the council offers help. The staff is always glad to answer questions and will assist in completing application forms.

The staff can defer payment of an application fee or dormitory housing deposit if immediate payment poses a hardship for a minority student. If a student is not a resident of the state of Oregon, and can demonstrate both academic potential and financial need, it may be possible to get tuition reduced to the resident rate.

In certain cases, minority students may qualify for admission even if they have doubts about meeting the requirements. Please call or write the office about this.

Once the student is admitted, he or she becomes eligible for other services. The council sponsors composition courses which meet the student's needs for writing skills that will satisfy certain degree requirements. Mathematics courses necessary for degrees in many fields are also offered. All of the council's courses feature talented instructors and small classes.

The council provides experienced tutors in such areas as writing, mathematics, accounting, economics, chemistry, physics, biology, and computer science.

The staff is always glad to answer questions students may have about graduation requirements and other academic matters. The staff also assists students in straightening out problems in other areas such as registration, housing, or business affairs.

Each year, the council sponsors orientation, cultural, and other activities of interest to minority students.

There are no special application procedures required to use the services of the Council for Minority Education. All Indian, Black, Hispanic, and Asian-Pacific Island students enrolled at the University of Oregon are eligible.

Recreational and Athletic Programs

Erb Memorial Union ; 686-3705

Adell McMillan, M.S., Director
Robert Schutz, M.A., Assistant Director
JoAnn Een, P.A., Executive Coordinator, ASUO
Frank Geltner, Jr., Ph.D., University Program Consultant
Mary Curtis Grambley, M.S., Coordinator, Child Care Centers
Bruce Mason, M.S., Coordinator, Outdoor Program
Keith Nelson, B.A., Assistant Coordinator, Outdoor Program
Thomas F. Urban, M.F.A., Coordinator, Craft Center
Sandra L. Vaughn, M.S., Recreation Coordinator, Club Sports

The Erb Memorial Union 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 U.S. Post Office, the EMU Print Shop, an information center, a small variety store, a ticket outlet, the University lost-and-found, and a sporting goods store. Also a part of the EMU, but not housed in the building, is the Canoe Shack, which rents canoes and kayacks 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 athletic department, the ASUO, and the Erb Memorial Union.

Board of Directors

The EMU board has the responsibility for making general policy decisions and long-range plans for the Erb Memorial Union. The board also advises EMU staff on matters of day-to-day management and administration. Membership on the board is made up of elected students, appointed students, and appointed faculty. Three subcommittees work with revenue areas, house, and budget.

The EMU also provides activities and programs for the educational, cultural, and recreational enrichment of the University community.

Cultural Forum

The Cultural Forum presents a program of campus-wide entertainment and cultural activities, including films, concerts, art exhibitions, lectures, and symposiums.

Outdoor Program

The Outdoor Program offers students an opportunity to participate in many activities, including camping, hiking, mountaineering, ski touring, canoeing, kayaking, and bicycle touring.

Craft Center

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.

Child-Care Centers

Two child-care centers are available for use by University students and staff, and for faculty when space is available.

Club Sports and Recreation Center

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, and horseback riding. The Recreation Center sponsors tournaments in billiards, table tennis, shuffleboard, chess, bridge, and backgammon.

Recreational Programs,
Department of
Physical Education
Gerlinger Hall; (503) 686-4113

Karla Rice, M.A., Director

The Department of Physical Education sponsors comprehensive sports and recreational programs for the students, faculty, and staff of the University.

Recreation and Intramural Activities

The programs provide a wide variety of opportunities for participation in intramural sports, all-campus tournaments, interest groups, and special events. Activities are provided in men's, women's, and coed divisions.

Among the most popular activities are basketball, bowling, badminton, cross-country, flag football, fun runs, golf, handball, innertube water basketball, water polo, 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 gymnasium, courts, and pools of Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available on the same basis.

Intercollegiate Athletics
McArthur Court
Men's, 686-4481; Women's,
686-3388

Intercollegiate athletics at the University are an integral part of the institution's educational programs. Opportunity to participate in athletics is offered to students of both sexes at every level of experience and skill. Through its Affirmative Action program, the University is committed to a program of athletics which gives equal opportunity to all student athletes.

The University of Oregon has a rich heritage in intercollegiate athletics, a heritage which includes four NCAA track and field championships, four NCAA cross country championships and the first-ever NCAA basketball championship. Overall, in 1980, Oregon men ranged ninth in the nation, Oregon women tenth.

Numerous Oregon teams—men's and women's—have won conference and regional championships and many Oregon athletes have won individual national titles and participated in the Olympic Games, World Games, and other major competitions.

The University fields eight sports each for men and women. Men's sports include football, basketball, swimming and diving, wrestling, tennis, golf, track and field, and cross country. Women's sports include volleyball, gymnastics, basketball, swimming and diving, tennis, softball, track and field, and cross country. Women's Intercollegiate Athletics, organized in 1973, have been a part of the Department of Intercollegiate Athletics since 1977.

Oregon belongs to the National Collegiate Athletic Association (NCAA) and the Association for Intercollegiate Athletics for Women (AIAW), competing at a Division I level in the NCAA. Most of Oregon's women's teams will operate under AIAW rules for the next two years, while participating in NCAA championships. The NCAA, the long-time organizer of men's athletics, will sponsor women's championships starting in the 1981-82 season.

The University also belongs to the Pacific-10 Conference and the Northwest College Women's Sports Association (NCWSA). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Oregon State, Washington, and Washington State.

Pac-10 schools have captured more NCAA titles than any other conference in the nation. In this year of transition from AIAW to NCAA championships, most Oregon women's teams will compete in NCWSA championships which do not serve as qualifiers for AIAW championships, as well as NCAA regional qualifying events. The NCWSA includes schools from Oregon, Washington, Idaho, and Montana.

The success of Oregon sports has made Eugene and the University of Oregon an attractive site for national championships. Oregon has been the championship host for NCAA and AIAW track and basketball, NCAA gymnastics, and 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.

Associated Students

Associated Students of the
University of Oregon; Suites 3,4,5
Erb Memorial Union; 686-3724

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students at this University. The ASUO 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.

Organization

The ASUO is divided into executive, fiscal, and judicial branches. The executive body is composed of a president, vice-presidents, and administrative officers. It is responsible for the ASUO budget and assists the ASUO programs. The executive branch also recommends the appointment of student members to the many regular and ad hoc committees that serve the University and its administration.

The judicial branch of the ASUO is the constitution committee. It has the responsibility for interpreting the ASUO constitution. ASUO elections are administered by the elections board with an elections court, under the direction of an ASUO vice-president.

Erb Memorial Union Board

This board (EMUB) is responsible for making general policy decisions and long-range plans for all aspects of the operation of the EMU. The board, on which students make up the majority, also advises staff in the management and administration of the EMU.

Incidental Fee Committee

The Incidental Fee Committee is composed of seven students elected from the student body at large. Each year all recipients of support from incidental fees (the athletic department, the EMU, and the ASUO, among others) submit their proposed budgets to the fee committee. After a series of 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. The final

incidental-fee budget is approved by the State Board of Higher Education.

Student University Affairs Board

The Student University Affairs Board (SUAB) is an eighteen-member elected body that deals specifically with issues relating to student affairs within the University. Members are elected by students from each academic constituency for a two-year term. Each member has full voting status in University governance decisions. The SUAB also operates the Information and Grievance Center in the Erb Memorial Union.

Student Organizations

Following is a list of a few student organizations active on campus.

Action Now

This is a University-based lending library of tools which offers students the opportunity for on-the-job experience in construction, designing, and remodeling. The program has developed a self-sufficient livable energy dwelling which is open to the public as an educational resource in energy use.

PLUS

PLUS is an organization whose purpose is to represent to the University the needs of the handicapped student, and to help orient handicapped students to the campus community.

Asian-American Student Union

The purpose of the Asian-American Student Union (AASU) is to serve the needs of the University's considerable population of Asian-Americans. Through the existence of this union, Asian-Americans may define and articulate an authentic identity on their own terms.

Black Student Union

The Black Student Union sponsors social and cultural events which give the University and the Eugene community an opportunity to become acquainted with the meaning of "Blackness." The union is supportive of all opportunities for Black students to examine their role in American society.

Chinese Student Association

The Chinese Student Association represents about 300 Chinese students on campus. The CSA coordinates academic, social, and cultural activities within the association.

Crisis Center

This ASUO- and Student Health Center-funded program is supervised by the Counseling Center and is available from 5 p.m. to 8 a.m. to students

in need of crisis-intervention counseling. This unique program offers help to those who are depressed, upset, or unable to cope. Telephone is 686-4488.

ESCAPE

Student-initiated and student-run, ESCAPE is an accredited practicum which places student volunteers as teaching aides, tutors, and counselors in public and private local schools, day-care centers, nursing homes, and other educational agencies.

Food-Op, Inc.

This is a student-run nonprofit organization which provides food to students and to student households at reduced prices. The general store is at 15th Avenue and Agate Street. All students are Food-Op members.

Foreign Student Organization

The Foreign Student Organization (FSO) represents the University's foreign students before the State Board of Higher Education, the Legislature, the University administration, and the student body in matters that directly affect foreign students.

Forensics

Forensics is the University's debating society. It is funded by the ASUO and advised by faculty and staff from the Department of Speech. It frequently enjoys a championship season.

Gay People's Alliance

The alliance serves those gay students who seek relaxed, nonoppressive interaction and worthwhile activities with other gay students and who seek to affirm a positive sense of self. The alliance affords the general student population the opportunity to understand the concerns of the organization.

The Hawaiian Club

Students from Hawaii and others interested in the island-state culture may join the Hawaiian Club, which serves the needs of 200 students from Hawaii. The group is organized for the sharing of academic, social, and cultural experiences and activities.

International Education Center

A campus information and coordinating agency for overseas travel and work, the IEC coordinates campus and national programs promoting international understanding.

MEChA

MEChA stands for *Movimiento Estudianti Chicanos de Aztlan*, or Student Movement of Chicanos of Aztlan. It coordinates Chicano student activities and represents the interests of Chicano students at the University.

Committee for Musical Arts

The ASUO provides some financial support for student music activities, bands, choirs, and symphony orchestra, all of which are administered by the School of Music.

Native American Student Union

The Native American Student Union includes non-Indians as well as Indian students, and Indians from the general community. The purpose of the union is to provide, and assist in the provision of, the means for Indian students to succeed academically; understand traditional Indian cultural concepts and values in relation to the present and future non-Indian society; portray accurately and advance the cause of the American Indian community; develop democratic principles, ideals, and organizational skills; effectively participate in the community at large; develop creative talents and an appreciation for the creative arts; and develop physical skills which have carry-over value into later life.

Office of Student Advocacy

This office provides advocacy to students who need help in solving legal and bureaucratic problems. In most instances, appointments are required. Call 686-3724. Help with any University or state agency problem and with most legal problems is available.

Oregon Daily Emerald

The ASUO purchases a subscription to the *Oregon Daily Emerald*, an independent newspaper, for each member of the University student body. Telephone, 686-5511.

Oregon Student Lobby

The student lobby is a federation of student governments devoted to the interests of students in Oregon institutions of higher education. Member organizations are the University of Oregon, Oregon State University, Portland State University, Southern Oregon State College, Oregon Institute of Technology, Oregon College of Education, and Eastern Oregon State College. The main office of the OSL is in Salem.

OSPIRG

The Oregon Student Public Interest Research Group is a public interest research and action organization established by students in 1971 to research public policy problems and issues and to work for changes in policy based on its research work. The board of directors is made up of students from Oregon colleges and universities. Students, working as volunteers, do much of the



research and action work under the supervision of student-hired professional staff. Funds are provided by students at member campuses and from grants and private donations.

OSAAHE

The Oregon Student Association for the Advancement of Health Education is an organization of health students who plan and sponsor various health-related projects and social events on campus and in the community.

Prehealth Sciences Center

Annual programs of PHSC include a seminar on medical issues, professional school information, and clinical observation for premedical and pre-dental students. The PHSC newsletter is a source of information for these programs and for some aspects of health care. Telephone, 686-4338.

Recreational Folk Dancing

This program provides folk dance instruction and evening dance recreation several nights a week for interested members of the University community.

Repertory Dancers

The Modern Repertory Company, composed of faculty and advanced modern dance students, performs works choreographed by students and the director. The company performs on campus several times each year.

SEARCH

This is an ASUO agency responsible for student-initiated and, frequently, student-taught courses labeled experimental or innovative either because the content or learning situation, or both, differ greatly from the regular University curriculum. These courses

generally carry University academic credit.

Student Bar Association

The Student Bar Association functions as the umbrella agency for student interest groups within the University of Oregon School of Law.

Student Projects, Inc. Footnotes

Student Projects, Inc. is a nonprofit organization which hires students as typists, printers, clerks, and notetakers. The notetakers (often graduate students) are hired to take notes in large lecture classes. These notes may be purchased by the term or for an individual class period. Room 15, EMU, 686-3729.

Survival Center

The Survival Center is a clearing-house for students interested in environmental concerns. It sponsors classes and campus activities to educate people about current environmental issues and sustains an effective lobby at the state Legislature. Students are actively involved in solutions to problems through volunteer environmental projects.

University Theatre

The ASUO contributes funds to the University Theatre to reduce the costs of admission for students.

University Veterans

The University Veterans is a service organization for veterans and dependents that offers advocacy, counseling, and referrals for veteran-related problems. The office is in the Erb Memorial Union, Suite 3 (686-4098).

University Women in Transition

This organization provides assistance and support to mature women who, through life changes such as divorce, widowhood, and the need to develop a new self-image and identity, are returning to the University to further their education. A council of nine elected women administers the activities of the organization. Suite 1, EMU, 686-4099.

Women's Referral and Resource Service

This organization aids women in their search for the tools, information, and skills needed to advance themselves. Services include a comprehensive referral system of agencies, groups, and individuals useful to women; a small reference library of books, pamphlets, resource files, and periodicals; a bulletin board for job and housing announcements; and speakers, workshops, and films for women. Volunteers are welcome. Room 336, EMU, 686-3327.

Student Housing

Housing Department
Walton Hall; (503) 686-4277

Daniel A. Williams, M.B.A., Director

Fred Babcock, B.A., Food Service Director

Willy Hart, M.S., Area Director

Donald Moon Lee, B.S., Associate Director

Marjory A. Ramey, B.A., Assistant Director

Richard Romm, B.A., Residence Life Director

Mary Virginia Smith, B.A., Area Director

Larry Spencer, M.A., Area Director

Suzanne Tamiesie, B.S., Area Director

John Thorpe, B.S., Director, Building Maintenance

Nancy Wright, B.S., Area Director

University students are free to choose their own living arrangements from a variety of accommodations provided by the University and by the community. Students living in the residence halls and other University-owned housing are expected to adhere to regulations established by the University. 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 persons living in the community.

The information that follows lists University-owned housing and procedures for making reservations. A section is also devoted to the kinds of private rentals available.

Residence Halls

The University maintains six residence hall complexes which house approximately 2,900 students. The five main campus complexes are Bean, Carson, Earl, Hamilton, and Walton. The sixth, University Inn, is five blocks west of the campus. Single and multiple rooms are available in all halls, including units reserved for freshmen, upper-division, and graduate students. Some living areas in University Inn are segregated by sex and some are not. Most other complexes devote the living units entirely to one sex or the other, although some units have entire floors reserved alternately for men or for women. Some halls house students with common interest in a particular theme or academic pursuit.

Residence Hall Services

The following services are provided by the residence halls: food service, twenty meals per week except during vacations (no meals are served Sunday evenings); bed linens and pillows, carpeting, lounge chairs in single rooms; draperies, desk lamp, study chair; color television, table tennis, vending machines, basketball standards, tennis courts; coin-operated washers and dryers, ironing boards; locked storage space for luggage; pay phones and phones for campus calls on each floor; private phones available for an additional charge (except for University Inn, where private phones are provided); refrigerators available for extra charge.

Residence Hall Costs

Rates* for 1980-81, subject to change:

	Multiple Room and Board	Single Room and Board
Fall	\$ 786	\$1,021
Winter	525	682
Spring	438	568
Total	1,749	2,271

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

Fall	\$1,021	\$1,326
Winter	682	885
Spring	568	738
Total	2,271	2,949

*Included is \$3.00 hall charge each term for social programming to be determined by the residents in each unit.

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. A ten-day leeway is allowed at the beginning of each term, after which a \$1.00 per day late fee is charged. If fees are not paid within twenty days, University eviction and collection procedures will be initiated.

Note: The Oregon State Board of Higher Education has authority to increase charges during 1981-82 if costs exceed present estimates.

Reservations and Contracts

Reservation forms are available from the Housing Department. Reservations should be made as soon as possible before the opening of the school year, if possible with the application for admission. A reservation may be made at a later date, but the order in which reservations are filled is determined by the date applications are received.

Address inquiries to the Housing

Department, Walton Hall, University of Oregon, Eugene, Oregon 97403. The residence hall application form must be accompanied by a \$50.00 deposit.

Cancellation

Cancellations of reservations must be made in writing to the Housing Department by August 1 for fall term or at least fourteen calendar days before winter or spring term begins. Forty dollars of the \$50.00 deposit will be refunded; \$10.00 of the deposit will be retained as a processing fee. If notification of cancellation is received after August 1 for fall term or less than fourteen calendar days before winter or spring term begins, the entire \$50.00 deposit will be 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 Student Conduct Code. 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 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.

Refund Policy

Charges for room and board are made on a full-term basis. If students withdraw from the residence hall and the University ten days before the end of the term, any unearned room and board payments will be refunded according to an established schedule, available in the Housing Department. Board charges during an absence from Eugene of ten or more consecutive full days are refunded at the rate of \$2.00 per day.

Vacations

There is no food service during vacation breaks. Students may remain in their rooms during Thanksgiving at no charge. Students who stay on during Christmas and spring breaks may be moved to one central unit and are charged an additional fee (Christmas, \$40; spring, \$20; these rates are subject to change).

Summer Session

Summer session students may choose seven- or five-day board : the five-day week includes Monday breakfast through Friday lunch, with the option to buy weekend meals on a per-meal cash basis. A contract for both room and board is required for main campus residence halls. Students withdrawing from the University will be released from contract.

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 the Housing Department, Walton Hall.

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 408 one- and two-bedroom furnished apartments. Rent is \$98.00 and \$115.00 per month (subject to change), and includes water, cable TV service, and garbage 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 246 unfurnished two-bedroom apartments. Rent is \$89.00 per month (subject to change), and includes water, cable TV service, and garbage service. Residents provide stoves and refrigerators ; a few of these appliances are available to rent from the University. Schools and parks are nearby.

Eligibility (Subject to change)

To be eligible for family housing, students must be enrolled for a minimum of course work : graduate students holding half-time appointments, 6 credit hours ; graduate students holding one-third time appointments, 9 credit hours ; other graduate students, 9 credit hours ; undergraduates, 12 credit hours. Graduate students holding appointments for more than half-time are not eligible.

A \$50.00 security deposit is required for all family housing at the time of assignment.

Those applicants with a net income low enough to qualify for financial aid will be given special consideration in

assignment. Assignments are made to graduate assistants first, then graduate students, then undergraduates in descending order of class standing. Date of application 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 and two children over the age of one year and one child under the age of one year. Pets are forbidden.

Housing for Families

The University also owns more than 100 houses in a four-block area east of the campus. These units are rented by the Housing Department to student families according to a priority that includes student status, size of family, and date of application. Pets are permitted in most units. The rental contract is on a monthly 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 rates during the year when actual expenses of housing operations exceed budgeted expenses by 3 percent or more.

Affiliated Student Housing

Information about cooperatives, fraternities, and sororities affiliated with the University is available from Michael Marlowe, Adviser to Student Living Organizations, 372 Oregon Hall (503) 686-3216.

Cooperatives

Each of the three cooperative houses at the University is a student-operated living organization. Cooperatives offer the least expensive student living alternatives. Room and board costs are lower than those of the residence halls because each member shares in the household chores and management duties. Membership ranges between thirty and forty students at each unit.

The houses are Parr Tower, a coed residence located at 1648 Alder ; Campbell Club, a coed house at 1670 Alder ;

and Philadelphia House, a Christian men's living unit at 1883 University. All three are adjacent to the campus. Each co-op offers the advantage of a small living unit with a unique atmosphere as well as social events, professionally prepared meals, and recreation and study areas.

Students wanting further information about individual co-ops should write to the houses at the above addresses.

Fraternities and Sororities

Fraternities and sororities offer the individual student an opportunity to become part of a fellowship of men and women with many differing interests and backgrounds, held together through friendship and group affiliation. The chapters serve as the focus of campus social activities for their members, and give students the opportunity to become involved in service activities on campus and in the local community.

Individual houses provide comfortable small-group living accommodations with home-cooked meals at a cost approximately the same as that charged by the residence halls. There are quiet study rooms, and upperclass members are available to help when academic problems arise or other advice is needed. The houses also provide quiet sleeping areas as well as facilities for social and recreational activities. Approximately 15 percent of University undergraduates are affiliated with fraternities or sororities.

Membership Selection

Formal membership selection, known as "rush," which includes house visits and social functions, is scheduled before fall registration, giving 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 (women) at the Erb Memorial Union on campus.

Students hoping to join a fraternity or sorority and live in the chapter house may also choose to make a residence hall reservation. However, rushees with hall reservations who pledge and decide to live in the chapter house will forfeit their deposit (as outlined in the residence hall section). Students without residence hall reservations who do not pledge and live in a chapter house at the end of rush week may then reserve a residence hall room *only* if space is available.

Students who do not participate in fall rush may affiliate with a house at other times of the year through the informal rush program.

Costs for room, board, and social fees vary from house to house, but yearly sorority costs average \$2,100; fraternities average \$2,050. Monthly or quarterly arrangements may be made for payment.

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

Fraternities are Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Tau Delta, Kappa Sigma, Phi Delta Theta, Phi Gamma Delta, Phi Kappa Psi, Pi Kappa Alpha, Pi Kappa Phi, Sigma Chi, Sigma Alpha Epsilon, Sigma Nu, Sigma Phi Epsilon, and Theta Chi.

Off-Campus Private Housing

Finding an inexpensive place to live in Eugene may be a time-consuming problem, especially if one has pets, is looking for housing near campus, or wants to live alone.

Apartments

Many students live in apartments within a mile of campus. In that area, rents are generally 10 to 20 percent higher than in the rest of Eugene-Springfield and range from \$180 to \$230 for furnished one-bedroom apartments. Some studios and quad apartments are available for \$110 to \$135. A quad is a single sleeping room with kitchen and bath facilities sometimes shared with three other units. Two-bedroom apartments are likely to cost from \$250 to \$300. Most buildings have coin-operated laundry machines. Tenants are often required to pay their own utility bills in addition to the stated rental fees.

Houses

Single-family houses are the most popular housing option. Because they are so popular, demand far exceeds available supply. Finding a house may take a long time; one must check the newspapers, bulletin boards, and referral service (see "Finding a Place," below). Many houses are passed along among friends and never advertised. Many houses are rented from a window or lawn sign and never appear in the newspapers or referral lists.



Rooms and Roommates

A few rooms are available in private homes. There are a few boarding houses in Eugene. Some students rent large apartments or houses, then rent out rooms or look for roommates. For most students the only way to raise enough rent money is to share an apartment or house with one or two other students.

Finding a Place

Off-Campus Housing, an Associated Students activity, offers a free referral service for all kinds of rental housing. This office has information about houses, apartments, studios, rooms, quads, and temporary quarters. There are also lists of people looking for roommates. The information is kept on bulletin boards in the hall outside the Off-Campus Student Housing Office. In addition to the referral service, the office has model rental agreements, inventory-and-condition reports, information about landlord-tenant laws, and a courtesy phone—all free of charge.

The *Oregon Daily Emerald*, the *Springfield News*, the *Willamette Valley Observer*, and the *Eugene Register-Guard* carry classified advertisements of rentals. The latter is available in many county libraries. A look at the newspaper before arriving in Eugene will provide an idea of costs and where to look. The best rentals appearing in the papers are usually taken within a few hours; experienced students get the papers as they come off the press.

Many bulletin boards scattered around campus and in stores near the University, and several boards in the Erb Memorial Union have information about available housing. Many real estate firms rent apartments and houses in the Eugene area. Also, two commercial rent-referral services operate in

Eugene. For more information, confer with Off-Campus Housing, Suite 3, Erb Memorial Union, University of Oregon, Eugene, Oregon 97403, or call (503) 686-3731.

Written Leases

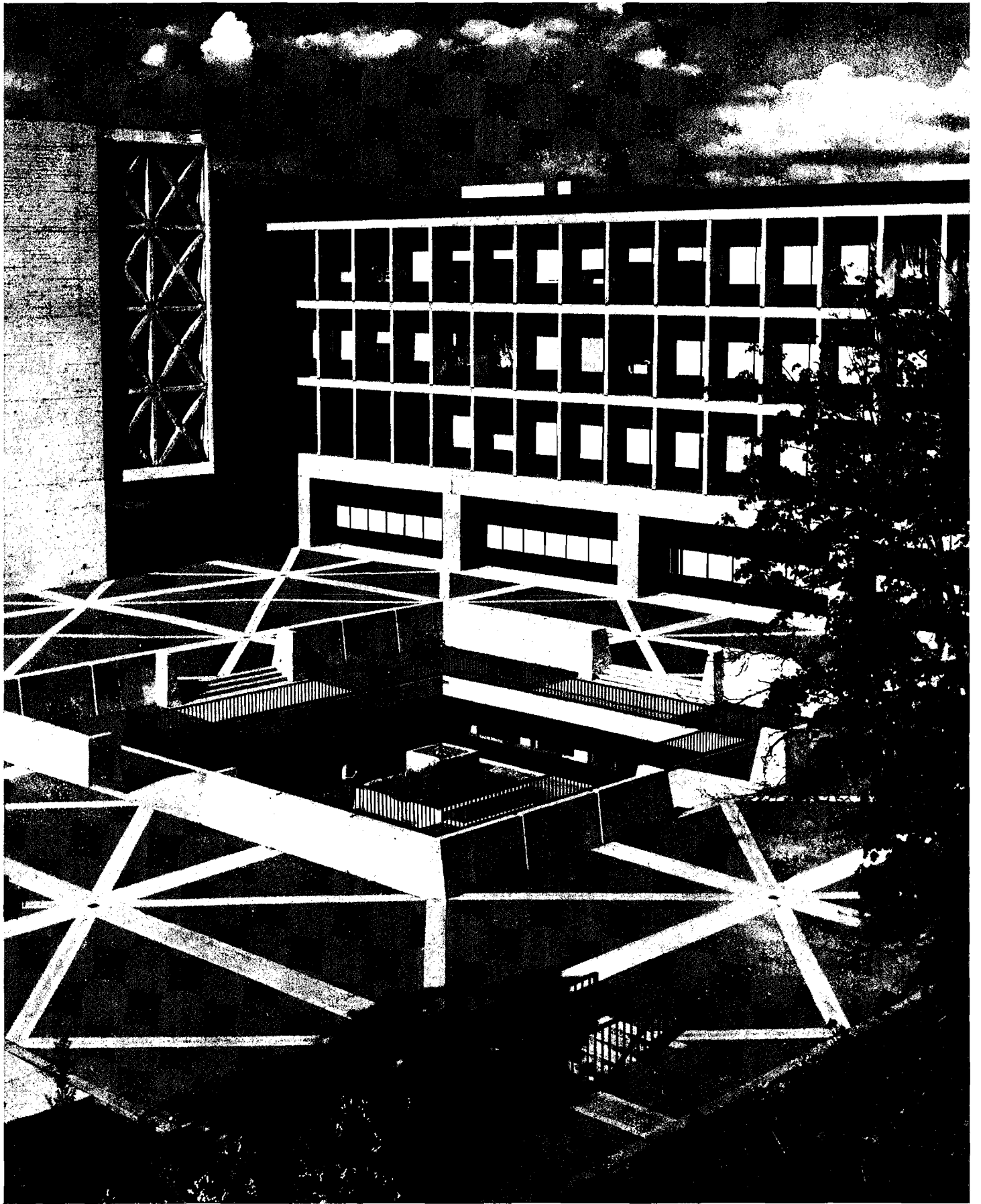
Most landlords require tenants to sign some sort of agreement. Read the agreement carefully. Ask for an explanation of any unclear provisions, and ask for modification of those that appear unreasonable. Request the landlord to be specific. In the absence of a written agreement, the landlord can evict a tenant for nonpayment when the rent is ten days late. The landlord can also evict a tenant with thirty days written notice.

Copies of a model rental agreement are available from Off-Campus Housing.

Deposits

Most landlords require a deposit (damage, cleaning, or security) to cover any damage the tenant may cause beyond normal wear and tear. Problems may arise when the tenant moves out and asks for a deposit refund, regardless of the condition of the dwelling. There may also be honest disagreement about the condition of the dwelling or about what each party had promised to do. It is important to read the lease or rental agreement carefully. Tenants should take care to understand what the deposit is for and under what conditions it will be returned. Any promises the landlord makes orally should be written out and signed by both parties.

Consult 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.



College of Arts and Sciences

Robert M. Berdahl, Ph.D., Dean and Associate Professor of History. B.A., Augustana, 1959; M.A., Illinois, 1961; Ph.D., Minnesota, 1965.

Alison Baker, M.P.A., Associate Dean for Fiscal Affairs. B.A., 1967, M.P.A., 1972, Pennsylvania State University.

Joseph Hynes, Ph.D., Associate Dean for Undergraduate Studies; Professor of English. B.A. University of Detroit, 1951; M.A. 1952, Ph.D. 1961, Michigan.

Arnulf Zweig, Ph.D., Associate Dean for Academic Personnel; Professor of Philosophy. B.A., Rochester, 1952; Ph.D., Stanford, 1960.

The College of Arts and Sciences provides opportunities for students at the University of Oregon to obtain a liberal education—an education which will broaden their understanding of the major areas of knowledge and enable them to deepen their learning in chosen areas of specialization. A liberal education is thus an education for life; its goal is to give students the means of making informed decisions about their lives and careers in the rapidly changing society in which they live.

Speaking to a recent graduating class at the University, former President Boyd summarized the objectives of their liberal education: "Our potency comes from the knowledge we have—and the power we have to increase in knowledge over the remainder of our lives. Our allies are the company of men and women who have been, or who yet can be, liberated by humane learning. If you have learned well here, if we have even approximated our goals, you have learned that the most effective instrument for the identification and solution of problems is the disciplined human mind working in the ways of scholarship: seeking evidence, holding all truth tentative, being skeptical but never cynical, being capable of faith, even while regarding nothing as too sacred for questioning."

Basic Requirements for a Liberal Education

Because a liberal education is fundamental to all forms of learning, the

College of Arts and Sciences forms the nucleus of the University. All students in the University—those majoring in one of the academic programs within the College of Arts and Sciences as well as those planning to enter one of the several professional schools or colleges of the University—take a selection of courses in the three broad areas of the college: humanities, social science, and science. Thus the courses offered in the college range from those designed to provide a base of general liberal arts for all baccalaureate degrees, to those of an advanced and specialized nature. The latter are intended to bring students to the limits of knowledge and understanding in areas of inquiry within the college and to encourage their participation in efforts to extend those limits.

Acquiring a balanced and integrated liberal education requires planning. The programs which students take are not merely a list of courses, but a blueprint for their education. Thoughtful deliberation should be given to the types of courses outside the major which will complement and strengthen the major concentration. Faculty advisers in each department and program are available to help students build their academic programs; the Office of Academic Advising also advises students on the undergraduate requirements for most advanced professional programs. In addition, courses and services offered by the Learning Resources Center and the Educational Opportunities Program help students achieve greater personal and academic success during their years at the University. Upward Bound is a precollege program sponsored by the college for low-income students who have academic potential but inadequate secondary school preparation.

Fields of Study and Special Programs

The instructional departments of the college include the fields of anthropology, biology, chemistry, classics, computer and information science, East Asian languages and literatures, economics, English, geography, geology, Germanic languages and literatures, history, linguistics, mathematics, philosophy, physics, political science,



psychology, religious studies, Romance languages, Russian, sociology, and speech.

The college also provides administrative support for the Museum of Natural History and instruction through the Robert D. Clark Honors College and numerous interdisciplinary and special programs: Asian studies, classical archaeology, classical civilization, comparative literature, folklore and ethnic studies, humanities, general science, Latin American studies, Russian and East European studies, and women's studies. Preparatory programs for careers in dentistry, medical technology, medicine, nursing, and pharmacy are available through the science departments of the college.

The College of Arts and Sciences cooperates in the publication of two distinguished scholarly journals on the University campus. *Comparative Literature*, official journal of the American Comparative Literature Association, provides a forum for scholars studying literature from an international point of view; published quarterly, and continuously since 1949.

Northwest Review is devoted to creative writing, art, criticism, and comment; it seeks contributions of variety and substance from contributors throughout the country, with a particular welcome for Northwest contributors. Published three times a year for the past twenty-five years.

Robert Donald Clark Honors College

Participating and Resident Faculty

R. Alan Kimball, Ph.D., Director of the Honors College, Associate Professor of History (modern Russia). B.A., Kansas, 1961; M.A., 1963, Ph.D., 1967, Washington.

Henry A. Alexander, Jr., Ph.D., Associate Professor of Philosophy (epistemology, history of philosophy). B.A., Princeton, 1947; M.A., 1951, Ph.D., 1955, California, Berkeley.

Robert M. Berdahl, Ph.D., Associate Professor of History (Germany). B.A., Augustana, 1959; M.A., Illinois, 1961; Ph.D., Minnesota, 1965.

Raymond Birn, Ph.D., Professor of History (Europe, 1600-1815). A.B., New York University, 1956; M.A., 1957, Ph.D., 1961, Illinois.

William E. Bradshaw, Ph.D., Associate Professor of Biology (physiological and geographical ecology; photoperiodism and phenology of mosquitoes). B.A., Princeton, 1964; M.S., 1965, Ph.D., 1969, Michigan.

Micheal N. Dyer, Ph.D., Professor of Mathematics (algebraic topology). B.A., Rice, 1960; Ph.D., California, Los Angeles, 1965.

Marilyn Farwell, Ph.D., Associate Professor of English (Renaissance; criticism; women writers). A.B., MacMurray College, 1963; M.A., 1966, Ph.D., 1971, Illinois.

David G. Foster, M.F.A., Professor of Art (graphic design). B.A., Institute of Design, Illinois Institute of Technology, 1951; M.F.A., Oregon, 1957.

Barbara Gordon-Lickey, Ph.D., Professor of Psychology (sensory physiology, sensory processing). A.B., Radcliffe, 1963; Ph.D., Massachusetts Institute of Technology, 1966.

Michaela P. Grudin, Ph.D., Assistant Professor (literature). B.A., Antioch, 1963; M.A., 1968, Ph.D., 1974, California, Berkeley.

David K. Harrison, Ph.D., Professor of Mathematics (algebra). B.A., Williams, 1953; Ph.D., Princeton, 1956.

Emmanuel S. Hatzantonis, Ph.D., Professor of Romance Languages (Italian language and literature). B.A., City College of New York, 1952; M.A., Columbia, 1953; Ph.D., California, Berkeley, 1958.

Robert T. Herbert, Ph.D., Associate Professor of Philosophy (aesthetics, philosophy of religion). B.A., 1952, M.A., 1954, Ph.D., 1962, Nebraska.

Ray Hyman, Ph.D., Professor of Psychology (perception-cognition, coding processes, problem-solving). A.B., Boston, 1950; M.A., 1952, Ph.D., 1953, Johns Hopkins.

Joseph A. Hynes, Jr., Ph.D., Professor of English (modern literature; fiction). A.B., Detroit, 1951; A.M., 1952; Ph.D., 1961, Michigan.

Robert C. James, M.F.A., Professor of Art (ceramics). B.A., California, Los Angeles, 1952; M.F.A., Cranbrook Academy, 1955.

Rodney Kilcup, Ph.D., Assistant Professor, Honors College (English Intellectual History). B.A., Washington, 1961; A.M., 1964, Ph.D., 1969, Harvard.

Richard M. Koch, Ph.D., Associate Professor of Mathematics (differential geometry). B.A., Harvard, 1961; Ph.D., Princeton, 1964.

Grant F. McKernie, Ph.D., Associate Professor of Theater. B.A., Northwestern, 1964; M.A., 1965, Ph.D., 1972, Ohio State.

John Nicols, Ph.D., Associate Professor of History. A.B., California, Berkeley, 1966; M.A., 1968; Ph.D., 1974, California, Los Angeles.

Aaron Novick, Ph.D., Department Head and Professor of Biology (cellular control mechanisms; membranes). B.S., 1940, Ph.D., 1943, Chicago.

Kenneth R. O'Connell, M.F.A., Assistant Professor of Art (graphic design and film). B.S., 1966, M.F.A., 1972, Oregon.

John M. Orbell, Ph.D., Professor of Political Science (choice theory, urban, elections). B.A., 1957, M.A., 1960, New Zealand; Ph.D., North Carolina, 1965.

William Orr, Ph.D., Associate Professor of Geology (micropaleontology and biostratigraphy). B.S., Oklahoma, 1961; M.A., California, Riverside and Los Angeles, 1963; Ph.D., Michigan State, 1967.

Stanley Pierson, Ph.D., Professor of History (cultural and intellectual, European). B.A., Oregon, 1950; A.M., 1951, Ph.D., 1957, Harvard.

Michael I. Posner, Ph.D., Professor of Psychology (thinking, human performance, learning). B.S., 1957, M.S., 1959, Washington; Ph.D., Michigan, 1962.

Linda R. Robertson, Ph.D., Visiting Assistant Professor (literature). B.A., 1968, M.A., 1970, Ph.D., 1976, Oregon.

Myron Rothbart, Ph.D., Associate Professor of Psychology (social, personality). B.A., Reed, 1962; Ph.D., Stanford, 1966.

Cheyney C. Ryan, Ph.D., Associate Professor of Philosophy (political philosophy, philosophy of social science). M.A., 1973, Ph.D., 1974, Boston University.

George J. Sheridan, Jr., Ph.D., Assistant Professor of History (France, European social-economic). B.A., Princeton, 1969; M.A., 1974, Ph.D., 1978, Yale.

Franklin W. Stahl, Ph.D., Professor of Biology (genetics of bacteriophage); Research Associate, Institute of Molecular Biology. A.B., Harvard, 1951; Ph.D., Rochester, 1956.

Richard C. Stevenson, Ph.D., Associate Professor of English (English novel; Victorian literature). A.B., 1961, A.M., 1963, Ph.D., 1969, Harvard.

George Streisinger, Ph.D., Professor of Biology (genetic control and development of nervous systems); Research Associate, Institute of Molecular Biology. B.S., Cornell, 1950; Ph.D., Illinois, 1954.

Donald S. Taylor, Ph.D., Professor of English (eighteenth century). B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley.

Robert M. Trotter, Ph.D., Professor of Music (analysis and criticism, musicianship, pedagogy). B.Mus., Northwestern, 1942; M.A., Chicago, 1947; Ph.D., Southern California, 1957.

Louise Westling, Ph.D., Assistant Professor (literature). B.A., Randolph-Macon Women's College, 1964; M.A., Iowa, 1965; Ph.D., Oregon, 1974.

Harriet Wilson, M.A., Honors College Adviser, South Eugene High School. B.A., Oregon, 1964; M.A., Reed College, 1968.

Departmental Advisers

Anthropology, Vernon Dorjahn

Architecture, Earl Moursund

Asian Studies, Stephen Kohl

Biology, F. W. Stahl

Business Administration, Paul Swadener

Chemistry, John Keana

Classics, Steven Lowenstam

Comparative Literature, Perry J. Powers

Computer Science, David Moursund
CSPA, Clarence Thurber
East Asian Languages:
Chinese, Angela Jung ;
Japanese, Yoko McClain
Economics, Edward Whitelaw
Education, Robert Sylwester
English, Richard Stevenson
Fine and Applied Arts, David Foster
General Science, Program Director
Geography, Jack Mrowka
Geology, William Orr
German, Peter Gontrum
History, George Sheridan
Humanities, Steven Lowenstam
International Studies, Clarence
 Thurber
Journalism, Jack Hart
Linguistics, Russell Tomlin
Mathematics, Jerry Wolfe
Music, Robert Trotter, Richard
 Trombley, John McManus,
 Robert Hurwitz
Philosophy, Robert Herbert
Physics, David Sokoloff
Political Science, Velma Mullaley
Psychology, Wayne Wickelgren
Religious Studies, Department Head
Romance Languages: French,
 Wolfgang Sohlich ; *Spanish*, George
 Ayora ; *Italian*, Emmanuel
 Hatzantonis
Russian and East European Studies,
 James Rice
Sociology, Richard Gale
Speech: Rhetoric and Communication,
 Charley Leistner ; *Telecommunica-*
tion and Film, William Cadbury,
 Ronald Sherriffs ; *Theater*, Grant
 McKernie
Pre dentistry, James Weston
Prelaw, Marilyn Bradetich
Premedicine, Marliss Strange

The Robert D. 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 teachers in a challenging and supportive academic program. Carefully designed small courses, an active collegial environment, and continuous 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.

Both departmental faculty and a resident faculty teach Honors College courses. Occasionally a guest from the community offers instruction in a field of particular interest. A writing specialist and a resident learning resources specialist are on the college staff.

Honors classes are concentrated largely in the first two years of a four-year Bachelor of Arts degree program, supplemented with special colloquia in the junior and senior years. Course enrollments rarely exceed 25 students.

The curriculum is a balance of humanities, social sciences, and the physical and biological sciences, and includes instruction in mathematics and foreign languages.

Each honors college student selects a field of specialized advanced study, a major, from the regular departments or professional schools of the University. 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 from the major department and the Honors College. In this way, the virtues of a liberal arts education are carefully joined to the specific qualities of professional and academic learning in departments.

Students and Faculty

Only one generalization need apply to all those who study and teach in the college: dedication to quality in life and work. All sorts of people are found here, from all walks of life, in all scholarly disciplines, from all over the nation and beyond.

Honors students participate in a wide range of campus and community activities: student and University government and committees, the student newspaper, the *Oregon Daily Emerald*, University Theatre, the honors college poetry magazine, School of Music productions, debate, and intramural and varsity athletics.

Graduates go on to a wide variety of jobs and other endeavors. Last year's

senior class placed students in schools of law, architecture, and medicine in Oregon and elsewhere in the nation. One graduate founded his own company. Others took jobs in public service or private enterprise. Still others continued their education in various graduate schools around the country.

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 library and the bookstore.

The Honors College Center consists of a classroom, a seminar room, faculty and administrative offices, student study rooms, a typing room, a kitchen, a library with study tables and quiet nooks, and a small lounge.

A micro-computer with color monitor, printer, and floppy disk is located in the thesis room for class projects and individual student learning.

Academic Requirements

Honors College requirements are a substitute for, and equivalent to, the group requirements which all Oregon students must meet. Although carefully structured, the college program also allows for changes to suit individual needs and backgrounds. It is a flexible program which works from an established curricular base. In consultation with advisers, students take full responsibility for understanding and shaping their study programs to their needs. This process is itself a significant part of the education offered at the Honors College.

Requirements (1) through (6) are generally full-year sequences of courses.

(1) *Honors History*. An examination, through close study of secondary and source materials, of institutions and ideas that have shaped the modern world.

(2) *Honors Literature*. A study of literature and the nature of literary experience through the reading of great works of prose and poetry drawn from English and world literatures.

(3) *Mathematics*. Courses above the the Math 150 level; for example,

(a) Topics in Modern Mathematics: An illustration of mathematical thought and application of mathematics to

contemporary problems ; emphasizes vigorous mathematical thinking and is designed for nonscience students ; or

(b) Calculus : A special section of Math 201, 202, and 203 open to Honors College students ; or

(c) Approved courses ; for example, calculus for the nonscientist, or computer science.

(4) *Science*. Approved courses ; for example,

(a) Honors Chemistry : First-year college chemistry for selected students with excellent backgrounds in high school chemistry, physics, and mathematics ; or

(b) Honors Experimental Psychology : Some of the major concepts and areas of research in modern psychology ; or

(c) Honors College Science : A challenging sequence of courses taught by representatives from several science departments, designed for non-science students ; or

(d) Other approved courses in anthropology, geology, linguistics, or physics.

(5) *Humanities, Arts and Letters*.

(a) Honors Arts and Letters : Selected topics dealing with major writers, artists, and composers ; or

(b) Honors Philosophy : An introduction to philosophy by way of the study of classical and contemporary writings ; or

(c) Honors Visual Inquiry : Processes of visual thinking, realization of visual models, and methods of visual inquiry.

(d) Honors Music, Meaning, and Words : The interplay of musical experience and the use of words to reflect on the meaning of the experience.

(6) *Social Sciences*. Approved courses, for example,

(a) Honors Social Sciences : A treatment of the social science disciplines—economics, political science, sociology, anthropology, and psychology—in an integrated fashion through a study of their historical evolution ; or

(b) Honors Economics : A basic introduction to micro- and macro-economics ; or

(c) Approved courses in one of the social science departments.

(7) *Colloquia or Tutorials* (generally in the junior or senior year). Topics and fields are diverse, but should be outside the student's major ; either

small discussion groups with a professor or individual tutorial sessions. Recent topics include history of science ; war and literature ; Bible as literature ; biology and man ; science and the creative imagination ; courtly love.

(8) *Senior Seminar*. Coordinated with major departments, this final independent and creative project results in a thesis or other presentation to fellow Honors College students and an oral examination committee.

(9) *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 History, Honors Literature, and the Senior Seminar. 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 are expected to satisfy the University composition requirement.

The general University requirements for a Bachelor of Arts degree are the equivalent of second-year competence in a foreign language (by completing second-year class work or by a waiver examination), 36 credit hours in literature and language, basic knowledge of health (a course or a waiver exam), and five terms of physical education.

Before graduating, Honors College students must also meet the particular requirements of their major department or professional school, which are listed elsewhere in this catalog.

Entering the Honors College

High school seniors and students currently enrolled in the University or elsewhere are encouraged to consider entering the Honors College.

Applications received prior to September 10 are considered for admission in that fall term, if the enrollment quota is not filled. Applications received after September 10 are considered for the

winter term. Applications are reviewed when all information requested below is received.

Application Procedure

Application must be made to both the University and to the Honors College. Information on this procedure is available from the University's Admissions Office.

A complete application will consist of the following :

(1) Completed Application Form (available at the Honors College).

(2) A clear, well-organized 400-to-600-word essay that critically evaluates the applicant's education to date, experiences that led to the decision to attend college, and special projects and interests. Finally, the essay should indicate scholarly interests and explain how they will be explored.

(3) Two letters of recommendation from two of the applicant's current teachers.

(4) Transcripts. Freshmen forward a copy of the high school transcript to the Honors College and to the University's Admissions Office the results of all College Board SAT or ACT scores. The college requires only the morning aptitude scores. Tests should be taken early. High school counselors have information on these, or one may write the nearest College Entrance Examination Board : Box 1025, Berkeley, California 94701 ; or Box 592, Princeton, New Jersey 08540.

Transfer students should forward to the Honors College a copy of the college transcript to date, high school transcript, and College Board SAT or ACT scores.

Students currently enrolled in the University but not in the Honors College are encouraged to apply for admission if they (1) have a sound academic record in substantive courses of study ; have a GPA in the middle range between 3.00 and 4.00 ;

(2) have faculty sponsorship in the form of two good letters of recommendation from professors who can speak pointedly to the applicant's qualities ;

(3) 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 :

The Director, Robert D. Clark
Honors College, University of Oregon,
Eugene, Oregon 97403
Telephone (503) 686-5414

Courses Offered in the Honors College

HC 101, 102, 103. Honors Literature. 3 credit hours each term. A study of literature and the nature of literary experience through the reading of great works of prose and poetry, drawn from English and other literatures. Resident and departmental faculty.

Hst 107, 108, 109. Honors College History. 3 credit hours each term. An intensive examination, through documents and interpretative materials, of major phases in the development of Western civilizations. Resident and history department faculty.

Mth 190, 191, 192. Topics in Modern Mathematics. 3 credit hours each term. Selected topics from mathematics specifically intended for those who will not continue the study of mathematics. Mathematics faculty.

HC 199. Special Studies. 1-3 credit hours. Topics of current interest for lower-division students.

Mth 201, 202, 203. Calculus with Analytic Geometry. 4 credit hours each term. Standard sequence for students of physical, biological, and social sciences, and mathematics. Prerequisite: high school trigonometry and a high placement score; or Mth 115; or Mth 102.

HC 204, 205, 206. Honors College Social Science. 3 credit hours each term. A study of the thought, works, and methods of the social sciences. The course also examines concepts of involvement in society, questions of social action, and individual responsibility. Resident and departmental faculty.

Ec 204. Introductory Microeconomics (Honors College). 3 credit hours. An introduction to microeconomic theory and applications. Economics faculty.

Ec 205. Introductory Macroeconomics (Honors College). 3 credit hours. Introduction to macroeconomic theory and applications. Economics faculty.

HC 207, 208, 209. Honors College Science. 4 credit hours each term. A general introduction to the sciences, their growth, and their impact on man and culture. Lectures, readings, discussion, laboratory, and field work in specific disciplines, each to be examined within a larger framework of scientific evidence and thinking. Biology, physics, geology faculty.

Ch 204, 205, 206. General Chemistry. 3 credit hours each term. Quantitative and theoretical aspects of chemistry for students with excellent backgrounds in high school chemistry, mathematics, and physics. Concurrent enrollment in Mth 201, 202, 203 required. Chemistry faculty.

Psy 217, 218, 219. Introduction to Experimental Psychology (Honors College). 4 credit hours each term. A year sequence in these major areas of psychology today: experimental, physiological, clinical, and social psychology. Psychology faculty.

Phl 207, 208, 209. Introduction to Philosophy (Honors College). 3 credit hours each term. An introduction to philosophy through the study of classical and contemporary writings. Philosophy faculty.

HC 201, 202, 203. Honors College History of Ideas. 3 credit hours each term. An extended evaluation of great ideas in Western literature and philosophy. Concentration on writings and concepts that have significantly changed and advanced our intellectual history. Resident and departmental faculty. Not offered 1981-82.

HC 211, 212, 213. Honors College Arts and Letters. 3 credit hours each term. An intensive study in several areas of arts and letters. Topics and areas of study change each term. Resident and departmental faculty.

HC 290. Introduction to Linguistics. 4 credit hours. Introduction to the basic concerns, issues, and methodologies of the scientific study of language. Linguistics faculty.

HC 405. Reading and Conference. Credit honors to be arranged.

HC 406. Special Problems. Credit hours to be arranged.

HC 407. Seminar. Credit hours to be arranged.

HC 407. Junior Seminar. 3 credit hours. Explores basic research methods and initiates work on the senior thesis or project. Resident faculty.

HC 407. Senior Seminar. 3 credit hours. To support early work on the senior thesis or independent scholar project. Resident and departmental faculty.

HC 408. Colloquium. Credit hours to be arranged. Topics of current interest, usually outside the student's major field, for upper-division students. Staff.

HC 408. Visual Inquiry. 3 credit hours. A studio course that explores the processes of visual thinking, the creation of visual models, and the ways in which problems may be solved graphically. Fine arts faculty.

HC 408. Theater and Culture. 3 credit hours. A structural and functional analysis of the interrelationship of theater and society. Theater faculty.

HC 408. Music, Words, and Meaning. 3 credit hours. The making of sounds whose potential is to be music, and responding to those sounds; listening to music of many sorts; and completing a personal or group project. Music school faculty.

HC 409. Practicum. Credit hours to be arranged.

Independent Study

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 Honors College but not limited to students in the Honors College. Independent Studies is designed for students who wish to pursue extended scholarly studies in an area not represented within established academic disciplines.

Students working for a Bachelor of Arts in Independent Studies are usually juniors and seniors who have completed basic University B.A. requirements and have specific, coherent plans for independent work. In consultation with faculty committees, each student sets individual goals and designs a schedule of courses and research which will culminate in a senior thesis or project.

A special descriptive brochure explaining independent study is available from the Honors College.

HC 402. Independent Study. 1-17 credit hours. Offered only to students accepted in the Independent Study Program.

Department of Anthropology

Faculty

C. Melvin Aikens, Ph.D., Department Head, Professor of Anthropology (New World archaeology). B.A., Utah, 1960; M.A., 1962, Ph.D., 1966, Chicago.

William S. Ayres, Ph.D., Assistant Professor of Anthropology (Pacific archaeology; Old World prehistory). B.A., Wyoming, 1966; Ph.D., Tulane, 1973.

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

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

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

John R. Lukacs, Ph.D., Assistant Professor of Anthropology (physical anthropology, palaeoanthropology, dental evolution, South Asia). A.B., 1969, M.A., 1970, Syracuse; Ph.D., Cornell, 1977.

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

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

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

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

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

Philip D. Young, Ph.D., Associate Professor of Anthropology (social anthropology; Latin America). B.A., 1961, Ph.D., 1968, Illinois.

Courtesy Faculty

Jesse D. Jennings, Ph.D., Professor of Anthropology (archaeology, anthropology, New World, Pacific). B.A., 1929, Montezuma College; Ph.D., 1943, University of Chicago.

Undergraduate Studies

Anthropology embraces the study of human development and diversity, both physical and social. It includes social or cultural anthropology, physical anthropology, and prehistory. Courses offered by the department 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 can offer broad comparative perspectives on non-Western and Third World cultures.

Careers

Graduates with baccalaureate degrees in anthropology can find employment in all of those pursuits normally open to other graduates in the various liberal arts, as well as among teachers of social studies in secondary schools. Students seeking professional employment as anthropologists should plan for advanced degrees in anthropology as well.

Preparation

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

A two-year transfer student is advised to come with a year's work in introductory anthropology if possible, otherwise, with introductory courses in other social sciences. Introductory biology, introductory computer science, and the equivalent of two years of college instruction in one of the foreign languages listed above will be helpful.

Baccalaureate Programs

The department offers work leading to the Bachelor of Arts and the Bachelor of Science. The major requirements are

the same for both. (Differences between the two degrees are explained in the general section of this catalog, page 19.)

Majors in anthropology are required to take the following courses: (1) 9 credit hours in introductory anthropology (100-299 level; Anth 199 does not qualify); (2) 9 credit hours in physical anthropology at the 300-499 level; (3) 9 credit hours in cultural anthropology at the 300-499 level; (4) 9 credit hours in prehistory at the 300-499 level (Anth 408, 464, 465, 466, and 467 do not qualify); (5) three elective courses (at least 9 credit hours) at the 400 level.

Of the 45 credit hours in anthropology, 36 credit hours must be graded (toward which no more than 6 hours with the grade of D may be counted). To ensure a broad liberal education, it is strongly recommended that the student limit undergraduate work in anthropology to a maximum of 51 credit hours. 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 desirable.

Model Programs

Major requirements may be met by the following schedule.

Freshman Year: Three courses in introductory anthropology, chosen from Anth 104, 105, 106, 107, 108, 109, 208, 210, 211, 215, 223 (may be taken in any combination or order).

Sophomore Year: No prescribed anthropology courses; may choose electives among Anth 208, 210, 211, 215, 223.

Junior Year: 9 credit hours in cultural anthropology, Anth 301, 302, 303 or Anth 310, 347, 420, 445, 446, 448, or area sequences; 9 credit hours 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, 411, 412, 413, 461, 462, 463 (may be taken in any combination or order); three optional courses (at least 9 credit hours) at the 400-499 level.

Honors

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

Students will be approved for graduation with honors who (1) maintain 4.00 GPAs in anthropology and 3.50 all-University GPAs; or (2) maintain

at least 3.75 GPAs in anthropology, 3.50 all-University GPAs, and submit acceptable honors theses, written under the guidance of departmental faculty members serving as theses advisers.

Secondary School Teaching

The Department of Anthropology offers work for preparation to teach the social studies in Oregon public secondary schools. Certification requires preparation in the social sciences and in professional education, plus recommendation of the institution in which the preparation is completed. The department offers work toward initial or basic certification and toward standard certification. For specific information, students should consult the departmental adviser for teacher education and the Office of Secondary Education in the College of Education.

Graduate Studies

Three advanced degrees are offered in anthropology, the Master of Arts, the Master of Science, and the Doctor of Philosophy. These degrees entail work in the following subfields: archaeology, cultural anthropology, linguistics, and physical anthropology. Graduate students are required to 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.

Master's Degree Programs

The master's degrees each require a minimum of 45 credit hours 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. No thesis is required. 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. The master's degrees are appropriate for employment in government, museums, or junior colleges.

There are no absolute requirements for admission to the master's program. A baccalaureate 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 who have had at least a solid beginning in anthropology, who have had some training in foreign languages, and who can demonstrate evidence of a sincere interest in the field. Two years are normally required to complete the program.

Ph.D. Program

Requirement for admission to the doctoral program is 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, will take the master's examinations or courses early in the program.

The Ph.D. qualifies the holder for full university teaching and research careers, in addition to work in junior colleges, museums, and government.

Formal requirements of time and credit are secondary, but no candidate will be recommended for the degree until the minimum Graduate School requirements for credits, residence, and study have been satisfied. The department also requires that the candidate demonstrate competence in two modern foreign languages or in two substitute special skills approved by the department faculty. The student's progress is determined by performance on the master's examinations, in course work and research papers, in a comprehensive examination in three special fields of concentration within anthropology, and finally in the dissertation. The dissertation should be based upon original research, which ordinarily involves field or laboratory work, and be written in professional and publishable style appropriate to the subfield of specialization.

For information regarding general requirements of the Graduate School, see page 344 ff. More information about programs in anthropology may be obtained from the department.

Courses Offered

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

Undergraduate Courses

Anth 104. Introduction to Physical Anthropology. 3 credit hours. *Homo sapiens* as a living organism; biological evolution and

genetics; fossil hominids. Two lectures, one discussion period. Lukacs, Moreno-Black, P. Simonds.

Anth 105. Introduction to Monkeys and Apes. 3 credit hours. Introduction to the evolution and biology of the primates. Topics include the fossil record and changing ecology during the age of mammals, comparative primate anatomy as a means of understanding locomotor and feeding adaptations, taxonomic relations, and an introduction to primate ethology.

Anth 106. Introduction to Human Sociobiology. 3 credit hours. Introduction to the evolution of human behavior using ethological and sociobiological theory. Materials drawn from primate and human ethological studies, field studies, and sociobiological analysis. P. Simonds.

Anth 107. Introduction to Archaeology. 3 credit hours. Archaeological evidence for the evolution of human culture. Two lectures, one discussion period. Aikens, Ayres, Dumond.

Anth 108. Introduction to Cultural Anthropology. 3 credit hours. Organization and functioning of society and culture. Two lectures, one discussion period. Chaney, McFee, Stern.

Anth 109. Introduction to Language and Culture. 3 credit hours. General introduction to language and culture relationships and the methodology of language and culture study. Chaney.

Anth 109. Special Studies. 1-3 credit hours.

Anth 208. Introduction to the History of Anthropology. 3 credit hours. Lectures and readings on the historical development of the major anthropological theories, methods, and concepts. Anthropology 108 recommended. A. Simonds.

Anth 210. Selected Topics in Ethnology. 3 credit hours any term. Content varies from term to term; emphasizes the comparison of cultures and the anthropological understanding of contemporary peoples. May be repeated for credit with different subtitles.

Anth 211. Selected Topics in Physical Anthropology. 3 credit hours any term. Content will vary from term to term but will draw from various aspects of human and primate evolution, anatomy, and ethology. May be repeated for credit, with consent of instructor.

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

Anth 223. Human Adaptation. 3 credit hours. Individual human biological responses to a series of environmental stresses: physiological, morphological, and behavioral adaptations to sunlight, heat and cold, high altitude, and nutritional stress. Prerequisites: Anth 104 or Bi 102 and Bi 222.

Anth 301. Ethnology of Hunters and Gatherers. 3 credit hours. Hunting-gathering cultures from different parts of the world are examined in detail, with emphasis on comparative social organization and adaptive strategies. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor.

Anth 302. Ethnology of Tribal Societies. 3 credit hours. Food-producing tribal societies from different parts of the world are examined in detail, with emphasis on comparative social organization and the two major forms of tribal adaptation—as subsistence agri-

culturalists and as pastoral nomads. The fate of tribal peoples in the modern world is discussed. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor.

Anth 303. Ethnology of Peasant Societies. 3 credit hours. Peasant subcultures from various parts of the world are examined in detail, with emphasis on comparative social organization and the impact of modernization. Peasant life and problems in preindustrial and industrial state systems are discussed. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor.

Anth 310. Exploring Other Cultures. 3 credit hours any term. An introduction to how anthropologists study and describe human cultures. Content will vary from term to term but will draw from aspects such as field work and other methods for gathering information, the published reports on other cultures (ethnographies), famous ethnographies and ethnographers, specific ethnographic areas and their problems, and comparative study of selected cultures. May be repeated for credit with the consent of the instructor when the topic changes.

Anth 317. Native North Americans. 3 credit hours. Indian and Eskimo life in North America before white contact; contemporary life. Prerequisite: 9 credit hours in social science, or consent of instructor. McFee.

Anth 318. Native Central Americans. 3 credit hours. Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, culture change. Prerequisite: 9 credit hours in social science, or consent of instructor. Young.

Anth 319. Native South Americans. 3 credit hours. Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change. Prerequisite: 9 credit hours in social science or consent of instructor. Young.

Anth 320. Human Ecology. 3 credit hours. Cultural and biological adaptations to environmental changes in the course of human evolution. Prerequisite: 3 credit hours in physical anthropology or biology, or consent of instructor. Lukacs, Moreno-Black.

Anth 321. Human Evolution. 3 credit hours. Fossil evidence of human evolution; man's place among the primates; variability of populations of fossil hominids. Prerequisite: 3 credit hours in physical anthropology, or consent of instructor. Lukacs, P. Simonds.

Anth 322. Human Biological Variation. 3 credit hours. Genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution. Prerequisite: 3 credit hours in physical anthropology or biology, or consent of instructor. Lukacs.

Anth 323. Laboratory in Physical Anthropology: Osteology. 3 credit hours. Optional laboratory for students enrolled in Anthropology 320, 321, or 322. Human and non-human primate osteology and osteometry; fundamentals of dissection and primate anatomy.

Anth 324. Evolutionary Biology of the Primates. 3 credit hours. Comparative biology and anatomy of the nonhuman primates with special emphasis on evolutionary trends and adaptive complexes. Moreno-Black. Not offered 1981-82.

Anth 326. Peoples of South Africa. 3 credit hours. United States interests in

Africa; an overview of African prehistory, history, geography, language, and ethnic groups; peoples of southern Africa. Prerequisite: 9 credit hours in social science, or consent of instructor. Dorjahn.

Anth 327. Peoples of Central and East Africa. 3 credit hours. Culture, history, and ethnology of contemporary African peoples in central and east Africa, including Ethiopia. Prerequisite: 9 credit hours in social science, or consent of instructor. Dorjahn.

Anth 328. Peoples of West Africa and the Sahara. (G) 3 credit hours. Societies of the west African coast, the Sudan, and the Sahara from the 19th century to the present. Prerequisite: 9 credit hours in social science, or consent of instructor. Dorjahn.

Anth 333. Food and Culture. 3 credit hours. Interrelationship between culture and biology in area of human nutrition; anthropological approach to the role of nutrients in human development (individual and populational); cultural determinants which influence, emphasize, and result in populational differences; anthropology and world food policy, and applied nutritional anthropology. Moreno-Black.

Anth 338. Peoples of South Asia. 3 credit hours. The emergence of traditional Indian culture and its subsequent transformation under Islamic and Western influences. Prerequisite: 9 credit hours in social science, or consent of instructor. Stern.

Anth 339. Peoples of East Asia. 3 credit hours. A survey of the Chinese cultural sphere, dealing primarily with the institutions of traditional China, with some reference to modern developments. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Stern.

Anth 340. Peoples of Southeast Asia. 3 credit hours. A study of the peoples and cultures of Southeast Asia, with particular emphasis upon continuity and change in the history of the area. Prerequisite: 9 credit hours in social science, or consent of instructor. Stern.

Anth 347. Marriage, Family, and Kinship. 3 credit hours. An empirical and theoretical examination of the interrelationship of kinship and the structure of society. A. Simonds.

Anth 350. Asian and Pacific Archaeology. 3 credit hours. The archaeology and prehistoric cultural development of China, Japan, Southeast Asia, and the Pacific Islands through the early stages of civilization. Anth 107 recommended. Ayres.

Anth 375. Monkey and Ape Society. 3 credit hours. Primate group dynamics and organization, life cycle, and socialization. Draws from field and laboratory studies of monkeys and apes to investigate the variety of their adaptation and applies the principles to the evolution of human behavior. Prerequisite: Anth 105 or consent of instructor.

Anth 401. Research. Credit hours to be arranged.

Anth 403. Thesis. Credit hours to be arranged.

Anth 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Anth 407. Seminar. (G) 3 credit hours to be arranged.

Anth 408. Field Work in Anthropology. (G) 3 credit hours to be arranged.

Anth 409. Practicum. (G) 3 credit hours (1-3) to be arranged.

Anth 410. Experimental Course. (G) 3 credit hours to be arranged.

Anth 411. European and African Prehistory. (G) 3 credit hours. Emphasis on the Paleolithic. Prerequisite: 3 credit hours in archaeology or prehistory, or consent of instructor. Ayres. Not offered 1981-82.

Anth 412. South and East Asian Prehistory. (G) 3 credit hours. Prerequisite: 3 credit hours in archaeology or prehistory, or consent of instructor. Ayres. Not offered 1981-82.

Anth 413. Near Eastern Prehistory. (G) 3 credit hours. Emphasis on the development of early civilizations. Prerequisites 3 credit hours in archaeology or prehistory, or consent of instructor. Ayres.

Anth 414. Race and Culture. (G) 3 credit hours. Racial classifications and comparisons; the biological base of culture; attitudes toward race in human relations. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Moreno-Black, P. Simonds. Not offered 1981-82.

Anth 415. Cultural Transmission. (G) 3 credit hours. Methods of child rearing, education and social control among primitive peoples. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor. McFee, Stern.

Anth 416. History of Anthropology. (G) 3 credit hours. A nontheoretical exposition of the beginnings and specialized developments within the fields of archaeology, physical anthropology, ethnology, and linguistics. Prerequisite: 9 credit hours in anthropology, or consent of instructor. Chaney, McFee. Not offered 1981-82.

Anth 420. Culture and Personality. (G) 3 credit hours. Interrelation of group and individual conceptual frameworks in cross-cultural study of human behavior. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor. Chaney.

Anth 421. Field Methods in Cultural Anthropology. (G) 3 credit hours. Focuses on techniques of participant observation, community definition and extension, non-directive interviewing, and establishing rapport; notes differences of these methods from those commonly used by other physical and social scientists; emphasizes ethical responsibilities of anthropologists to the communities under study. Primarily for students who plan field work, but also provides a theoretical perspective on the ways ethnographic data emerge from the field work experience. Prerequisite: 9 credit hours of upper-division cultural anthropology or consent of instructor. Young.

Anth 423, 424, 425. Peoples of the Pacific. (G) 3 credit hours. each term. Fall: Aboriginal Australia, traditional culture and social change. Winter: Melanesia, cultural themes, social organization, religion, Cargo Cults. Spring: Micronesia and Polynesia, migration theories, ecology and social stratification, contemporary politics and problems. Prerequisite: 9 credit hours of social science, or consent of instructor. Not offered 1981-82.

Anth 444. Religion and Magic of Primitives. (G) 3 credit hours. The religions and systems of magic of primitive peoples as reflections of their thought processes; supernatural systems in the life of primitive people. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor. Stern.

Anth 445. Folklore and Mythology of Primitives. (G) 3 credit hours. Unwritten literature as an expression of the imaginative and creative thought of primitive peoples. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor. Stern.

Anth 446. Art Among Primitives. (G) 3 credit hours. Aesthetic expression among primitive peoples. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor. Stern.

Anth 448. Contemporary Issues in Anthropology. (G) 3 credit hours. An overview of diverse presuppositions that structure various theoretical and methodological orientations in contemporary anthropological discussions. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor. Chaney.

Anth 450, 451, 452. Cultural Dynamics. (G) 3 credit hours each term. Evaluation of approaches to the problem of cultural changes; analysis of invention and intergroup cultural borrowing; agents and conditions promoting change; mechanics of cultural growth; application of techniques for inducing change. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor. Chaney. Not offered 1981-82.

Anth 453. Political Anthropology. (G) 3 credit hours. Government in primitive societies, considered from a cross-cultural perspective. Special attention to political innovations under colonial rule, and to the new nationalistic administrations in Africa and Asia. Prerequisite: upper-division standing in the social sciences. Dorjahn.

Anth 454. Economic Anthropology. (G) 3 credit hours. Production, consumption, distribution, and exchange in primitive societies. Economic surplus, change in economic systems, and relationships between non-pecuniary economies and the world economy. Prerequisite: upper-division standing in the social sciences. Dorjahn. Not offered 1981-82.

Anth 461. North American Prehistory. (G) 3 credit hours. Survey of interdisciplinary research applied to prehistoric culture and environment in North America. Prerequisite: 3 credit hours in archaeology or prehistory, or consent of instructor. Aikens.

Anth 462. Middle American Prehistory. (G) 3 credit hours. The archaeology and prehistory of Mexico and Central America. Prerequisite: 3 credit hours in archaeology or prehistory, or consent of instructor. Dumond.

Anth 463. South American Prehistory. (G) 3 credit hours. Survey of interdisciplinary research related to prehistoric culture in South America. Prerequisite: 3 credit hours in archaeology or prehistory, or consent of instructor. Aikens.

Anth 464. Scientific Aids in Archaeology. (G) 3 credit hours. Research methods applied to archaeological problems. Includes dating and discovery techniques; analysis of materials, human remains, diet and ancient technology; interdisciplinary research strategies. Prerequisite: 3 credit hours in archaeology or prehistory, or consent of instructor. Not offered 1981-82.

Anth 465. Prehistoric Technology. (G) 3 credit hours. Introduction to stone-flaking techniques; manufacturing of stone artifacts; typological analysis of tools. Investigation of tool usage and microscopic analysis of wear patterns. Prerequisite: consent of instructor. Not offered 1981-82.

Graduate Courses

Anth 466. Tabletop Archaeology. (G) 3 credit hours. Simulated archaeological excavation, followed by preparation of descriptive and comparative reports. Prerequisite: 9 credit hours in archaeology or prehistory, and consent of instructor. Aikens.

Anth 467. Cultural Resource Management. (G) 3 credit hours. Objectives, legal background, operational problems, and ethical and scholarly considerations in the management of prehistoric and historic cultural resources. Prerequisite: graduate standing in anthropology or 9 hours of upper-division archaeology or prehistory, or consent of instructor. Aikens, Ayres.

Anth 470. Human Population Genetics. (G) 3 credit hours. The development of theoretical and mathematical models in population genetics and their applicability to human populations. Work requires the use of algebra, some differential calculus, and presumes an understanding of elementary genetics. Consent of instructor required. Lukacs.

Anth 474. Advanced Laboratory in Physical Anthropology. (G) 3-6 credit hours. Introduction to techniques for the assessment and analysis of genetic, physiological, and anthropometric variability in living human populations. Registration in excess of 3 credit hours must have instructor's consent. Prerequisite: Anth 322 (may be taken concurrently). Not offered 1981-82.

Anth 475. Primate Behavior. (G) 3 credit hours. 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. Materials are drawn primarily from field studies, secondarily from laboratory studies. Prerequisite: Anth 375, or consent of instructor. P. Simonds.

Anth 476. Primate Anatomy. (G) 3 credit hours. Comparative functional anatomy of the primates. Emphasis upon bone-muscle relationships of the locomotor and masticatory skeleton. Comparison of living and fossil primates, including man. Prerequisite: Anth 105, Anth 324, or consent of instructor. Moreno-Black. Not offered in 1981-82.

Anth 477. Primate Systematics and Taxonomy. (G) 3 credit hours. Historical development of taxonomy; methods and principles of evolutionary classification; numerical phenetics and taxonomic theory; primate and hominid classification. Prerequisite: Anth 320, Anth 321, or consent of instructor. P. Simonds.

Anth 478. Laboratory in Primate Anatomy. (G) 2 credit hours. Optional laboratory for students enrolled in Anth 476. Primate osteology and myology; dissection of specimens; individual projects. Two three-hour laboratory periods. Consent of instructor is required. Moreno-Black. Not offered in 1980-81.

Anth 479. Palaeoprimateology. (G) 3 credit hours. The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations; locomotion, special senses, dentition. The evolution of hominid characteristics is traced as far as possible. Prerequisite: Anth 321, or consent of instructor. Lukacs, P. Simonds.

Anth 480. Paleocology and Human Evolution. (G) 3 credit hours. Considers relationship between ecology and comparative morphology as basis for theories of hominid phylogeny. Includes analysis of methods of paleoecological inference with emphasis on geological and paleontological data; evaluates current theories of hominid origins and phylogeny. Prerequisite: Anth 321, or consent of instructor. Lukacs. Not offered 1981-82.

Anth 501. Research. Credit hours to be arranged.

Anth 503. Thesis. Credit hours to be arranged. No-grade course.

Anth 505. Reading and Conference. Credit hours to be arranged. No-grade course.

Anth 506. Special Problems. Credit hours to be arranged.

Anth 507. Seminar. Credit hours to be arranged.

Anth 509. Supervised Teaching Practicum. Credit hours to be arranged. No-grade course.

Anth 511. Culture, Society, and the Individual. 3 credit hours. A review and evaluation of the concepts of culture and society, as the terms are employed by anthropologists. The relationships between culture and society, between culture and the individual, and between society and the individual. Prerequisite: graduate standing in the social sciences. McFee, Chaney.

Anth 512. The Beginnings of Civilization. 3 credit hours. The transition from food-gathering to food-producing economies, and from egalitarian to state-level societies. Prerequisite: graduate standing in the social sciences. Not offered in 1981-82.

Anth 513, 514. Primitive Social Organization. 3 credit hours each term. Particular emphasis on family, marriage, residence, descent systems, lineage organization, alliance, and analysis of kinship systems. Not offered in 1981-82.

Anth 517. Contemporary Indians of the United States. 3 credit hours. Indian life on reservations and in cities, social and cultural dimensions and implications. 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. Prerequisite: graduate standing, or consent of instructor. McFee.

Anth 520. Research Methods. 4 credit hours. Orientation of graduate students to use of basic research tools, particularly explicit inductive, deductive, and retroductive methods of statistical and other formal analysis needed to formulate problems and conduct research in anthropology. Required of majors in the first year of graduate study. Prerequisite: at least 3 credit hours in introductory statistics. Chaney.

Anth 521. Functional Anatomy. 3 credit hours. Comparative functional studies of primates and other animals; principles of animal mechanics. Students engage in individual research projects, two three-hour laboratory periods. Prerequisite: Anth 476, Bi 391, 392, or consent of instructor. Moreno-Black. Not offered 1981-82.

Anth 522. Comparative Morphology and Human Evolution. 3 credit hours. Principles of comparative morphology and comparative morphology of the primates. Application to the study of the primate fossils implicated in human evolution. Consent of instructor required.

Anth 523. Dental Morphology and Human Evolution. 3 credit hours. Taxonomy, ecology, pathology, sexual dimorphism of early hominids analyzed with specific reference to comparative dental morphology. Theoretical models applied to specific problems of dental evolution and disease. Nature of bio-cultural interaction in hominid dental evolution. Prerequisite: consent of instructor. Lukacs. Not offered in 1981-82.

Anth 526. Archaeology and Anthropology. 4 credit hours. Examination of the use by archaeologists of theoretical and methodological concepts drawn from anthropology, with consideration of the modifications and additions to these concepts made necessary by the nature of archaeological data. Prerequisite: consent of instructor. Aikens, Ayres, Dumond.

Anth 530. Cultural Ecology. 3 credit hours. Comparative analysis of cultural responses to environmental conditions, with implications for cultural evolution. Prerequisite: graduate standing in anthropology, or consent of instructor. Dumond.

Geol 541. Archaeological Geology. 3 credit hours. Application of geology to the practice of archaeology. A review of the essential principles of mineralogy, petrology, and stratigraphy; topical discussions of the various applications of geologic methods to archaeological investigation: petrologic examination of the materials of stone-tool industries; characterization and tracing of stone implements; geological stratigraphy; physical techniques of dating materials and deposits; alluvial deposits and stream terraces; interpretation of sediments, soils, stone resources, and environmental geology at archaeological sites. Intended as preparation for professional archaeologists. Two lectures, one two-hour laboratory session per week. Prior study in a physical science strongly recommended. Prerequisite: graduate standing and consent of instructor.

Anth 550. Sociocultural Theory. 4 credit hours. Examination of the scope of cultural anthropology. Cross-cultural types, culture area types, modes of thought, cultural dynamics, reality of social structure, metaanthropology. Chaney.

Anth 560. Anthropological Linguistics. 4 credit hours. Provides master's candidates in anthropology with a grounding in anthropological linguistics. Prerequisite: Ling 421 or equivalent, and consent of instructor.

Anth 570. Basic Graduate Physical Anthropology. 4 credit hours. An introduction to physical anthropology for graduate students who have had little or no background in the area. Introduces students to the major subfields in physical anthropology; their data, theory, and problems. Topics covered are geochronology, principles of classification applied to primates, palaeoprimateology, palaeoanthropology, modern human biology and diversity, processes of evolution as applied to man, and primate and human ethology. Lukacs, Moreno-Black, P. Simonds.

EdP 571. Anthropology and Education. 3 credit hours. Education viewed as cultural process. The anthropology of teaching; review of cultural anthropology for its relevance to educating; analysis of formal education from an anthropological perspective; education in cross-cultural settings. The teaching of anthropology; anthropology in the curriculum. Formal and informal modes of enculturation. Prerequisite: graduate standing in anthropology, or classroom teaching experience. Wolcott.

EdP 572. Anthropology and Education. 3 credit hours. Exploration in depth of some problem or issue central to the field of anthropology and education; topic announced in advance. Prerequisite: EdP 571 or Anth 415, or consent of instructor. Wolcott.

Anth 575. Advanced Primate Ethology. 3 credit hours any term. For students of primate behavior and adaptation. Special emphasis is placed on advanced work in primate studies with a focus chosen each time it is offered. May be repeated for credit. Prerequisite: Anth 475 or equivalent work, and consent of instructor. P. Simonds.

Program in Asian Studies

Participating Faculty

Melvin Aikens, Anthropology
Joseph W. Esherick, History
G. Ralph Falconeri, History
Michael B. Fish, Chinese
Esther Jacobson, Art History
Angela J. Jung, Chinese
Hee-jin Kim, Religious Studies
Wen-Kai Kung, Library
Stephen W. Kohl, Japanese
Ellen Johnston Laing, Art History
Yoko M. McClain, Japanese
Judith Merkle, Political Science
David Milton, Sociology
 (program chairman)
Parkes Riley, Political Science
Theodore Stern, Anthropology
Alan Wolfe, Japanese
Lucia Yang, Chinese

Undergraduate Studies

The University offers an interdisciplinary program in Asian studies leading to the Bachelor of Arts 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 with Asian specializations and student representatives.

Requirements

Students majoring in Asian studies are required to complete two years (30 credit hours) study 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 credit hours 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 credit hours 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.

Asian Studies Course Work

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

Students should consult with 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 credit hours from one of the major history sequences: The Far East in Modern Times (Hst 391, 392, 393); History of China (Hst 494, 495, 496); History of Japan (Hst 497, 498, 499).

(2) 18 credit hours from among the following: Peoples of Southern and Eastern Asia (Anth 438, 439, 440); History of Oriental Art (ArH 207, 208, 209); Introduction to Japanese Literature (Jpn 301, 302, 303); Early Chinese Literature (Chn 307); Medieval Chinese Literature (Chn 308); Late Traditional Chinese Literature (Chn 309); Twentieth-Century Chinese Literature (Chn 310); Southern Asia in Modern Times (PS 337, 338); Government and Politics of the Far East: China (PS 460, 461); Religions of Mankind (R 301, 302, 303).

(3) 9 additional hours from any of the courses in (1) or (2) above, or from the following courses:

Architecture: Seminar: Japanese Architecture (Arch 407).

Art History: Japanese Art (ArH 467, 468, 469); Chinese Art (ArH 464, 465, 466); Seminar (ArH 407): Early Chinese Painting, Ming Painting, Ch'ing Painting, Indian Art, Himalayan Art, Eurasian Bronze Early Iron Age Art.

Chinese: Contemporary Chinese (Chn 414, 415, 416); Chinese Composition and Conversation (Chn 330, 331, 332); Advanced Readings in Modern Chinese Literature (Chn 420, 421, 422); T'ang Poetry (Chn 423, 424, 425); Literary Chinese (Chn 436, 437, 438); History of the Chinese Language (Chn 440); Applied Chinese Phonetics (Chn 441); Chinese Morphology and Syntax (Chn 442); Semantic Structure of Chinese (Chn 443); Chinese Bibliography (Chn 453).

Economics: Structure of the Japanese Economy (Ec 407).

History: Foundations of East Asian Civilization (Hst 290); China Past and Present (Hst 291); Japan Past and Present (Hst 292); Seminar: China (Hst 407); Seminar: Modern Sino-Japanese Relations (Hst 407); Colloquium: China (Hst 408); Colloquium: Japan (Hst 408); Thought and Society in East Asia (Hst 491, 492).

Japanese: Contemporary Japanese (Jpn 411, 412, 413); Japanese Composition and Conversation (Jpn 327, 328, 329); Literary Japanese (Jpn 426, 427, 428); Advanced Readings in Modern Japanese Literature (Jpn 417, 418, 419); Japanese Poetry (Jpn 433, 434, 435); Japanese Bibliography (Jpn 450).

Political Science: Seminar: Asian Political Thought (PS 407).

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

Honors: See Honors College, page 44.

Graduate Studies

The University offers an interdisciplinary program in Asian studies leading to the Master of Arts 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 with Asian specializations and student representatives.

There are no specific requirements for admission to the program beyond having a baccalaureate 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 will be required to pursue appropriate courses without graduate credit. Prior to registration, the Asian studies committee will assign each student an adviser who will assist the student in developing an appropriate individual program.

Master's Degree Requirements

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

Students electing the first option must (a) complete 54 credit hours of graduate study, including 45 hours 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 electing the second option must complete 48 credit hours of graduate study, including 45 hours in Asia-related courses, of which 9 hours are earned for thesis. All courses used for fulfillment of the 45-hour requirement in Asia-related courses must be approved by the student's adviser, in consultation with the committee. D grades are not acceptable for credit in the graduate program. These courses must represent at least two major Asian cultures and three academic areas, and include three seminars or colloquia, of which one must be the Asian Studies Interdisciplinary Seminar offered once annually.

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 disciplinary 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 credit hours of graduate credit in approved Asia-related courses, including the Interdisciplinary Seminar, 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 disciplinary degrees must be completed simultaneously. A student completing this option is granted two Master of Arts degrees, one in Asian studies and one in the departmental field.

Asian Studies Curriculum

Below are listed courses currently approved for inclusion in the Asian studies curriculum. Not all of these courses will be offered in any given 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 which 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 catalog.

Anthropology: Peoples of Southern and Eastern Asia (Anth 438, 439, 440).

Architecture: Special Studies: Japanese Architecture (Arch 501).

Art History: Chinese Art (ArH 464, 465, 466); Japanese Art (ArH 467, 468, 469); Seminar (ArH 507): Chinese Art, Early Chinese Painting, Ming Painting, Ch'ing Painting, Japanese Art, Indian Art, Himalayan Art, Eurasian Bronze Age Art.

Chinese: Reading and Conference (Chn 405); Seminar (Chn 407): Contemporary Chinese (Chn 414, 415, 416); Advanced Readings in Modern Chinese Literature (Chn 420, 421, 422); T'ang Poetry (Chn 423, 424, 425); Chinese Morphology and Syntax (Chn 442); Semantic Structure of Chinese (Chn 443); Literary Chinese (Chn 436, 437, 438); Chinese Bibliography (Chn 453); History of the Chinese Language (Chn 440); Applied Chinese Phonetics (Chn 441).

Economics: Structure of the Japanese Economy (Ec 407).

History: Thought and Society in East Asia (Hst 491, 492); History of China (Hst 494, 495, 496); History of Japan (Hst 497, 498, 499); Seminar (Hst 507); Japan, Modern Sino-Japanese Relations, East Asian Historiography; Colloquium (Hst 508): Imperialism in China, Feudalism in East Asia.

Interdisciplinary Studies: Asian Studies: Interdisciplinary Seminar (ISt 507).

Japanese: Reading and Conference (Jpn 405); Seminar: Japanese Literature (Jpn 407); Contemporary Japanese (Jpn 411, 412, 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: Government and Politics of the Far East: China (PS 460, 461); Seminar (PS 507): Sino-Soviet Relations, Comparative Communist Systems, Comparative Labor Movements.

Religious Studies: Zen Buddhism (R 430); Readings in Zen Classics (R 431).

Department of Biology

Faculty

Aaron Novick, Ph.D., Department Head. Professor of Biology (cellular control mechanisms). B.S., 1940, Ph.D., 1943, Chicago.

Andrew S. Bajer, D.Sc., Professor of Biology (cell division; mechanism and fine structure). Ph.D., 1950, D.Sc., 1956, Cracow.

Howard T. Bonnett, Jr., Ph.D., Professor of Biology (plant morphogenesis). B.A., Amherst, 1958; Ph.D., Harvard, 1964. (On sabbatical leave fall 1981, winter 1982.)

William E. Bradshaw, Ph.D., Associate Professor of Biology (population, physiological, and geographical ecology). B.A., Princeton, 1964; M.S., 1965, Ph.D., 1969, Michigan.

Roderick A. Capaldi, Ph.D., Associate Professor of Biology (membrane structure and function); Research Associate, Institute of Molecular Biology. B.S., London, 1967; Ph.D., York, 1970.

George C. Carroll, Ph.D., Associate Professor of Biology (fungal ecology, microbiology of coniferous forest canopy). B.A., Swarthmore, 1962; Ph.D., Texas, 1966.

Richard W. Castenholz, Ph.D., Professor of Biology (algal and microbial ecology). B.S., Michigan, 1952; Ph.D., Washington State, 1957.

Stanton A. Cook, Ph.D., Professor of Biology (ecology and evolution). A.B., Harvard, 1951; Ph.D., California, Berkeley, 1960.

Patricia J. DeCoursey, Ph.D., Visiting Professor. B.A., Cornell, 1954; M.S., 1955, Ph.D., 1959, Wisconsin.

Russell D. Fernald, Ph.D., Associate Professor of Biology (neuroethology of visual communication). B.S., 1963, Swarthmore; Ph.D., 1968, Pennsylvania.

Peter W. Frank, Ph.D., Professor of Biology (population ecology). B.A., Earlham, 1944; Ph.D., Chicago, 1951.

Philip Grant, Ph.D., Professor of Biology (developmental biology). B.S. College of City of New York, 1947; M.A., 1949, Ph.D., 1952, Columbia.

Jane Gray, Ph.D., Professor of Biology (paleobotany and palynology). B.A., Radcliffe, 1951; Ph.D., California, Berkeley, 1958.

Donald R. Hague, Ph.D., Associate Professor of Biology (molecular aspects of plant development and function). B.S., Franklin and Marshall, 1953; Ph.D., Oregon, 1966.

Patricia Jean Harris, Ph.D., Adjunct Professor of Biology (fine structure and immunofluorescence studies of the cell cycle). B.S., California, 1954; M.S., Yale, 1958; Ph.D., California, 1962.

M. Charlene Larison, M.S., Senior Instructor in Biology. B.S., Washington State, 1963; M.S., Oregon, 1967.

Evelyn Searle Hess, B.S., Instructor in Biology (plant propagation and culture). B.S., Oregon, 1966.

Harrison M. Howard, Senior Instructor in Biology (microscopy and scientific photography).

Graham Hoyle, D.Sc., Professor of Biology (neurophysiology). B.Sc., (chemistry, physics), 1944, B.Sc., (zoology, botany) 1950, London; D.Sc., Glasgow, 1955. (On sabbatical leave winter, spring 1981-82.)

Charles B. Kimmel, Ph.D., Associate Professor of Biology (developmental biology). B.A., Swarthmore, 1962; Ph.D., Johns Hopkins, 1966.

Bayard H. McConnaughey, Ph.D., Professor of Biology (invertebrate zoology; marine biology). B.A., Pomona, 1938; M.A., Hawaii, 1941; Ph.D., California, Berkeley, 1948.

Michael Menaker, Ph.D., Professor of Biology (photoreception, reproduction, and circadian rhythms in the vertebrates); Director, Institute of Neuroscience. B.A., 1955, Swarthmore; Ph.D., 1960, Princeton.

Robert W. Morris, Ph.D., Professor of Biology (biology of fishes). A.B., Wichita, 1942; M.S., Oregon State, 1948; Ph.D., Stanford, 1954.

Frederick W. Munz, Ph.D., Professor of Biology (visual physiology). B.A., Pomona, 1950; M.A., 1952, Ph.D., 1958, California, Los Angeles.

Gordon J. Murphy, M.S., Senior Instructor in Biology; Assistant to Department Head. B.S., 1953, M.S., 1958, Oregon State.

Edward Novitski, Ph.D., Professor of Biology (genetics of higher organisms). B.S., Purdue, 1938; Ph.D., California Institute of Technology, 1942.

John H. Postlethwait, Ph.D., Associate Professor of Biology (genetic and endocrine regulation of development). B.S., Purdue, 1966; Ph.D., Case Western Reserve, 1970.

Paul P. Rudy, Ph.D., Professor of Biology (estuarine ecology and physiology of salt and water balance);

Director, Oregon Institute of Marine Biology. B.A., 1955, M.A., 1959, Ph.D., 1966, California, Davis. (On sabbatical leave 1981-82.)

Eric Schabtach, B.S., Senior Instructor in Biology (development and application of new techniques in biological ultrastructural investigations); Director, Electron Microscope Facility. B.S., McGill, 1963.

James A. Simmons, Ph.D., Professor of Biology (neuroethology of echolocation in bats). A.B., Lafayette, 1965; M.A., Ph.D., 1969, Princeton.

William R. Sistrom, Ph.D., Professor of Biology (bacterial physiology). A.B., Harvard, 1950; Ph.D., California, Berkeley, 1954.

Gerald R. Smith, Ph.D., Associate Professor of Biology (genetic regulatory mechanisms; molecular mechanisms of recombination; nucleic acid sequence and function); Research Associate, Institute of Molecular Biology. B.S., Cornell, 1966; Ph.D., Massachusetts Institute of Technology, 1970.

Karen Sprague, Ph.D., Assistant Professor of Biology (control of gene expression in eukaryotes); Research Associate, Institute of Molecular Biology. B.A., Bryn Mawr, 1964; Ph.D., Yale, 1970.

Franklin W. Stahl, Ph.D., Professor of Biology (genetics of bacteriophage); Research Associate, Institute of Molecular Biology. A.B., Harvard, 1951; Ph.D., Rochester, 1956.

George Streisinger, Ph.D., Professor of Biology (genetic control and development of nervous systems); Research Associate, Institute of Molecular Biology. B.S., Cornell, 1950; Ph.D., Illinois, 1954.

Sanford S. Tepfer, Ph.D., Professor of Biology (plant meristems; floral development). B.S., College of City of New York, 1938; M.S., Cornell, 1939; Ph.D., California, Berkeley, 1950.

Robert C. Terwilliger, Ph.D., Professor of Biology (comparative physiology and biochemistry); Acting Director, Oregon Institute of Marine Biology. B.A., Bowdoin, 1962; M.A., 1964, Ph.D., 1967, Boston.

J. Daniel Udovic, Ph.D., Assistant Professor of Biology (population biology; mathematical ecology). B.A., Texas, 1970; Ph.D., Cornell, 1973.

Daniel H. Varoujean, Ph.D., Adjunct Assistant Professor of Biology (marine vertebrate ecology; feeding and breeding ecology). B.A., California State, Fresno, 1969; M.A., Moss Landing Marine Laboratory (C.S.U.F.); Ph.D., California, Davis.

Steven R. Vigna, Ph.D., Assistant Professor of Biology (comparative endocrinology). B.S., 1971, Ph.D., 1977, Washington.

David H. Wagner, Ph.D., Assistant Professor of Biology (plant taxonomy; ecology; evolution of bryophytes and pteridophytes); Director and Curator of Herbarium. B.A., University of Puget Sound, 1968; M.S., 1974, Ph.D., 1976, Washington State.

Monte Westerfield, Ph.D., Assistant Professor of Biology (development of the nervous system). A.B., Princeton, 1973; Ph.D., Duke, 1977.

James A. Weston, Ph.D., Professor of Biology (developmental biology). B.A., Cornell, 1958; Ph.D., Yale, 1963.

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Special Staff

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Anne Vincent, B.A., Research Technician. B.A., Oregon, 1978.

Sherry A. Wisner, B.A., Research Assistant. B.A. 1970, Temple.

Katsu Yokoyama, Ph.D., Postdoctoral Fellow. Ph.D., Washington, 1975.

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Undergraduate Studies

The Department of Biology undergraduate program provides an part of a liberal education; prepares part of a liberal education; to prepare students for professional careers in industry, government, and secondary education; and provides preparation for health-related professional schools or for graduate work leading to careers in teaching and research.

General interest courses (Bi 101-198 and Bi 201-272) are available to all students. Most of these courses have no prerequisites and may be taken singly or in any preferred sequence. They are available to biology majors on an optional basis.

Students wanting a general knowledge of the field of biology, such as majors in physical education, or health education, for example, may choose the group Bi 201, 202, 204 rather than those 300-level biology core courses specifically designed for biology majors.

Preparation

Modern biology is a quantitative science; students planning to specialize in biology should include in their high school preparation as much mathematics (at least algebra and geometry), 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, two terms of organic chemistry, a year of college-level mathematics, and a year of college physics. Such students need not include biology courses in their first two years of study.

Careers and Employment

Career opportunities exist for graduates in biology with a variety of federal, state, and local government agencies; with various nonprofit organizations; in private industry; in teaching; and in self-employment. With a baccalaureate degree, graduates 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 become involved in research.

Major Requirements

A major in biology leads to the Bachelor of Science or to the Bachelor of Arts degree in biology, the latter requiring completion of appropriate literature and language requirements. A booklet intended to help students plan their program is available in the biology department office. The specific courses required for a major in biology are listed below:

General Chemistry (Ch 104, 105,

106 or Ch 204, 205, 206), three credit hours each term; Introductory Chemistry Laboratory (Ch 107), two credit hours; Introductory Analytical Chemistry (Ch 108, 109), two credit hours each term; Mathematics, to include two terms of Calculus (Mth 201, 202), four credit hours each term. Students intending to pursue graduate studies or a professional career in biological science should complete a full year of calculus (Mth 201, 202, 203).

Because of the growing interest in the use of digital computers in modern biology, at least an elementary course in computer science is highly recommended for all biology majors.

General Physics (Ph 201, 202, 203), four credit hours each term; Organic Chemistry (Ch 331, 332), three credit hours each term; Molecular and General Genetics (Bi 311), five credit hours; Gene Action and Development (Bi 312), five credit hours; Cell Physiology (Bi 313), five credit hours; Evolution and Ecology (Bi 314), four credit hours.

Any two of the following four courses: Plant Diversity and Physiology (Bi 330), five credit hours; Vertebrate Anatomy and Embryology (Bi 350), five credit hours; Eukaryotic Cell Biology (B 450), five credit hours; Invertebrate Zoology (Bi 461), five or eight credit hours.

Three additional terms of upper-division electives in biology of at least three credit hours each. Research and other informal courses (Bi 401-409) may be used to satisfy only one of the three electives. Human Physiology (Bi 321, 322) may *not* be used to satisfy part of this requirement. Biochemistry (Ch 461, 462, 463) can satisfy two of the electives, but not all three. Animal Behavior (Bi 490) can satisfy one term of this requirement. Any other substitutions must be approved in advance by the department head.

The courses, Molecular and General

Genetics (Bi 311), Gene Action and Development (Bi 312), Cell Physiology (Bi 313), and Evolution and Ecology (Bi 314), constitute a core curriculum in biology that conveys a body of information and thought essential to an understanding of modern biology regardless of the student's area of subsequent specialization.

The four courses, Plant Diversity and Physiology (Bi 330), Vertebrate Anatomy and Embryology (Bi 350), Eukaryotic Cell Biology (Bi 450), and Invertebrate Zoology (Bi 461), are prerequisite to many of the more specialized biology courses, and may lead to particular areas of concentration. Two of these courses are required, in order to increase the breadth of biology majors. Additional courses from this group may be used to satisfy part of the requirement of three upper-division electives. A more complete description and an explanation of the program for majors is available in the Department of Biology office.

Recommended Program

The recommended program for biology majors begins with mathematics and general chemistry in the freshman year. Biology courses at the 100- and 200-level are available on an optional basis for interested freshmen. First-year students may enroll for Biology Majors Orientation (Bi 199), which meets one to two hours each week and provides new students an opportunity to meet and talk with the biology faculty.

Detailed descriptions of these courses are available in the biology department.

In the sophomore year, majors should take Organic Chemistry (Ch 331, 332), Molecular and General Genetics (Bi 311), Gene Action and Development (Bi 312), and Cell Physiology (Bi 313).

At the end of the sophomore year, every student will be 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. Together they will decide which of the four courses, Plant Diversity and Physiology (Bi 330), Vertebrate Anatomy and Embryology (Bi 350), Eukaryotic Cell Biology (Bi 450), and Invertebrate Zoology (Bi 461), will serve the student best and when these courses should be taken.

Evolution and Ecology (Bi 314) and General Physics (Ph 201, 202, 203) will be taken by all majors in either the junior or senior year. The three upper-division biology electives will also be taken during the last two years, as they fit into the student's program.

Any course required for the biology major may be taken on a pass-undifferentiated basis, at the option of the student, within the limitation of the general University requirement of 90 pass-differentiated hours for the baccalaureate degree. Students should exercise the pass-undifferentiated option sparingly or not at all if they plan to attend medical or dental school, or to pursue a graduate degree in biology.

Courses in biology offered to meet the major requirement must have been graded A, B, C, or P. A grade of D is unacceptable, and students with such a grade should consult the department head to determine means to correct such a deficiency.

Second Baccalaureate Degree

Students may obtain a second baccalaureate degree in biology after having been awarded a baccalaureate degree in another field. For this, all departmental requirements must be met, and a minimum 20 credit hours of upper-division work must be completed in this depart

Sample programs for the first two years of study are shown below to provide an idea of an "average" student course-load.

*Freshman Year

Course	Term		
	F	W	S
Elementary Functions, 4 cr	Mth 102	—	—
Calculus, 4 cr	—	Mth 201	Mth 202
General Chemistry, 3 cr	Ch 104	Ch 105	Ch 106
Chemistry labs, 2 cr	Ch 107	Ch 108	Ch 109
Tutorial General Chem, 1 cr	Ch 110	Ch 110	Ch 110
English Composition, 3 cr	(Wr 121, one term, according to priority plus Wr 122 or Wr 123)		
Social Science elective, 3 cr	(During terms when not enrolled for Wr 121)		
Arts & Letters elective, 3 cr	(One course each term)		
Biology Majors Orientation, 1 cr ..	(May be taken each term)		

*Sophomore Year

Course	Term		
	F	W	S
Organic Chemistry, 3 cr	Ch 331	Ch 332	—
Calculus, 4 cr	—	—	Mth 203
Molecular and General Genetics, 5 cr	Bi 311	—	—
Gene Action & Devel., 5 cr	—	Bi 312	—
Cell Physiology, 5 cr	—	—	Bi 313
English Composition, 3 cr	(Wr 122 or 123, one term, if not taken during freshman year)		
Social Science elective, 3 cr	(One course each term)		
Arts & Letters elective, 3 cr	(During terms when not enrolled in writing)		
Physical Education, 1 cr	(Three terms)		

*Individual programs may vary according to each student's placement scores, interest, and course work-load capacity.

ment after work for the prior degree has been completed. A minimum of 10 credit hours must be taken on a graded basis.

Professional Students

Premedical, pre dental, and premedical technology students who wish to major in biology should plan to complete the biology major requirements. Such pre-professional students should consult with their biology advisers regarding course scheduling for the baccalaureate degree program in biology, and for completion of medical school entrance requirements. Further information regarding medical school requirements and admission procedures will be found on page 140 of this catalog. Address inquiries to Adviser for Premedicine, Department of Biology.

Although the third quarter of Organic Chemistry (Ch 333), Organic Chemistry Laboratory (Ch 337, 338), and Physics Laboratory (Ph 204, 205, 206) are not required for the biology major, they are required by most medical schools, including the University of Oregon Health Sciences Center.

Secondary School Teaching

The Department of Biology offers work in preparation to teach biology in the public secondary schools. Certification as an Oregon secondary teacher with the biology endorsement requires satisfactory completion of a program of teacher preparation which includes subject matter preparation in the teaching specialty and in professional education, plus the recommendation of the institution in which the preparation is completed. The biology department offers work toward both basic and standard Oregon certification. For information regarding requirements for the biology endorsement, students should consult the departmental adviser for teacher education, and the Office of Secondary Education in the College of Education.

Students who have not previously attended the University of Oregon, but who otherwise meet requirements for certification, basic or standard, will be required to complete one term as full-time students and two 400-level biology courses of at least 3 credit hours each in order to gain Oregon certification.

Special Opportunities for Biology Undergraduates

Students majoring in biology may take advantage of opportunities for research, seminars, and other meetings.

Students may become involved in research through arrangement with a member of the biology department faculty. Such research is usually best carried out during the junior or senior year. Credit may be earned by enrolling in Bi 401, Bi 406, or Bi 408. This enables the student to carry on research during the year under the direction of a research scientist in any of a number of fields of biology. Specific information regarding undergraduate research may be obtained from individual faculty members in the biology department.

There are occasional opportunities for part-time employment. Interested students should inquire at the biology department office.

Students are invited to attend seminars which feature visiting as well as local scientists. They are announced by posters on the bulletin boards.

Students are encouraged to express ideas and to offer suggestions regarding curriculum, student relations, and aspects of administration directly to the head of the biology department. Undergraduate majors in biology are represented on committees whose work and deliberations affect directly the undergraduate major program. Students interested in working on such committees should make their interest known to the department head.

The Department of Biology maintains, for student access, a file of exams given in biology courses during previous years. Most of these files are either in the biology office or in the Reserve Book Room of the main Library.

Students enrolled in most biology courses are asked to evaluate the course and the instructor near the end of each term. Information thus collected is made available to the professor soon after the end of the term and is placed on file for possible use in future promotion and tenure deliberations. Computer summaries of student evaluations are available to students in the department office for each course to be offered during the next term. Such summaries may not be available for courses being offered for the first time by that professor, for courses not offered during the next term, or for courses for which the instructor has requested that such summaries not be released.

Students majoring in biology may assist in teaching laboratory sections of some biology courses. Applications may be filed with the department for these assistantships which are limited in number. Prevailing wages for such assistantships range from \$4.62 to \$5.04 per hour.

Graduate Studies

Facilities are available for graduate study in most of the basic plant and animal biology areas, including cell biology, development, ecology, genetics, marine biology, microbiology, morphology, neurobiology, physiology (comparative, general mammalian, and plant), and systematics. Interdisciplinary programs are offered in cell biology and molecular biology, involving the Departments of Biology and Chemistry and the Institute of Molecular Biology. In neurobiology, programs also are available in conjunction with the Institute of Neuroscience, and the Departments of Psychology and Chemistry.

Degrees

The department offers graduate work leading to the Doctor of Philosophy degree, and to the degrees of Master of Arts and Master of Science. Candidates for higher degrees are expected to meet the equivalent of the University undergraduate major requirements before advancement to candidacy for the degree.

Admission

Requirements for admission to the graduate program leading to the Doctor of Philosophy degree or the Master's degree in biology are (1) a completed application for admission form; (2) three letters of recommendation; (3) transcripts of all college work; (4) scores on the Graduate Record Examination; (5) TOEFL scores for foreign students.

Application forms, reference forms, and additional information may be obtained from the department office. Completed application forms, copies of college transcripts, and letters of reference are to be sent to the department in care of the graduate secretary. Copies of official transcripts of all college work must be ordered to be sent directly to the Department of Biology. Deadline for applications is February 15.

Institute of Molecular Biology

A program of research and research instruction in areas of biology where phenomena can be understood in terms of the structure of molecules is conducted through the Institute of Molecular Biology. Students working for an advanced degree in biology may

do their research in the institute. For further information, see Institute of Molecular Biology in the Graduate School section of this catalog, or send inquiries to the director.

Institute of Neuroscience

Neuroscientists in the departments of biology, chemistry, and psychology 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 program of instruction and research with graduate degrees is available to students through any of the participating departments.

Herbarium

The University of Oregon Herbarium was established in 1903 and thereafter became repository for the original collections of most of Oregon's resident pioneer botanists. Current holdings are in excess of 100,000 prepared specimens, mostly vascular plants, including about 800 types. The herbarium provides demonstration material for classroom use, offers identification service for the general public, and maintains facilities for research in systematic botany and accessory services for research in ecology-related fields. For further information, consult the curator.

Institute of Marine Biology

The University operates the Oregon Institute of Marine Biology at Charleston on Coos Bay, an environment where native vegetation and animal life have been preserved insofar as possible.

The institute offers a full program of summer study which in recent summers has included such courses as Coastal Biology, Comparative Physiology, Marine Birds and Mammals, Invertebrate Zoology, Experimental Invertebrate Embryology, Marine Ecology, Planktonology, and Biology of Fishes.

Summer faculty members include visiting biologists from around the country as well as faculty from the Eugene campus and institute personnel. A full program of seminars is also available, featuring presentations by a variety of guest lecturers.

In the fall term a program is offered

for undergraduate biology majors and graduate students. Courses include Marine Ecology, Invertebrate Zoology, and Biology of Estuarine Systems as well as an opportunity for an individual to carry out a research project in these areas. A full seminar program on a variety of topics is also arranged for this term.

Spring term, the institute offers a multi-discipline course for undergraduates, People and the Oregon Coast, which coordinates the specialized knowledge of biology, sociology, geography, landscape architecture, and urban planning. Environmental concerns are explored and solutions to society's dilemmas are sought through an integration of these disciplines. Students are encouraged to gain first-hand appreciation of the pressures involved in making practical decisions at the local community level. A combination of lectures and field study, uses the Coos Bay region as a natural laboratory.

The marine station is ideally situated for the study of marine organisms, as many different marine environments are nearby. The Coos Bay estuary contains interesting rock, mud, sand, eelgrass, and piling communities. The open coast has an exceptionally rich, rocky intertidal area and long stretches of sandy beaches. The laboratories are close to the harbor entrance, and station boats collect open ocean organisms within minutes of leaving the dock.

The station has about 107 acres of property along Coos Bay at Coos Head. The buildings are located on a tract on the bay side of the property close to the post office and stores of Charleston, a small fishing village. The station is eight miles from Coos Bay and eight miles from North Bend.

The region is diverse, with urban complexes, estuarine coastal environments, agricultural lands, a major port, and large timber and fishing industries. The social-environmental problems of the area include unemployment, conflict in land use, management of coastal resources, potential urbanization, population increase, tourist impact, industrial development, and declining timber and fishing stock. The region is a natural field station for observation.

Students and faculty reside on the institute grounds in Charleston; a community of students and staff is able to evolve in a relaxed and informal setting which helps to blend the various disciplines, encourages personal interaction between teacher and student, and has proven to be an exceptionally stimulating educational arrangement.

There are four large teaching laboratories, an auditorium, and a dining hall serving as common room and fifth lecture hall. The dormitories house fifty students, which is the upper enrollment limit. Five houses are on the station for the staff.

Detailed information and applications may be obtained from the Department of Biology on the Eugene campus, or by writing to the Director, O.I.M.B., Charleston, Oregon 97420. (See also, graduate section of this catalog.)

Courses Offered

Note: Those courses with an asterisk have emergency approval from the Oregon State System of Higher Education; authorization is pending for permanent approval as a new course or a change in an old course.

Undergraduate Courses

The lower-division courses in biology, described immediately below, are designed primarily to meet general liberal arts requirements in science. Most courses in this group (Bi 101 through Bi 272) have no prerequisites. Detailed descriptions of these courses are available in the Department of Biology office. *An extra fee may be charged for courses in which field trips are taken as a part of the course.*

Bi 101. Life of the Cell. 3 credit hours. Introductory course in cell biology: cell structure and function, cell division (mitosis), and basic aspects of genetic macromolecules and information flow in plant and animal cells.

Bi 102. Human Reproduction and Development. 4 credit hours. Intended to help non-scientists understand and appreciate biomedical information encountered in daily life. Includes aspects of reproduction and development in light of modern scientific experience. Lecture and discussion or laboratory.

Bi 103. Human Circulatory System. 4 credit hours. Study of the circulation as a system for investigating those biological principles important to people. Lecture and discussion or laboratory.

Bi 104. Biology of Cancer. 3 credit hours. For nonmajors; cancer cells are compared with normal cells, causes of cancer, including viral and environmental factors; biological basis of therapy.

Bi 105. The Physical Basis of Life. 4 credit hours. The study of those aspects of growth, reproduction, and heredity that are common to all living things. Explanations will be phrased in terms of experimental observations and will be at the level of the molecules that play important roles in living systems. Lectures and discussion or laboratory.

Bi 106. Biology, Ethics, and Society. 3 credit hours. Basic biology principles studied in relation to ethical problems arising from modern applications. Not offered 1981-82.

Bi 111. How Nervous Systems Work. 4 credit hours. Nervous systems as electrical machines: information on the nature of their components, how these parts work individually, and how they cooperate to generate behavior. Not offered 1981-82.

Bi 115. Introduction to Animal Behavior. 3 credit hours. The application of evolutionary principles to behavioral as well as morphological traits is presented.

Bi 126. Principles of Evolution. 4 credit hours. Darwinian evolution: examples from modern ecology, population genetics, the fossil record. Consideration given to ancient environments as well as to evolution of higher primates and the descent of man. Lectures, demonstration, or discussion.

Bi 130. Introduction to Plant Biology I. 4 credit hours. Fall Term. Emphasis on physiology, genetics, and development of higher plants; minimal chemistry included. Three lectures and one 3-hour laboratory period each week*

Bi 131. Introduction to Plant Biology II. 4 credit hours. Winter Term. Continuation of Bi 130. Contributions of physiology, morphology, anatomy, and genetics to the understanding of the evolution of the major plant groups. Three lectures and one 3-hour laboratory period each week. Prerequisite: Bi 130.*

Bi 132. Our Moldy Earth. 4 credit hours. Study of fungal biology with emphasis on the effects of fungi on human civilization. Topics include mechanisms of decay, composting, fungal diseases of plants and animals, fungal symbiosis, lichens, mushrooms, fungal toxins and antibiotics, fungi and food. Lecture, discussion, and three field trips.

Bi 138. Flora of Western Oregon. 4 credit hours. Study of the flowering plants of this region, with emphasis on identification in laboratory and field and on the characteristics of important plant families. Three lectures and a 3-hour laboratory or field trip each week. One all-day field trip will be scheduled. Not offered 1981-82.*

Bi 139. Introduction to Freshwater Biology. 4 credit hours. Freshwater environments of lakes and streams. Cycles of nutrients and effect of physical, chemical, and biological factors; types of micro-organisms, plants, and animals and their interactions; effects of increased nutrient levels and pollution. Lectures, laboratory, field work. Castenholz.*

Bi 155. Fishes: A Resource. 4 credit hours. 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. Lecture and discussion or laboratory.

Bi 156. Natural History of Birds. 4 credit hours. 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. Lecture and laboratory or field study.

Bi 171. Marine Biology. 4 credit hours. Introductory study of the morphology, physiology, and ecology of marine plants and animals. Live marine animals and plants are studied in laboratories, and a field trip to the rocky intertidal environment is required. Lecture and discussion or laboratory.

Bi 191. The Diversity of Animal Life. 4 credit hours. Study of animal forms of life from the simplest one-celled animals through a variety of intermediate multicellular forms to the most complex, multicellular animals; includes laboratory work and field study as well as lectures.

Bi 192. The Nature of Animal Life. 4 credit hours. Basic life activities of animals;

examination of the "architecture" of animals and their life processes. Lecture and discussion or laboratory.

Bi. 193. The Nature of Plant Life. 4 credit hours. Basic structure of plants; some aspects of their physiology; the broad grouping of plants and factors affecting their distribution; elementary principles of identification and ecology. Course includes laboratory and field work in addition to lectures.

Bi 197. Exotic Plants. 3 credit hours. Characteristics, identification, and culture of plants appropriate for home and greenhouse use. Recognition of common families; discussion of native habitats. Offered alternate years. Not offered 1981-82.

Bi 198. Plant Propagation. 4 credit hours. Provides theoretical and practical basis for propagation of plants with experience in various techniques of plant propagation. Lecture and discussion or laboratory. Offered 1981-82 and alternate years.

Bi 199. Special Studies. 1-2 credit hours.

Bi 200. SEARCH. 1-2 credit hours. No-grade course.

Bi 201. Molecular Basis of Life. 4 credit hours. Structure and behavior of the macromolecules characteristic of living things; role of proteins as biological catalysts and DNA as the hereditary material. No chemistry prerequisite; necessary background is provided in the first part of the course. Lecture and discussion.

Bi 202. Biology of Cells. 4 credit hours. Using the ideas developed in Bi 201, this course describes the flow of material, energy, and information in cells and relates these activities to cell structure. The use of hereditary information for the formation of proteins, the generation of energy, and the building of cell structures is related to cell growth, division, and specificity. Lecture and discussion or laboratory. Prerequisites: Bi 201, or consent of instructor.

Bi 203. Plant Biology. 4 credit hours. Introductory survey of the major groups of plants, with detailed emphasis on the structure, development, and physiology of the higher plants. Three lectures and one 3-hour lab period each week. Prerequisites: Bi 201, or consent of instructor. Not offered 1981-82.

Bi 204. Animal Biology. 4 credit hours. Introductory study of a variety of animal groups in terms of anatomy, physiology, and life history. The function of specific organs in the biology of the whole animal is examined. Lecture and discussion. Prerequisites: Bi 201 and Bi 202.

Bi 222. Human Genetics. 3 credit hours. Basic concepts of genetics, especially as they relate to man, and a discussion of related topics such as blood group immunology, medicolegal problems, transplantation and the immune reaction, prenatal effects, genetic effects of radiation, the biology of twinning, selection in man and sociological implications of genetic findings. Novitski.*

Bi 232. Economic Botany. 4 credit hours. Survey of the origin, culture, and biology of the major groups of plants of importance to humans and a discussion of basic requirements for plant growth, principles of plant breeding and genetics, plant morphology, plant viruses, fungal diseases, herbicides and pesticides, weeds, alkaloids and drugs, soils and systems of agriculture, organic gardening, conservation of natural plant communities.*

Bi 233. Flowering Plants. 4 credit hours. Origin and evolution of the angiosperms and

their principal families; origin of agriculture, reproductive ecology, plant communities, plant identification. Prerequisite: Bi 131 or consent of instructor.

Bi 234. Experimental Botany. 4 credit hours. Interaction of plants with their environmental stimuli; analysis of research data on plants; evaluation of experimental methods and results. Prerequisite: Bi 130 or consent of instructor. Offered alternative years. Not offered 1981-82.*

Bi 242. Paleobiology and Evolution of Plants. 4 credit hours. Survey of major trends in the evolution, ecology, and distribution of the world's plants through geologic time based on the fossil record and interrelated with the geologic history of the earth. Consideration of the origin, development, and interrelations of major groups of plants, as well as morphological levels of increasing complexity and specialization in plants through time, and the imperfections of the fossil record in documenting the course of plant evolution. Lectures plus additional work to be arranged. Gray. Offered alternate years. Not offered 1981-82.

Bi 272. Introduction to Ecology. 3 credit hours. The energetics of organisms: the extent and efficiency of energy capture in human, plant, and animal nutrition; the cycling of nutrient materials; ecological succession; population growth; species interrelations and meaning of species diversity. Cook, Frank, Udovic.

Upper-Division Courses

Note: Bi 311-314 described immediately below constitute a core program for students majoring in biology. All courses in this group have specific prerequisites. *An extra fee may be charged for courses in which field trips are taken as a part of the course.*

Bi 311 Molecular and General Genetics. 3-5 credit hours. An examination of the fundamental biological processes of reproduction and variation at the molecular level. Experiments leading to our present views are described. Topics are the chemical structure of the genic material, the mechanisms of gene duplication, mutation, and recombination, and the formal relationships between genes and their protein products. Students taking this course should plan to take Bi 312 in the following term; Bi 311 and 312 are precisely dovetailed in their presentation of the biochemical and genetic basis of cellular activities. Three lectures, one laboratory/discussion period. Prerequisites: organic chemistry and college mathematics (may be taken concurrently). Stahl.

Bi 312. Gene Action and Development. 3-5 credit hours. An examination of how genetic information is utilized to direct cellular and organismal development. Particular topics include control of protein synthesis and enzyme activity, macromolecular architecture and organelle assembly, and aspects of animal development (embryogenesis, cell determination and differentiation, patterning). Three lectures, one laboratory/discussion period. Prerequisite: Bi 311. Postlethwait, Weston.

Bi 313. Cell Physiology. 3-5 credit hours. An examination of the structural and biochemical unity of cells which underlies the diversity of plants and animals. Topics include cellular architecture, structure of proteins, enzyme action, structure of cellular membranes, energy metabolism, biosynthetic pathways, and control of cellular metabolism.

Three lectures, one laboratory/discussion period. Prerequisites: Bi 311 and 312. Sistrom, Sprague.

Bi 314. Evolution and Ecology. 5 credit hours. The relationship of organisms to their environment in space and time: the evolution of species and populations, factors controlling the distribution and abundance of organisms, and community and systems ecology. Three lectures per week and three all-day Saturday or Sunday field trips per term. Bradshaw.*

Note: The 300-level courses described immediately below are designed for nonmajors as well as for biology majors and several do not require Bi 311-314 as prerequisites.

Bi 321, 322. Human Physiology. 3 credit hours each term. Physiological principles, as they operate in the normal function and regulation of human organ systems. Required for majors in health education and physical education, elective for others. Must be taken in sequence. Two lectures, one three-hour laboratory period. Prerequisite: either Bi 201, 202, 204 or one year of college chemistry and one year of college biology. Munz, Vigna.

Bi 330. Plant Diversity and Physiology. 5 credit hours. Integrated study of the structure, development, and physiology of representatives of the important plant phyla, including adaptations essential for colonization and survival in various aquatic and terrestrial environments. Three lectures, one laboratory/discussion period. Prerequisites: one year of general chemistry; organic chemistry and college mathematics are prerequisite or may be taken concurrently.

Bi 350. Vertebrate Anatomy and Embryology. 5 credit hours. Designed for majors at the junior-year level after completion of the core. The comparative anatomy and embryology of vertebrates as whole organisms; evolutionary theme with particular focus on comparative anatomy, development, and evolution of different organ systems and their adaptations to various environmental demands. Three lectures, one laboratory and discussion period. Prerequisites: Bi 311, 312, 313, or consent of instructor. Grant, Morris.

Bi 351. Animal Physiology. 5 credit hours. Elementary neurophysiology and muscle contraction. Homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion are described in mammals and compared with those in other animals. Three lectures, one laboratory/discussion period. Prerequisite: Bi 350. Munz, Vigna.

Bi 360. Coastal Biology. 4 credit hours. Introduces students to a wide range of environments on the Oregon Coast: the open ocean, rocky intertidal, sand beach, and estuarine environments demonstrate basic biological principles through a comparative study of these coastal environments. Two lectures, two six-hour laboratory or field sessions per week. Prerequisite: one year of biology core or equivalent. Limited to twelve students. Offered at the Oregon Institute of Marine Biology.

Bi 370. The Human Environment. 3 credit hours. Ecological analysis of human adaptation; factors leading to environmental degradation and possibilities for achieving balance in the ecosphere. (A complementary course is offered by the geology department under the title Mineral Resources and the Environment, Geol 321, on the use of minerals and energy and the relation of their use to the environment.) Cook.

Bi 376. Natural History of Oregon. 4 credit hours. Plants and animals of Oregon; their identification and factors relating to their occurrence, distribution, and abundance. Intended primarily for prospective teachers planning to teach in Oregon. Offered summer sessions only.

Bi 381. Introduction to Bacteriology. 3 credit hours. Basic principles and techniques of bacteriology; role of bacteria and other micro-organisms in transformations of organic matter and their importance to man; public health aspects, principles of epidemiology, chemotherapy and immunology stressed. Three lectures. Prerequisite: General Chemistry. McConnaughey.

Bi 383. Introduction to Bacteriology Laboratory. 2 credit hours. Basic techniques in the culturing, microscopic examination, and characterization of micro-organisms. Prerequisite: concurrent or prior enrollment in Bi 381 or consent of instructor. McConnaughey.

Bi 391, 392. Human Anatomy. 3 credit hours each term. Gross anatomy; the skeletal, muscular, and neural systems; the circulatory, respiratory, digestive, and urogenital systems. Two lectures; one two-hour laboratory period. Prerequisite: one year of college biology or equivalent or consent of instructor. Osternig.

Note: The 400-level courses described immediately below are designed primarily for undergraduate majors in biology.

Bi 400. SEARCH. 1-2 credit hours. No-grade course.

Bi 401. Research. Credit hours to be arranged. No-grade course.

Bi 403. Thesis. Credit hours to be arranged. No-grade course.

Bi 405. Reading and Conference. Credit hours to be arranged. No-grade course.

Bi 407. Seminar. Credit hours to be arranged. No-grade course.

Bi 409. Practicum. 1-3 credit hours any term. No-grade course.

Upper-Division Courses Carrying Graduate Credit

Note: An extra fee may be charged for courses in which field trips are taken as a part of the course.

Bi 406. Field Studies. (G) Credit hours to be arranged.

Bi 407. Seminar. (G) Credit hours to be arranged. No-grade course.

Bi 408. Laboratory Projects. (G) Credit hours to be arranged. Special laboratory training in research methods. A fee may be charged for those supplies and materials which become the property of the student.

Bi 410. Experimental Course. (G) Credit hours to be arranged.

Bi 411. Vertebrate Endocrinology. (G) 3 credit hours. A survey of the endocrine glands and hormones of vertebrates. Emphasis is placed on comparative aspects of vertebrate endocrinology. Vigna.

Bi 412. Endocrinology Laboratory. (G) 1-3 credit hours. Laboratory work related to Bi 411. Offered 1981-82 and alternate years. Vigna.

Bi 413. Comparative Physiology. (G) 4-12 credit hours. Lectures, demonstrations, and

laboratory experiments with emphasis on respiration, osmoregulation and excretion, nerve and muscle physiology of major animal groups. Prerequisite: cell biology or general physiology, organic chemistry, and college zoology or consent of instructor. Offered at Oregon Institute of Marine Biology.

Bi 414, 415. General and Comparative Physiology. (G) 3 credit hours each term. First term: study of homeostatic mechanisms in the areas of ionic and osmotic regulation, excretion, circulation, respiration, metabolism, and body-temperature regulation. Two lectures, four hours of discussion/problem solving. Prerequisite: Bi 306 or consent of instructor. Second term: physiology of excitation, conduction, synaptic transmission, muscular contraction, sensory transduction, and reflex action in animals. Two lectures, six hours of laboratory-discussion; winter term laboratory held as an open lab 8 a.m.-5 p.m. Tuesday. Consent of instructor is required. Prerequisite: general physics, Bi 301 through Bi 306 or equivalent. Munz, Westerfield.

Bi 416. Comparative Neurobiology. (G) 4 credit hours. Continuation of material introduced in Bi 415 with particular emphasis on neural integration, sense organs, and brain function. Two lectures, one all-day laboratory per week. Westerfield.

Bi 417. Biological Clocks. (G) 4 credit hours. Emphasis on circadian rhythmicity as the product of a highly ordered physiological system. Biochemical, cellular, endocrine, and neural components are treated, as well as some of the uses to which clocks are put by living things (e.g., photoperiodic time measurement, oriented migration, and annual cyclicality). Prerequisite: consent of instructor. Menaker.

Bi 422. Genetics. (G) 3 credit hours. A study of the transmission and regulation of the hereditary material in eucaryotic organisms including sex determination, genome structure and change, genetic regulation. Prerequisite: Bi 311 or equivalent, or consent of instructor. Postlethwait.

Bi 423. Genetics Laboratory. (G) 2 credit hours. An experimental approach to the transmission and regulation of the hereditary material in eucaryotes, using *Drosophila*, including population genetics, biochemical genetics, and developmental genetics.

Bi 424. Advanced Human Genetics. (G) 3 credit hours. The immunogenetics of the blood groups and transplantation incompatibilities; sex determination and the sex ratio; spontaneous and induced mutation; radiation effects; the genetics of populations; selection, eugenics, and medical aspects of genetic disease. Three lectures. Prerequisite: previous course in genetics or consent of instructor. Novitski.*

Bi 428. Cell Organelles. (G) 3 credit hours. Stress on the fine structure of the motile organelles, history of discoveries, theories of motility and their critical interpretation, and motile proteins. Microtubules and microfilaments in vitro and in vivo and their role in movement. Fine structure of the spindle and mechanism of chromosome movements. Review of selected techniques and limitations of light and electron microscope in ultrastructural studies; lectures illustrated by numerous films. Bajer.

Bi 429. Nuclear Cytology. (G) 4 credit hours. Structure and function of the nucleus. Behavior of chromosomes; elementary cytogenetics; methods of study and experi-

mental procedures. Two lectures, two three-hour laboratory periods. Wimber.

Bi 432. Mycology. (G) 5 credit hours. Physiology, ecology, structure, and classification of the fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic and symbiotic modes of existence. Three lectures, two three-hour laboratory periods. Prerequisite: Bi 301, 302, 303, or Bi 304, 305, 306 or equivalent, or consent of instructor. Carroll. Offered 1981-82 and alternate years.

Bi 433. Algae. (G) 5 credit hours. Structure, cytology, life history, and ecology of representative fresh-water and marine algae. Three lectures; two three-hour laboratory periods. Consent of instructor is required. Castenholz. Offered 1981-82 and alternate years.

Bi 434. Bryology. (G) 5 credit hours. Morphology, ecology, evolution, and systematics of the Bryophyta (mosses, liverworts, and horn worts). Regional flora; development of identification skills; phytogeography; reproductive strategy; structure of bryophyte-dominated communities; relationship of evolutionary theories to classification schemes; physiology; life history; cytology. Three lectures followed by two-hour laboratory periods, field trips. Prerequisites: Bi 438 or 440, or equivalent, or consent of instructor. Offered 1981-82 and alternate years. Wagner.

Bi 435. Methods of Pollen Analysis. (G) 5 credit hours. A lecture-laboratory course concerned with the morphology of pollen, techniques of collection and preparation of pollen for study, and methods of pollen analysis. Two four-hour combined lecture and laboratory meetings each week. Consent of instructor is required. Gray.

Bi 438. Systematic Botany. (G) 5 credit hours. Principles of plant classification; introduction to taxonomic theory and methods of biosystematics; collection and identification procedures; recognition of common families in native flora. Wagner.

Bi 439. Field Botany. (G) 4 credit hours. 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. 3 lectures and one lab or field class per week plus all-day trips to the Cascades and to the Coast. Prerequisite: one year of biology or consent of instructor. Offered in summer session only.

Bi 440. Morphology of Vascular Plants. (G) 5 credit hours. Comparative study of the structure, life history, and evolution of representatives of the ferns, fern allies, and seed plants. Three hours of lectures; two three-hour laboratory periods. Prerequisite: Bi 303, Bi 330, or consent of instructor. Tepfer.

Bi 441. Plant Physiology. (G) 3 credit hours. Physiology and biochemistry of vascular plants, including nucleic acid and protein synthesis, photochemical reactions of photosynthesis, photomorphogenesis, water relations, ion uptake, and transport of organic molecules. Two lectures. Prerequisite: Bi 303, Bi 330, or consent of instructor. Hague. Offered 1981-82 and alternate years.

Bi 442. Plant Morphogenesis. (G) 3 credit hours. Structure and development of cells, tissues, and organs, including discussion of the mechanism of action and metabolism of plant growth substances and control mechanisms in growth and differentiation. Three lectures. Prerequisite: Bi 330, or consent of instructor. Bonnett. Offered alternate years. Not offered 1981-82.

Bi 443. Plant Physiology Laboratory. (G) 2 credit hours. Experience in analysis of basic physiological processes of plant function. Offered alternate years. May not be offered 1981-82.

Bi 444. Plant Morphogenesis Laboratory. (G) 2 credit hours. Laboratory analysis of the experimental foundations for hormonal regulations of plant growth and development. Offered alternate years. Not offered 1981-82.

Bi 450. Eukaryotic Cell Biology. (G) 3-5 credit hours. The eukaryotic cell is analyzed and interpreted, where possible, at the molecular level; includes nuclear-cytoplasmic interactions and the control of organelle biogenesis, cell shape, motility, the cytoskeleton and the cell surface, the cell cycle, protein synthesis and secretion, intracellular messages and their action, aspects of hormone action and cellular immunology. Prerequisites: Bi 311, 312, 313, or consent of instructor. Weston.

Bi 451. Eukaryotic Gene Regulation. 3 credit hours. Molecular mechanisms regulating control of gene expression in eukaryotes. Specific topics include chromosome structure (unique and repetitive DNA); transcription and processing of RNA (mRNA, tRNA, rRNA); control of transcription (temporal control in animal viruses and in developing systems); translational control (hemoglobin synthesis, tissue-specific control in *Drosophila*, silkworms, humans); genetic rearrangement (mutational mechanisms, mode of gene control). Specific discussion of these topics will involve current work on mammalian globin and immunoglobulin synthesis, tissue-specific expression of silkworm tRNA genes, nucleosome structure, antigenic variation in Trypanosomes and mating type interconversion of yeast. Prerequisites: Bi 450 or consent of instructor. Sprague.

Bi 455. Histology. (G) 4 credit hours. Functionally oriented study of microscopic anatomy of vertebrate tissue and organs. Two lectures; two three-hour laboratory periods. Consent of instructor is required; Bi 311-313 or equivalent strongly recommended. Kimmel.

Bi 456. Developmental Neurobiology. (G) 3 credit hours. A current synthesis of developmental and genetic mechanisms underlying development of the nervous system. Topics include the genesis of nerve cells, structural, functional and molecular differentiation of neurons, synaptogenesis and neuronal specificity, plasticity, regeneration, and degeneration of nervous tissue. Bi 312 and 351 or equivalent recommended. Grant, Kimmell.*

Bi 457. Behavioral Ecology of Fishes. (G) 4 credit hours. Ethological approach to understanding the ecology of fishes. Variety of behavioral topics discussed; approach to conducting research on the behavior of fishes provided. Laboratory and field trips study local species of freshwater, estuarine, and tidepool fishes. An individual research project on some aspect of the behavior of a local fish required. Prerequisites: one year of college biology or zoology; ichthyology recommended but not required. Class limited to 12 students. Offered only at Oregon Institute of Marine Biology.

Bi 458. Marine Birds and Mammals. (G) 4 credit hours. An introduction of some general principles of ecology, ethology, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Intensive study of the comparative faunas from the open sea to coastal waters. Pre-

requisite: introductory biology course. Offered at Oregon Institute of Marine Biology.

Bi 459. Field Ornithology. (G) 4 credit hours. Natural history and identification of birds involving field work and supporting laboratory activities. Study will include aspects of structural adaptation, behavior, distribution, migration and ecology. Consideration of the relationship of human activities to breeding success of birds. Of special value to teachers. Offered summer session only.

Bi 460. Planktonology. (G) 4 credit hours. Introduces major planktonic groups and subgroups. Emphasis on estuarine forms; students will learn basic qualitative and quantitative technique in plankton sampling. Offered at the Oregon Institute of Marine Biology.

Bi 461. Invertebrate Zoology. (G) 5 or 8 credit hours. Survey of representative invertebrate groups, with emphasis on marine forms; morphology, systematics, life history, and ecology. Offered at Oregon Institute of Marine Biology. Consent of instructor is required. McConnaughey, Terwilliger.

Bi 462. Biology of Insects. (G) 4 credit hours. The anatomy and physiology of typical insects. A survey of the major orders of insects introduces the student to the wide variety of morphological types and remarkable physiological and behavioral adaptations to the environment. Insect societies discussed in some detail. Tape/slide presentations by the world's leading authorities, with laboratory work. Self-paced under supervision. Prerequisite: one year of the biology core or equivalent. Hoyle.

Ch 461, 462, 463. Biochemistry. (G) 4 credit hours each term. Emphasis on the structure and functions of biological macromolecules, metabolism and metabolic control processes, protein and nucleic acid synthesis, and biological genetics. Prerequisite: Ch 331, 332, 333, or their equivalents. Some prior exposure to calculus and physical chemistry helpful but not required. Two terms may be taken for credit toward a biology major.

Bi 463. Parasitology. (G) 4 credit hours. Survey of important parasitic groups. Biological relationships of parasite and host, and the effect of such relationships on each. Two lectures; two three-hour laboratory periods. Consent of instructor is required. Offered 1981-82 and alternate years. McConnaughey.

Ch 464. Biochemistry Laboratory. (G) 4 credit hours. Designed to illustrate approaches currently being used in research in enzyme kinetics, protein purification, protein structure, nucleic acid purification, nucleic acid structure, and in the study of protein synthesis in intact cells and cell-free systems. Two four-hour laboratory periods and one to two hours of conference a week winter term. Selected students may continue with projects in the spring term under Ch 409. Consent of instructor is required.

Bi 465. Comparative Biochemistry. (G) 8 credit hours. A general experimental biochemistry course, utilizing marine organisms, with an emphasis on methods of purification of proteins and a study of protein structure and function. The biochemical properties of small molecules such as various pigments, peptides, indoles, and phosphagens are examined. Prerequisite: Bi 311, 312, 313, or general and organic chemistry, and college zoology. Offered at Oregon Institute of Marine Biology. Terwilliger.

Bi 469. Experimental Invertebrate Embryology. (G) 5 or 8 credit hours. Lecture and

laboratory dealing with modes of development of the major invertebrate groups, the identification of common larval forms, the methods utilized in obtaining and rearing embryos and larvae of marine animals and the methods used in the execution of fundamental experiments for the analysis of development. Offered at Oregon Institute of Marine Biology for 8 credits, on Eugene campus for 5 credits. Prerequisite: Invertebrate Zoology. Consent of instructor is required.

Bi 470. Dynamic Systems in Biology. (G) 4 credit hours. Formulation, construction, testing, interpretation, and evaluation of biological models. Participants will be guided in the writing of simulation programs and use of the digital computer as an aid in studying biological systems ranging from ecological systems to cellular ones. No prior knowledge of computers is required, although it is helpful. Prerequisite: calculus, senior standing in biology. Consent of instructor is required. CIS 133 is recommended. Not offered 1981-82. Fernald.

Bi 471. Population Biology I. (G) 4 credit hours. Part I of the ecology and evolution sequence; an integrated sequence for students specializing in ecology, population biology, or related fields. Growth, structure, and regulation of natural populations. Population genetics. Natural selection. Origin and regulation of genetic variability. Three lectures, one discussion session. Two or three weekend field trips. Consent of instructor is required. Background in genetics and mathematics is essential. Offered fall term. Udovic.

Bi 472. Population Biology II. (G) 5 credit hours. Part II of the ecology and evolution sequence. Geographic variation; the species concept; theories of species formation. The demographic and evolutionary consequences of competition, predation, and mutualism. Adaptive significance of life-history attributes. Three lectures, one discussion session. One or two weekend field trips. Consent of instructor is required. Prerequisite: Bi 471, or Bi 314 plus background in genetics or consent of instructor. Offered winter term. Udovic, Frank.

Bi 473. Biological Communities. (G) 5 credit hours. Part III of the ecology and evolution sequence. The theory and measurement of community structure, diversity, and stability. Three lectures, field work. Consent of instructor is required if not preceded by Bi 472. Offered spring term. Frank.

Bi 474. Terrestrial Ecosystems. (G) 5 credit hours. Part IV of the ecology-and-evolution sequence. Succession, energetics, and mineral cycling of terrestrial ecosystems through consideration of interactions between climate, soil, and organisms. Lectures, reading, and exemplifying field and laboratory work. Consent of instructor is required. Bi 473 is strongly recommended. (Those interested in aquatic ecosystems are referred to Bi 475.) Cook.

Bi 475. Limnology. (G) 5 credit hours. A study of fresh water environments, particularly those of lakes. Chemical, physical, and biological interactions. Three lectures, two laboratory-field periods. Consent of instructor is required. Castenholz.

Bi 476. Quantitative Field Ecology. (G) 4 credit hours. Extensive study and learning experience in the field. Poses questions which can be more clearly defined or answered by gathering quantitative data in nature and on the reduction and manipulation of one's

own field data. Five overnight (weekend) field trips; one discussion per week; no formal lectures or examinations, but four research reports are required. Prerequisites: an upper-division course in ecology. Offered alternate years. Not offered 1981-82.

Bi 477. The Biology of Estuarine Systems. (G) 5 credit hours. A study of estuarine environments; this includes water movements, sediment transport, water chemistry, bio-geochemical cycles, estuarine plankton, benthos, and nekton, salt marsh vegetation, estuarine productivity, detrital food webs, and man's impact on the estuarine system. Three lectures, and two laboratory or field periods per week. Field work includes boat trips. An independent research project is required. Course is offered only at the Oregon Institute of Marine Biology. Prerequisite: one year of general chemistry and one year of college biology, or consent of instructor. Rudy.

Bi 478. Marine Ecology. (G) 4 or 8 credit hours. An examination of the characteristics of marine habitats and organisms, with emphasis on primary and secondary productivity, and on community structure and dynamics. Field emphasis will be on local intertidal and shallow-water communities. Prerequisite: Invertebrate Zoology or Algae or both; statistics and calculus desirable. Offered at Oregon Institute of Marine Biology.

Bi 479. The Marine Environment. (G) 4-8 credit hours. An introduction to the biota, life zones, and populations of the open ocean. Descriptions of currents, water masses, the chemistry of sea water, and their relationship to the biology of the oceans. An analysis of concepts and theories used to explain biological events observed in the ocean. Offered at the Oregon Institute of Marine Biology.

Bi 481, 482. Biology of Prokaryotic Organisms. (G) 3 credit hours each term. Bi 481: Biology of photosynthetic prokaryotic organisms, including structure, physiology, genetics, and natural history of the blue-green algae (cyano bacteria) and photosynthetic bacteria. Three hours of lecture per week. Consent of instructor is required. Offered alternate years. Not offered 1981-82. Castenholz and Sistrom. Bi 482: Biology of bacteria, including structure, physiology, genetics, and natural history. Major emphasis on nonphotosynthetic bacteria. Three hours of lecture per week. Consent of instructor is required. Sistrom. Offered 1981-82 and alternate years.

Bi 483, 484. Biology of Prokaryotic Organisms Laboratory. (G) 2 credit hours each term. Bi 483: Isolation of diverse blue-green algae and photosynthetic bacteria from nature. As time permits, the physiology of selected organisms will be examined in more detail. Enrollment limited to fourteen. Consent of instructor is required. Offered alternate years, concurrently with Bi 481. Not offered 1981-82. Castenholz and Sistrom. Bi 484: Isolation of diverse bacteria from nature. As time permits, the physiology of selected organisms will be examined in more detail. Enrollment limited to fourteen. Consent of instructor is required. Offered alternate years, concurrently with Bi 482. Sistrom.

Bi 485. Microbial Ecology. (G) 3 credit hours. Biology and interactions of protists in soil, fresh water, and the sea. Emphasis on roles played in geo-chemical cycles, interactions with each other and with other groups of organisms. Eucaryotic as well as prokaryotic organisms will be considered. The laboratory work will emphasize eucaryotic

organisms. Consent of instructor is required. McConnaughey. Offered alternate years. Not offered 1981-82.

Bi 486. Microbial Ecology Laboratory. (G) 2 credit hours. Isolation, culture, and identification of eucaryotic protists. Prerequisite: concurrent enrollment in Bi 485. Limited to twenty students. McConnaughey. Offered alternate years. Not offered 1981-82.

Bi 487. Advanced Molecular Genetics. (G) 3 credit hours. Topics may include growth, mutation, recombination, and regulation of macromolecular syntheses in phage, bacteria and eucaryotes. Lectures and discussion. Prerequisite: Bi 311 and 312, or equivalent, or consent of instructor. Stahl, Smith.

Bi 489. Membrane Structure and Function. (G) 3 credit hours. Chemical composition and molecular structure of biological membranes, with particular reference to mitochondrial and erythrocyte membranes. Functions of membranes including transport, cell-cell recognition and interaction, energy transduction, hormone action. Two lectures and conference. Capaldi.

Bi 490. Animal Behavior. (G) 3 credit hours. Survey of ethology plus its relation to experimental psychology and the biological sciences. Areas include evolutionary and comparative aspects of animal behavior, interactions between motivational systems, neuro-behavioral development. Prerequisite: Bi 314 or equivalent. Simmons.

Bi 491. Paleocology. (G) 3 credit hours. Paleocology (historical ecology) of non-marine organisms, especially those of the terrestrial environment, with emphasis on the Cenozoic. The course will survey the principal approaches and organisms available to the nonmarine paleoecologist. Topics may vary from year to year. Consent of instructor is required. Offered 1981-82 and alternate years. Gray.

Bi 492, 493. Historical Biogeography. (G) 3 credit hours each term. Bi 492: history of mammals; principles involved in their chronological distribution. Bi 493: biogeography. Two lectures; one three-hour laboratory period. Prerequisite: senior standing in biology, geology, or anthropology. Offered infrequently. Not offered 1981-82.

Ph 491. X-ray Crystallography. (G) 4 credit hours. X-ray diffraction. Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier syntheses, the phase problem, methods of determining small and macromolecular crystal structures. Laboratory work includes manipulation and alignment of crystals, taking and analyzing X-ray photographs, and use of basic x-ray diffraction equipment. Three lectures, one laboratory period. Consent of instructor is required. Offered infrequently. Not offered 1981-82.

Bi 494. Laboratory and Field Methods in Biology. (G) 4 credit hours. Designed especially 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 various kinds of habitats in the Pacific Northwest. Offered summer session only.

Bi 495. History of Biological Ideas. (G) 3 credit hours. Lectures, readings, and discussion of the historical origin and present status of leading biological ideas, and the contribution of biological thought to contemporary culture. Hoyle. Not offered 1981-82.

Graduate Courses

Bi 501. Research. Credit hours to be arranged. No-grade course.

Bi 502. Supervised College Teaching. Credit hours to be arranged. No-grade course.

Bi 503. Thesis. Credit hours to be arranged. No-grade course.

Bi 505. Reading and Conference. Credit hours to be arranged. No-grade course.

Bi 507. Seminar. Credit hours to be arranged. No-grade course. Topics include:

Animal Physiology
Botany
Cytology
Developmental Biology
Ecology
Genetics
Molecular Biology
Neurobiology

Ch 507. Biochemistry Seminar. 1 credit hour any term. Seminars are presented on topics of current biochemical interest by graduate students. Repeated enrollment is permitted. No-grade course.

Bi 507. Genetics Seminar. 1 credit hour any term. Topics of current interest in genetics of prokaryotes and eukaryotes are explored through readings of the original literature, reports, and discussions. No-grade course.

Bi 507. Molecular Biology Seminar. 1 credit hour any term. Topics of current interest in the general area of molecular biology are explored through readings of the original literature, reports, and discussions. Repeated enrollment is permitted. When subject matter overlaps, Molecular Biology and Genetics seminars may be held jointly. No-grade course.

Bi 507. Developmental Biology Seminar. 1 credit hour any term. Topics of current interest in the study of developmental processes in eukaryotes. Repeated enrollment permitted. No-grade course.

Bi 508. Special Topics. Credit hours to be arranged. Lecture course devoted to advanced topics, primarily in ecology and evolution. Topics reflect the current research interests of the instructors. Some examples follow:

Multivariate Analysis. Bradshaw
Advanced Plant Systematics. Cook.
(Offered 1981-82)

Vascular Plant Autecology. Cook
Experimental Design in Ecology. Frank
Mathematical Modeling in Ecology and Evolution. Udovic

Insect-Plant Interactions. Udovic

Soil Ecology. Cook

Aquatic Eutrophication and Oligotrophication. Castenholz.

Bi 509. Practicum. 1-3 credit hours any term. No-grade course.

Bi 510. Experimental Course. Credit hours to be arranged.

Ch 513. Special Topics in Biochemistry. 3 credit hours. Repeated enrollment is permitted. Recent topics have included:

Enzyme Mechanisms. Bernhard, Wolfe
Stability and Conformation of Macromolecules. von Hippel

Structure and Function of Nucleic Acids and Nucleic Acid Protein Complexes. von Hippel

Conformational Analysis of Macromolecules. Schellman

Protein and Nucleic Acid Biosynthesis.

Herbert

Macromolecular Carbohydrates and Glycoproteins. Reithel

Protein Subunit Equilibria and Self-Assembly Problems in Biological Structures. Reithel.

Biochemical Regulation in Higher Organisms. Herbert

X-ray Crystallography. Matthews

Membrane Structure and Function.

Griffith and Capaldi

Bi 514. Advanced Mammalian Neurobiology. 3 credit hours. Sensory inputs from the periphery are traced through successive processing stages in the central nervous system until arrival at the cerebral cortex. Motor commands are then traced from motor cortex down through the descending pathways until the final effectors are reached. At each stage of the ascending and descending pathways, anatomy, physiology, and pathology are described. In many cases, information-processing models will be discussed for both ascending and descending systems.

Bi 515. Neurochemistry. 3 credit hours.

Biochemistry specific to the nervous system with an emphasis on synaptic chemistry; identification of neurotransmitters; metabolism, storage, release of the known transmitters; post-synaptic events; correlation of chemical events with neuroanatomy and physiology; current problems and experimental approaches. Two lectures and one hour of discussion. Consent of instructor is required. Prerequisite: Ch 461, Ch 462, Bi 415, or equivalent.

Bi 516. Neurobiological Basis of Behavior. 3 credit hours. Physiology and morphology of neuromuscular systems of animals, with emphasis on comparative development and the evolution of animal behavior. Not offered 1981-82.

Bi 517. Neurobiology Laboratory. 3 credit hours. Laboratory work to accompany Bi 516, with emphasis on the electrical and anatomical techniques for study of nerve and muscle function. Not offered 1981-82.

Bi 518. Comparative Vertebrate Nervous Systems. 3-5 credit hours. Lectures emphasize the principles of organization of vertebrate nervous systems, with emphasis on functionally significant variations; evolution of lemniscal systems, motor control systems, forebrain, cerebral cortex; discussion of problems of homology in chordate nervous systems. Laboratory work, one afternoon per week, includes gross anatomy and dissection of a sheep brain, and microscopic study of the brains of representative vertebrates. Consent of instructor required; basic knowledge of the anatomy of one vertebrate nervous system is prerequisite. Not offered 1981-82.

Bi 519. Comparative Neurocytology and Neurohistology. 3 credit hours. Lectures and discussions on the contributions of classical neurohistology, contemporary electron microscopy, and cytochemistry to the understanding of function in vertebrate and invertebrate nervous systems. Consent of instructor required. Not offered 1981-82.

Bi 520, 521, 522. Advanced Genetics. 2 credit hours each term. Selected topics from the following: gene action, mutation, chromosome mechanics, population genetics, statistical methods, radiation genetics. Two lectures. Consent of instructor is required. Novitski. Not offered 1981-82.

Bi 523, 524. Principles of Microscopic Techniques. 4 credit hours each term. Two-term sequence integrating techniques for

preparing biological materials with techniques for observing and photographically recording this material using the light microscope. Fall: fixation, embedding, sectioning, and staining of biological material coupled with a thorough understanding of the light microscope including appropriate uses of bright field, dark field, and phase contrast systems. Winter: more specialized biological staining techniques for applications using fluorescence, polarizing, and interference microscopy as well as methods of scientific photography appropriate to these various light microscope systems. A fee may be charged for those supplies and materials which become the property of the student. Prerequisite: graduate or senior standing in biology. Consent of instructor is required. Bonnett, Howard.

Bi 525. Principles of Microscopic Techniques. 2-5 credit hours. Spring: Electron Microscopy. Theory and application of techniques in biological electron microscopy,

including fixation, embedding, thin sectioning, positive and negative staining, shadowing, and microscope operation. Emphasis is on transmission electron microscopy. Consent of instructor is required. Schabtach.

Bi 526. Developmental Genetics. 3 credit hours. An analysis of genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics discussed include molecular biology of eukaryotic chromosomes, genetic mosaics, and models of gene regulation. Not offered 1981-82.

Bi 541. Advanced Plant Physiology. 3 credit hours. Lectures on special aspects of plant respiration, salt metabolism, the photochemical reactions of photosynthesis, and on the role, mechanism of action, and metabolism of plant growth substances. Consent of instructor is required. Hague. Offered alternate years. Not offered 1981-82.

Bi 551. Biology of Fishes. 4 or 8 credit hours. The anatomy, development, and biology of fishes. Offered at Oregon Institute of Marine Biology for 8 credits. Morris.

Ch 562, 563. Advanced Biochemistry. 3 credit hours each term. Enzyme kinetics and detailed consideration of glycolysis, biological oxidation, lipid metabolism, and selected biological synthesis. Winter and spring terms.

Ch 564, 565. Physical Biochemistry. 3 credit hours each term. The physical chemical properties of biological macromolecules. Topics include the forces and interactions involved in establishing and maintaining macromolecular conformations, the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used in the investigation of these conformations. Prerequisite: calculus and a knowledge of the elements of thermodynamics. Offered alternate years. Not offered 1981-82.

Bi 590. Recent Advances in Biology. 4 credit hours. Offered infrequently and only in summer session in Eugene or at the Oregon Institute of Marine Biology.

Bi 591. Collection and Analysis of Physiological Data. 5 credit hours. The nature of physiological data, how they may be collected, what to do with them after they have been collected. Introduction to use of minicomputers as laboratory tools by means of a specially designed laboratory language, and by use of electronic devices that simulate in a realistic way actual physiological systems. Prerequisites: Bi 414, 415, and a fundamental course in computer science. Fernald.

Department of Chemistry

Faculty

Robert M. Mazo, Ph.D. Department Head, Professor of Chemistry (physical), and Member, Institute of Theoretical Science. B.A., Harvard, 1952; M.S., 1953, Ph.D., 1955, Yale.

John E. Baldwin, Ph.D., Professor of Chemistry (organic). A.B., Dartmouth, 1959; Ph.D., California Institute of Technology, 1963.

Ralph J. Barnhard, M.S., Senior Instructor in Chemistry and Administrative Assistant. B.S., Otterbein, 1959; M.S., Oregon, 1965.

Sidney A. Bernhard, Ph.D., Professor of Chemistry (biochemistry), and Member, Institute of Molecular Biology. B.S., Brooklyn, 1948; M.S., Pennsylvania, 1949; Ph.D., Columbia, 1951.

Virgil C. Boekelheide, Ph.D., Professor of Chemistry (organic). A.B., 1939, Ph.D., 1943, Minnesota.

Frederick W. Dahlquist, Ph.D., Associate Professor of Chemistry (biochemistry), and Member, Institute of Molecular Biology. B.A., Wabash College, 1964; Ph.D., California Institute of Technology, 1968.

Lloyd J. Dolby, Ph.D., Professor of Chemistry (organic). B.S., Illinois, 1956; Ph.D., California, Berkeley, 1959.

Thomas R. Dyke, Ph.D., Associate Professor of Chemistry (physical). B.A., College of Wooster, 1966; Ph.D., Harvard, 1972.

Paul C. Engelking, Ph.D., Assistant Professor of Chemistry (physical). B.A., California Institute of Technology, 1971; M.Phil., 1974, Ph.D., 1976, Yale.

Richard G. Finke, Ph.D., Assistant Professor of Chemistry (organic-inorganic). B.A., Colorado, 1972; Ph.D., Stanford, 1976.

Gordon G. Goles, Ph.D., Professor of Chemistry and Geology (geochemistry, cosmochemistry). A.B., Harvard, 1956; Ph.D., Chicago, 1961.

O. Hayes Griffith, Ph.D., Professor of Chemistry (physical, biophysical), and Member, Institute of Molecular Biology. A.B., California, Riverside, 1960; Ph.D., California Institute of Technology, 1964.

Edward Herbert, Ph.D., Professor of Chemistry (biochemistry). B.S., Connecticut, 1948; Ph.D., Pennsylvania, 1963.

David R. Herrick, Ph.D., Assistant Professor of Chemistry (physical), and Member, Institute of Theoretical Science. B.S., Rochester, 1969; Ph.D., Yale, 1973.

Bruce S. Hudson, Ph.D., Assistant Professor of Chemistry (physical). B.S., 1967, M.S., 1969, California Institute of Technology; Ph.D., Harvard, 1972.

John F. W. Keana, Ph.D., Professor of Chemistry (organic). B.A., Kalamazoo College, 1961; Ph.D., Stanford, 1965.

LeRoy H. Klemm, Ph.D., Professor of Chemistry (organic). B.S., Illinois, 1941; M.S., 1943, Ph.D., 1945, Michigan.

Charles E. Klopfenstein, Ph.D., Director of Chemical Laboratories with the Rank of Associate Professor. B.A., 1962, Ph.D., 1966, Oregon.

Thomas W. Koenig, Ph.D., Professor of Chemistry (organic). B.S., Southern Methodist, 1959; Ph.D., Illinois, 1963.

Ross F. Lane, Ph.D., Associate Professor of Chemistry (neurochemistry). B.S., McMaster University, 1966; Ph.D., The Queen's University, 1971.

James W. Long, Ph.D., Senior Instructor. B.S., Washington, 1965; Ph.D., California, Berkeley, 1969.

Richard M. Noyes, Ph.D., Professor of Chemistry (physical). A.B., Harvard, 1939; Ph.D., California Institute of Technology, 1942.

Warner L. Peticolas, Ph.D., Professor of Chemistry (physical). B.S., Texas Technological, 1950; Ph.D., Northwestern, 1954.

F. Charlotte Schellman, Ph.D., Adjunct Associate Professor of Chemistry (physical). B.S., California, Los Angeles, 1946; M.S., 1948, Ph.D., 1950, Stanford.

John A. Schellman, Ph.D., Professor of Chemistry (physical). A.B., Temple, 1948; M.A., 1949, Ph.D., 1951, Princeton.

Donald F. Swinehart, Ph.D., Professor of Chemistry (physical). B.S., Capital University, 1939; M.S., 1941, Ph.D., 1943, Ohio State.

Peter H. von Hippel, Ph.D., Professor of Chemistry (physical biochemistry). Director, Institute of Molecular Biology. B.S., 1952, M.S., 1953, Ph.D., 1955, Massachusetts Institute of Technology.

Raymond G. Wolfe, Jr., Ph.D., Professor of Chemistry (biochemistry). A.B., 1942, M.A., 1948, Ph.D., 1955, California, Berkeley.

Special Staff

Bruce Birrell, Ph.D., Research Associate. B.A., Willamette, 1962; Ph.D., Arizona State, 1967.

Charles Blaha, B.S., Research Assistant. B.S. California, Santa Barbara, 1976.

Olivier Civilli, Ph.D., Research Associate. Ph.D., Institute of Research in Molecular Biology, Paris, 1979.

Linda K. Durrin, B.S., Research Assistant. B.S., Washington State, 1976.

Duane P. Flamig, Ph.D., Research Associate. B.S., 1972, Ph.D., 1978, Nebraska.

Narasimhan Ganapathisubramanian, Ph.D., Research Associate, B.S., Madura College, 1974; M.S., 1976, Ph.D., 1980, Indian Institute of Technology.

M. Suzanne S. Hudson, Ph.D., Research Associate. B.S. Michigan State, 1967; M.S., California Institute of Technology, 1969; Ph.D., Massachusetts Institute of Technology, 1972.

Paul W. Jagodzinski, Ph.D., Research Associate. Ph.D., Texas A & M, 1979.

Jean Claude Lissitzky, M.D., Research Associate. M.D., Faculty of Medicine, Marseille, France, 1975.

Richard T. Loda, Ph.D., Research Associate. B.A., Bridgeport, 1971; Ph.D., Wesleyan University, 1970.

Betty J. Moberly, B.A., Research Assistant. B.A., California, 1960.

Dianne C. M. Pajan, B.A., Research Assistant. B.A., New South Wales, 1979.

Seyed E. Seyedrezai, Ph.D., Research Associate. B.S., Tehran, 1973; M.A. 1978, Ph.D., 1980, Missouri.

John R. Silvius, Ph.D., Research Associate, B.S., 1976, Ph.D., 1979, University of Alberta.

Louis D. Sims, Research Assistant, Institute of Molecular Biology, and Assistant Director of Laboratory, Chemistry.

Alvin W. Singer, B.A., Instructor. B.A. 1930, Wisconsin.

Undergraduate Studies

The Department of Chemistry has enjoyed a strong reputation nationally. The National Academy of Sciences has recognized three of the current faculty members by electing them to membership in that prestigious academy. The most recent American Council on Education Survey identified the department as being among the thirty strongest in the nation.

The Oregon program in chemistry is designed to provide a broad knowledge

of the field as part of a program of liberal education offered by the College of Arts and Sciences. Chemistry course work may also provide a substantial foundation for students interested in advanced work in chemistry or other chemistry-based sciences, particularly such fields as biochemistry, molecular biology, geochemistry, chemical physics, and neurochemistry.

A very definite strength of the Oregon program is the opportunity undergraduate students have to participate in the activities of a dynamic research group that will be considering problems extending well beyond the level of textbook instruction. Both major and nonmajor students alike can enjoy this experience of true scientific inquiry. Two to three years of course work preparation normally precede the research experience. The department usually enrolls twenty to thirty undergraduate students each term in Ch 401 Research.

Preparation

The high school preparation of a prospective chemistry major should include chemistry, physics, and as much mathematics as possible. One year each of algebra and geometry is a minimum. Students entering with insufficient preparation in mathematics must remedy their deficiencies in elementary courses offered by the University. 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, Ch 204, 205, 206, and an accompanying laboratory sequence, Ch 207, 208, and 209.

Career Opportunities

Career opportunities for chemists are available in education, government, and industry (see the October 1980 issue of *Chemical and Engineering News*). A baccalaureate degree in chemistry provides a good background for advanced study in such fields as biochemistry, molecular biology, biology, pharmacy, physiology, medi-

cine, medicinal chemistry, metallurgy, geology, oceanography, geochemistry, atmospheric science, and environmental problems. The chemist may also be found in jobs such as science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and even financial analysis.

Recommended Curriculum

The recommended curriculum for majors includes the following courses in chemistry and related fields (variations in order may be worked out in consultation with an adviser).

Freshman Year: General Chemistry (Ch 204, 205, 206 with Ch 207, 208, 209; or Ch 104, 105, 106 with Ch 107, Ch 108, Ch 109, followed in a subsequent year by Ch 324); Calculus (Mth 201, 202, 203) or algebra as determined by math placement examination; a foreign language (German, French, or Russian).

Sophomore Year: Organic Chemistry (Ch 331, 332, 336); Organic Chemistry Laboratory (Ch 340, 341, 342); General Physics (Ph 201, 202, 203, Ph 204, 205, 206); Calculus of Several Variables (Mth 331, 332); a foreign language.

Junior Year: Physical Chemistry (Ch 441, 442, 443); Physical Chemistry Laboratory (Ch 446, 447, 448).

Senior Year: Research (Ch 401); an advanced elective in chemistry.

The advanced elective in the senior year may be elected from such courses as Biochemistry (Ch 461, 462, 463), Biochemistry Laboratory (Ch 464), Physical-Inorganic and Inorganic-Transition Metal (Ch 411, 412), Principles of Chemical Thermodynamics (Ch 451), Principles of Statistical Mechanics (Ch 453), Principles of Quantum Chemistry (Ch 455), Principles of Chemical Kinetics (Ch 457), Advanced Organic Chemistry (Ch 531, 532, 533), Chemical Kinetics (Ch 541, 542, 543), or it may be arranged with an adviser to include other advanced courses in chemistry or related sciences (i.e., Neurochemistry [Bi 515], X-ray Crystallography [Ph 491], etc.).

The recommendations for the major outlined above meet the specifications of the Committee on Undergraduate Training of the American Chemical Society. Upon notification by the Department of Chemistry, the society issues certificates to students who successfully complete the recommended curriculum. Students who want a less specialized major, without American Chemical Society certification, may

omit the foreign language and in the senior year complete 9 credit hours of advanced elective work at the 400 or 500 level (other than Ch 403, 405, or 409). If chemical research is elected as part of the 9 credit hours of advanced work, at least 6 credits of Ch 401 must be completed.

Biochemistry Major

Many undergraduate students who are ultimately interested in advanced study in the sciences at the interfaces between chemistry, biology or physics (e.g., biochemistry, molecular biology, physical biochemistry, neurochemistry, and 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 modified major, with emphasis in biochemistry. The recommended curriculum for these "biochemistry-track" chemistry majors includes the following courses in chemistry and related fields.

Freshman Year: General Chemistry (Ch 104, 105, 106 with Ch 107, 108, 109; or Ch 204, 205, 206 with Ch 207, 208, 209); a year sequence in mathematics; General Physics (Ph 201, 202, 203).

Sophomore Year: Organic Chemistry (Ch 331, 332, 333); Organic Chemistry Lab (Ch 337, 338, 342); Calculus (if not studied as freshman); Molecular and General Genetics, Gene Action and Development, and Cell Physiology (Bi 311, 312, 313).

Junior Year: Physical Chemistry (Ch 441, 442, 443); Physical Chemistry Lab (Ch 446, 447); Biochemistry (Ch 461, 462, 463).

Senior Year: Biochemistry Lab (Ch 464; Research (Ch 401) or an advanced elective; Biochemistry Seminar.

The advanced elective courses (9 credit hours) in the senior year may include research and are otherwise similar to those listed under the regular chemistry major curriculum; however, more attention might be directed to courses of a biological or biochemical nature. If chemical research is included as part of the 9 credit hours of 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 certification of the major by the American Chemical Society is sought,

then physics laboratory, quantitative analysis, and a foreign language are required in addition to the major requirements cited above, along with both chemical research and an advanced elective sequence.

Secondary School Teaching

The Department of Chemistry offers work for preparation to teach chemistry in the public secondary schools.

Certification as a secondary teacher with the basic physical science endorsement includes subject matter preparation in chemistry and in professional education, plus recommendation by the institution. The chemistry department offers work toward basic and standard certification. For additional information regarding requirements for the physical science endorsement, students should consult the departmental endorsement adviser, Ralph Barnhard, and the Office of Secondary Education in the College of Education.

The program does not satisfy the requirements for a baccalaureate degree in chemistry. Students intending to teach chemistry in secondary schools may meet the requirements for a baccalaureate degree with a major in general science.

Graduate Studies

Graduate work in chemistry is a research-oriented Ph.D. program with options in organic chemistry, physical chemistry, biochemistry, chemical physics, and neurochemistry. M.S. and M.A. degrees are also offered. However, except under unusual circumstances, priorities for admission of new students are reserved for the Ph.D. program.

The University of Oregon is on the list of schools approved by the Committee on the Professional Training of Chemists of the American Chemical Society. The Department of Chemistry is housed in a modern science complex, which has ample facilities for research and study, including a machine shop, an electronics shop, a glass blower, and an adjoining "student" shop (directly accessible to graduate students). Graduate students also benefit from the presence of chemistry postdoctoral research fellows on the staff.

Teaching and research fellowships and postdoctoral fellowships are available. Among the current sponsors of these appointments are the National Science Foundation and the Public Health Service. Additional information on these awards may be obtained at the time the student applies for admission.

Although subject to variation, stipends of fellows, with summer research work, are currently \$6,800 for the calendar year. During 1981-82, research projects in the Department of Chemistry were sponsored by the Department of Energy, the National Institutes of Health, the National Science Foundation, the DuPont Corporation, the Hoffman La Roche Foundation, the Sloan Foundation, Petroleum Research Fund, Research Corporation, Standard Oil Co. of California, Eastman Kodak Corp., and the Upjohn Company.

An illustrated publication describing the graduate program in chemistry is available upon request to the department. The booklet presents complete details on the program, facilities, financial support, the faculty and their individual research interests, course offerings, housing, and the local environment. Persons requesting the booklet will also receive additional information concerning requirements for admission and instructions and application forms for admission and teaching assistantships.

Biochemistry

The research interests of chemistry faculty members in the biochemistry group addresses a broad spectrum of approaches to the study of the chemistry of the cell. These include the use of physical methods such as X-ray crystallography, analytical ultracentrifugation, and electron spin resonance in studies of the conformation of macromolecules in crystals and in solution, and range to chemical and biological methods such as fluorescence and temperature jump measurements, cell culture techniques, immunochemical methods, protein and nucleic acid fractionation and sequencing techniques, and the latest radiochemical methods to examine the function and biosynthesis of macromolecules.

Research problems currently in progress include studies of the structure and function of nucleic acids and nucleic acid-protein complexes, protein self-assembly and enzyme activity, studies on effects of heavy metal ions on proteins, the structure of nitrogen-fixing enzymes, enzyme catalytic mechanisms, and regulation of synthesis and secretion of adrenocorticotrophic hormone in cell culture systems.

Interdisciplinary programs in the areas of neurobiology, developmental biology, and macromolecular chemistry have fostered strong interactions among members of the chemistry, biology, psychology, and physics departments.

New research and teaching programs

have developed in these areas and in the study of the structure and function of biological membranes and immunology. Thus, entering graduate students in chemistry are in an excellent position to take advantage of this molecularly oriented avenue to biological problems. The interdisciplinary nature of these various programs at the University has encouraged communications between staff and students in related disciplines.

Interdisciplinary Program in the Neurosciences

Neuroscientists in the departments of biology, chemistry, and psychology 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 program of instruction and research with graduate degrees is available to students through any of the participating departments.

Organic Chemistry

Research activity in organic chemistry is broad in scope but not simply diffuse. The diverse projects under active investigation evidence the freedom of inquiry and the idiosyncrasies of individual scientists as well as a consensus acknowledging the importance of synthetic ability and inventiveness, detailed and rigorous mechanistic probing, direct theoretical or practical relevance, and modernity in research techniques and instrumentation.

Specific problems in the area of natural products include syntheses of tetrodotoxin and its physiologically active derivatives; syntheses of strigol, allethrolone, and related hydroxycyclopentanone derivatives having pesticide activity; and syntheses of spin-labelled phospholipids closely related in structure to phospholipids occurring in cell membranes. Systematic studies on new synthetic methods are exploring the use of benzocyclobutenes and o-xylylenes as synthetic intermediates. Synthetic research in the area of organic-inorganic or organotransition metal chemistry is also available.

Synthesis of unusual molecules having substituents within the cavity of the pi-electron cloud are being made to provide data for a better theoretical understanding of aromaticity. Mechanistic studies secure and utilize reaction kinetic data, isotopic tracers, kinetic

isotope effects, stereochemical tests, photochemical tests, electrochemical, and thermal reactivity data. These data serve as probes for examining hydrocarbon rearrangements, cycloaddition, free-radical and ionic reactions, rules based on the conservation of orbital symmetry, the role of solvent in fast reactions, such as radical-radical recombinations. In addition, there are current research activities in heterogeneous and homogeneous catalysis, synthetic and mechanistic organometallic chemistry, and bio-organometallic chemistry.

The space occupied by the organic research group is new and extremely well equipped. In addition to the usual instrumentation and a microanalytical laboratory service, items of note include a high-resolution, double-focusing mass spectrometer with an accompanying dedicated computer and microdensitometer; a 360 MHz superconducting multinuclear wide-bore Fourier transform N.M.R. spectrometer, a 100 MHz multinuclear Fourier transform N.M.R. spectrometer, and a 60 MHz standard N.M.R. spectrometer; a sophisticated electrochemical workstation; equipment for manipulating air-sensitive compounds; 18 Varian 620-I satellite computers for data collection, processing, and, if necessary, transfer to a large computer in the computer center; Fourier transform infrared instrumentation; and a photoelectron spectrometer. A full automated X-ray laboratory with two diffractometers in the Institute of Molecular Biology, located on the floor directly below the organic laboratories, is available on a collaborative basis.

Hamiltonians, theory of vibronic mixing in two and three photon processes, structures of atoms with two electrons excited, and the theory of circular dichroism and optical rotary dispersion.

Current experimental studies include vacuum ultraviolet spectroscopy, fluorescence spectroscopy and energy transfer in aromatic molecules, spectroscopy of oriented systems, Raman and two and three photon spectroscopic processes involving the scattering and absorption of laser light, molecular beam electric resonance spectroscopy, mechanisms of oscillating chemical reactions, rates of diffusion-controlled reactions, kinetics of unimolecular reactions in the gas phase, neutron activation analysis of igneous and metamorphic rocks and ores, factors which determine the three-dimensional structure of proteins and nucleic acids, electron spin resonance of spin-labeled macromolecules, nuclear magnetic resonance of membrane models, and photoelectron spectroscopy of biological surfaces.

A number of portable computers are available for on-site signal enhancement, data processing, and instrument control. The departments of chemistry, physics, and biology maintain central instrument, electronic, and glass shops so that above-average facilities are available for the design and construction of new scientific instruments. The Institute of Molecular Biology is located directly above many of the physical chemistry laboratories and the institute's coffee room is often a center for lively discussions of macromolecular chemistry.

Ch 107. Introductory Chemistry Laboratory. 2 credit hours. Experiments related to fundamental chemical principles and designed to make the material presented in the lecture series more understandable and tangible. One lecture-discussion and one three-hour laboratory period. Prerequisite: Mth 101, or equivalent; Ch 104, or concurrent enrollment, or consent of instructor.

Ch 108. Introductory Analytical Chemistry I. 2 credit hours. Introduction to quantitative inorganic analysis employing gravimetric and volumetric techniques. Prerequisite: Ch 107; Ch 105, or concurrent enrollment, or consent of instructor.

Ch 109. Introductory Analytical Chemistry II. 2 credit hours. Continuation of Ch 108. Introduction to potentiometric and photometric instrumental methods. Prerequisite: Ch 108; Ch 106, or concurrent enrollment, or consent of instructor.

Ch 110. Tutorial General Chemistry. 1 credit hour. Small-group discussions of topics emphasized in Ch 104, 105, and 106. Concurrent enrollment in Ch 104, 105 or 106 is required.

Ch 121. Chemistry, Nutrition, and World Food. 3 credit hours. A chemistry course about food designed for nonscience-oriented students. Some basic chemical concepts such as atoms, molecules, and energy as they relate to food are presented, followed by a consideration of food chemicals such as proteins, carbohydrates, fats, minerals, vitamins, and food additives. Other topics include essential nutrients, nutritional diseases, problems of world food production (green revolution, fertilizers, energy, land and water) and distribution, nonrenewable resources, population growth, and the lifeboat ethic.

Ch 123. Chemical Origins of Life. 3 credit hours. The chemical composition and changing nature of the earth before life began, the types of molecules which could provide building blocks for self-reproducing (living) systems, and theories of transitions to living systems. The question of extraterrestrial life. Experimental evidence and theories on the origins of life and its existence elsewhere. Intended for, but not restricted to, nonscience majors. Bi 105 recommended, but not required as prerequisite.

Ch 204, 205, 206. General Chemistry. 3 credit hours each term. First-year college chemistry for selected students with excellent backgrounds in high school chemistry, physics, and mathematics. Quantitative and theoretical aspects of the subject emphasized, with less descriptive material than in Ch 104, 105, 106. Open to Honors College students and other well-prepared students. Selection is based chiefly on mathematics preparation. Three lectures. Prerequisite: prior study of or concurrent registration in calculus.

Ch 207. Semi-micro Inorganic Qualitative Analysis. 3 credit hours. The separation and identification of cations and anions by semi-micro methods. Planned to accompany Ch 204. Intended primarily for prospective chemistry majors and Honors College students. Admission limited to selected students. Two three-hour laboratory periods; one lecture period.

Ch 208. Volumetric Analysis. 3 credit hours. The quantitative estimation of selected molecular species by titration procedures. Planned to accompany Ch 205. Intended primarily for prospective chemistry majors and Honors College students. Admission limited to selected students. Two three-hour laboratory periods; one lecture period.

Physical Chemistry

Research interests cover a wide range of areas including molecular spectroscopy, theoretical chemistry, chemical dynamics, biophysics, and physical geochemistry. Current interest extends from reactions of diatomic molecules to the conformations of complex biological macromolecules. Interdisciplinary cooperation with the departments of physics and mathematics is encouraged and actively supported through ties with the Institute of Theoretical Science. In addition, a chemical physics program is available for interested graduate students.

Specific theoretical work includes the study of molecular electronic state spectra, equilibrium and nonequilibrium statistical thermodynamics, statistical theories of transport processes, theory of very fast chemical reactions, spin

Courses Offered

Undergraduate Courses

Ch 101, 102, 103. Survey of General, Organic and Biochemistry. 4 credit hours each term. A one-year survey for the nonscience major: basic principles, organic chemistry, and biochemistry. Does not satisfy prerequisite for upper-division courses in chemistry. Three lectures, one discussion period fall term; two lectures, one discussion period, one three-hour laboratory winter and spring. High school algebra or concurrent enrollment in Mth 95 is recommended.

Ch 104, 105, 106. General Chemistry. 3 credit hours each term. An introduction to the field of chemistry, providing an understanding of chemical structure, chemical equilibrium, chemical dynamics, and the chemical reactions of the elements. May be used as a prerequisite for upper-division courses in chemistry. Three lectures. Prerequisite: concurrent Mth 101 or higher. Concurrent enrollment in Ch 110 is recommended.

Ch 209. Gravimetric Analysis. 3 credit hours. The separation and gravimetric determination of selected inorganic species. Planned to accompany Ch 206. Intended primarily for prospective chemistry majors and Honors College students. Admission limited to selected students. Two three-hour laboratory periods; one lecture period.

Bi 311. Molecular and General Genetics. 3-5 credit hours. An examination of the biologically fundamental processes of reproduction and variation at the molecular level. Experiments leading to our present views are described. Topics are the chemical structure of the genic material, the mechanisms of gene duplication, mutation and recombination, and the formal relationships between genes and their protein products. See listing under Department of Biology.

Bi 312. Gene Action and Development. 3-5 credit hours. How the genetic information is utilized to direct cellular and organismal development. Particular topics include control of protein synthesis and enzyme activity, macromolecular architecture and organelle assembly, and aspects of animal development (embryogenesis, cell determination and differentiation, patterning). See listing under Department of Biology.

Bi 313. Cell Physiology. 3-5 credit hours. An examination of the structural and biochemical unity of cells which underlies the diversity of plants and animals. Topics include: cellular architecture, structure of proteins, enzyme action, structure of cellular membranes, energy metabolism, biosynthetic pathways, and control of cellular metabolism. See listing under Department of Biology.

Ch 324. Quantitative Analysis. 4 credit hours. Lectures and laboratory in the use of instrumental methods for quantitative determinations of unknown chemical samples. Designed to follow Ch 109 or Ch 209. Required for majors who completed the Ch 109 series laboratory. Prerequisite: Ch 109 or Ch 209.

Ch 331, 332, 333. Organic Chemistry. 4 credit hours each term. A study of the compounds of carbon, their structure, reactions, and synthesis with special emphasis on examples having biological interest; also organic chemical applications for biological systems covering aspects of proteins (enzymes), and nucleic acids. Ch 331, 332, 333 is designed as a sequence appropriate to the needs and interests of "biochemistry track" chemistry majors, biology majors, premedical and pre dental students, and medical technology students. Three lectures plus one discussion. Prerequisite: Ch 106 or 206.

Ch 334, 335, 336. Organic Chemistry. 4 credit hours each term. A comprehensive study of the chemistry of the compounds of carbon. For chemistry majors; open to Honors College students and others wanting more extensive coverage of organic chemistry. Three lectures plus one discussion. Prerequisite: Ch 106, or Ch 206.

Ch 337, 338. Introductory Organic Laboratory. 2 credit hours each term. Introduction to the principles and techniques of laboratory practice in organic chemistry planned to accompany Ch 331, 332. One lecture; one three-hour laboratory period. Prerequisite: Ch 109 or Ch 209.

Ch 340, 341, 342. Organic Chemistry Laboratory. 3 credit hours each term. A survey of the principles and techniques fundamental to laboratory practice in organic chemistry,

including aspects of both qualitative and quantitative organic analysis. Prerequisite: Ch 109, or Ch 209, with a grade of C or better. Required for chemistry majors; open to Honors College students by selection, and to others wanting a more comprehensive training in laboratory practice than is provided in Ch 337, 338. Two lectures; two three-hour laboratory periods.

Ch 401. Research. Credit hours to be arranged. For advanced undergraduates. An introduction to the methods of chemical investigation.

Ch 403. Thesis. Credit hours to be arranged. Open only to students eligible to work for the baccalaureate degree with honors in chemistry.

Ch 405. Reading and Conference. Credit hours to be arranged.

Ch 407. Seminar. Credit hours to be arranged.

Ch 407. Biochemistry. 1 credit hour. For the participation of undergraduates who have not yet taken the biochemistry sequence (Ch 461, 462, 463), informal discussion of topics on current research interest. Students must be enrolled in the "biochemistry track" program. Discussions will be led by the biochemistry staff. Pass/No Pass only.

Ch 407. Biochemistry. 1 credit hour. For the participation of undergraduates in the graduate student seminar who are enrolled in the "biochemistry track" program and who have already taken the biochemistry sequence (Ch 461, 462, 463). Pass/No Pass only.

Ch 409. Special Laboratory Problems. Credit hours to be arranged. Provides laboratory instruction not classifiable as research; laboratory work covered in other courses is not duplicated. Consent of instructor is required.

Ch 410. Experimental Course. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Ch 411, 412. Physical-Inorganic Chemistry. (G) 3 credit hours each term. The first term is a study of structure, bonding, and energetics of inorganic compounds. The second term considers the structures, reactions and reaction mechanisms of transition-metal, inorganic and organometallic compounds. Prerequisite: physical chemistry.

Bi 422. Genetics. (G) 3 credit hours. A study of the transmission and regulation of the hereditary material in eukaryotic organisms including classical gene mapping, and somatic cell genetics, sex determination, genome structure and change, developmental genetics, and an introduction to population genetics. Prerequisite: Bi 311 or equivalent, or consent of instructor.

Ch 441, 442, 443. Physical Chemistry. (g) 4 credit hours each term. Comprehensive study of the theoretical aspects of physical-chemical phenomena. Atomic and molecular properties; macroscopic systems in equilibrium; nonequilibrium macroscopic systems. Four lectures. Prerequisite: two years of college chemistry (except for physics majors), college physics, and Mth 331 or equivalent.

Ch 446, 447, 448. Physical Chemistry Laboratory. (g) 3 credit hours each term. Instrumental techniques of present-day research. An introduction to electronics and chemical instrumentation; experiments utilizing optical spectroscopy, nuclear magnetic resonance, high vacuum techniques, gas chromatography, computers, electron spin resonance, and other instrumental methods. Experiments include thermodynamic and kinetic measurements and individual research projects. Prerequisite: Ch 441, 442, 443 (may be taken concurrently). Two three-hour laboratory periods, one one-hour discussion.

Ch 451. Principles of Chemical Thermodynamics. (G) 3 credit hours. The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prerequisite: Ch 441, 442, 443, or equivalent.

Ch 453. Principles of Statistical Mechanics. (G) 3 credit hours. The molecular basis of thermodynamics. Applications to the calculations of the properties of noninteracting and weakly interacting systems. Prerequisite: Ch 441, 442, 443, or equivalent.

Ch 455. Principles of Quantum Chemistry. (G) 3 credit hours. The principles of quantum mechanics and their application to problems of chemical interest, including time-dependent problems. Prerequisite: Ch 441, 442, 443, or equivalent.

Ch 457. Principles of Chemical Kinetics. (G) 3 credit hours. Description and interpretation of the time evolution of chemical systems. Prerequisite: Ch 441, 442, 443, or equivalent.

Ch 461, 462, 463. Biochemistry. (G) 4 credit hours each term. Emphasis on the structure and functions of biological macromolecules, metabolism and metabolic control process, protein and nucleic acid synthesis, and biochemical genetics of pro- and eukaryotic cells. Three lectures plus one discussion. Prerequisite: Ch 333, or equivalent. Some prior exposure to calculus and physical chemistry helpful but not required.

Ch 464. Biochemistry Laboratory. (G) 4 credit hours. Designed to illustrate approaches currently being used in research in enzyme kinetics, protein purification, protein structure, nucleic acid purification, nucleic acid structure, and in the study of protein synthesis in intact cells and cell-free systems. Two four-hour laboratory periods and one to two hours of conference a week. Selected students may continue with projects under Ch 409. Consent of instructor is required.

Ch 471. Chemical Instrumentation. (G) 3 credit hours. Theory and operation of chemical instrumentation used in research laboratories; techniques used to perfect instrument performance, including application of computer technology for acquisition and presentation of data. Consent of instructor is required. Not offered in 1981-82.

Bi 481, 482. Biology of Prokaryotic Organisms. (G) 3 credit hours each term. Bi 481: Biology of photosynthetic prokaryotic organisms, including structure, physiology, genetics, and natural history of the blue-green algae and photosynthetic bacteria. See listing in Department of Biology.

Bi 487. Advanced Molecular Genetics. (G) 3 credit hours. Growth, mutation, recombination, and regulation of DNA, RNA and protein synthesis in phage, bacteria and lower eukaryotes. See listing in Department of Biology.

Bi 489. Membrane Structure and Function. (G) 3 credit hours. Chemical composition and molecular structure of biological membranes, with particular reference to mitochondrial and erythrocyte membranes. Functions of membranes including transport, cell-cell recognition and interaction, energy transduction, hormone action. See listing in Department of Biology.

Ph 491. X-ray Crystallography. (G) 4 credit hours. X-ray diffraction. Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier syntheses, the phase problem, methods of determining small and macromolecular crystal structures. Laboratory work includes manipulation and alignment of crystals, taking and analyzing x-ray photographs, and use of basic x-ray diffraction equipment. Three lectures, one laboratory period. Consent of instructor is required. Not offered 1981-82.

Graduate Courses

Ch 501. Research. Credit hours to be arranged. No-grade course.

Ch 503. Thesis. Credit hours to be arranged. No-grade course

Ch 505. Reading and Conference. Credit hours to be arranged.

Ch 507. Seminar. Credit hours to be arranged. Seminars offered in physical chemistry, organic chemistry, and neuroscience.

Ch 507. Biochemistry Seminar. 1 credit hour any term. Repeated enrollment is permitted. No-grade course.

Bi 507. Genetics Seminar. 1 credit hour any term. Repeated enrollment is permitted. When subject matter overlaps, Genetics and Molecular Biology Seminars may be held jointly. No-grade course.

Ch 507. Molecular Biology Seminar. 1 credit hour any term. Repeated enrollment is permitted. When subject matter overlaps, Molecular Biology and Genetics Seminars may be held jointly. No-grade course.

Ch 510. Experimental Course. Credit hours to be arranged.

Ch 511. Special Topics in Physical Chemistry. 3 credit hours. Topics of current interest reflecting research activities of the staff include:

Magnetic Resonance Spectroscopy. Griffith. Nonequilibrium Thermodynamics and Statistical Mechanics. Mazo.

Diffusion-Controlled Reactions. Noyes.

Multiphoton Spectroscopy. Peticolas.

Theory of Optical Rotation. Schellman.

Theory of Unimolecular Reactions.

Swinehart.

Optical Spectroscopy. Schellman, Peticolas.

Ch 512. Special Topics in Organic Chemistry. 3 credit hours. 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, and synthetic methods.

Ch 513. Special Topics in Biochemistry. 3 credit hours. Topics of current interest are: Enzyme Mechanisms. Bernhard, Wolfe. Stability and Conformation of Macromolecules. von Hippel. Structure and Function of Nucleic Acids and Nucleic Acid Protein Complexes. von Hippel.

Conformational Analysis of Macromolecules. Schellman.

Protein and Nucleic Acid Biosynthesis. Herbert.

Biochemical Regulation in Higher Organisms. Herbert.

X-Ray Crystallography. Matthews.

Membrane Structure and Function. Griffith and Capaldi.

Macromolecule Studies by Magnetic Resonance Techniques. Dahlquist and Griffith.

Bi 515. Neurochemistry. 3 credit hours. Biochemistry specific to the nervous system with an emphasis on synaptic chemistry; identification of neurotransmitters; post-synaptic events; correlation of chemical events with neuroanatomy and physiology; current problems and experimental approaches. Two lectures and one hour of discussion. Consent of instructor is required. Prerequisite: Ch 333, Bi 415, or equivalent.

Bi 526. Developmental Genetics. 3 credit hours. An analysis of genetic regulation of development including investigations of molecular mechanisms and studies of developmental mutants. Topics discussed include molecular biology of eukaryotic chromosomes, polytene and lampbrush chromosomes, conditional lethal mutants, genetic mosaics, and models of gene regulation. Not offered 1981-82.

Ch 531, 532, 533. Advanced Organic Chemistry. 3 credit hours each term. Advanced general survey of organic chemistry; structural theory, syntheses, scope and mechanism of reactions.

Ch 541, 542, 543. Chemical Kinetics. 3 credit hours each term. The work of each term is selected from such topics as: classical kinetic theory of gases, statistical mechanics, statistical thermodynamics, chemical kinetics in the gas phase and in solution, catalysis. Offered alternate years.

Ch 545, 546. Quantum Chemistry. 3 credit hours each term. Topics of chemical interest discussed in terms of the quantum theory. Introduction to wave mechanics, discussion of chemical bonding and the origin of the theory of resonance, and topics from atomic and molecular spectra.

Ch 553, 554. Statistical Thermodynamics. 3 credit hours each term, winter and spring. Molecular interpretation of the properties of equilibrium systems; principles and application to gases, crystals, liquids, phase transitions, solutions, electrolytes, gas adsorption, polymers, chemical equilibria, etc. Offered alternate years. Not offered 1981-82. Students may take Ph 451, 452, 453 when Ch 553, 554 are not offered.

Ch 562, 563. Advanced Biochemistry. 3 credit hours each term, winter and spring. Enzyme kinetics and detailed consideration of glycolysis, biological oxidation, lipid metabolism, and selected biological synthesis.

Ch 564, 565. Physical Biochemistry. 3 credit hours each term. The physical chemical properties of biological macromolecules. Topics include the forces and interactions involved in establishing and maintaining macromolecular conformations, the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used in the investigation of these conformations. Prerequisite: calculus and a knowledge of the elements of thermodynamics. Offered alternate years. Not offered 1981-82.

Department of Classics

Faculty

C. Bennett Pascal, Ph.D., Department Head, Professor of Classics (Latin and Greek literature, Roman religion). B.A., 1949, M.A., 1950, California; Los Angeles; M.A., 1953, Ph.D., 1956, Harvard.

Teresa Carp, Ph.D., Assistant Professor of Classics (Latin and Greek literature, Roman history, papyrology). B.A., Washington University, St. Louis, 1966; M.A., 1968, Ph.D., 1972, California, Berkeley.

Steven D. Lowenstam, Ph.D., Assistant Professor of Classics (Greek and Latin literature, ancient epic, linguistics). B.A., Chicago, 1967; M.A., 1969, Ph.D., 1975, Harvard.

Undergraduate Studies

The field of Classics embraces all aspects of the Greek and Roman cultures from the prehistoric to the medieval periods. The study of the Greek and Latin languages is essential to the discipline. In addition, the department occasionally offers courses in Ancient Hebrew and Modern Greek.

The undergraduate's primary aim in studying Classics at the University of Oregon 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 will gain 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 still undergraduates.

Career Opportunities

A baccalaureate 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 a broad and thorough schooling in the humanities with greater favor than upon a narrow pre-professional undergraduate training. Accordingly, students graduating from departments of Classics throughout the country have had notable success in schools of law, medicine, and business.

Major Requirements

The department offers the Bachelor of Arts degree with four options: Latin, Greek, Classics (a combination of Latin and Greek), and Classical Civilization. All courses taken in the major must be passed with a grade of C or better.

Latin

Preparation for the Major. Two years of college Latin (Lat 101, 102, 103, and three terms of Lat 301) or demonstration of a second-year level of proficiency.

The Major. Twenty-four credits in Latin in courses beyond the second-year level (Lat 411, 500-level courses, Lat 301 repeated with departmental approval, other 300- or 400-level courses with the exception of Lat 421); three terms of the History of Greece and Rome (Hst 411, 412, 413); two terms of the Classics courses in English translation (Cl 301, 302, 303, 304, 305, 307, 308, 309, 321).

Recommended Electives. Majors in Latin are normally expected to undertake work in Greek. They are also encouraged to take such electives as ancient literature in English translation, ancient art, religion, or mythology.

Greek

Preparation for the Major. Two years of college Greek (Grk 101, 102, 103 and three terms of Grk 301 or one term of Grk 231 and two of 301) or demonstration of a second-year level of proficiency.

The Major. 24 credits in Greek in courses beyond the second-year level (Grk 411, 500-level courses, Grk 301 repeated with departmental approval, other 300- or 400-level courses); three terms of the History of Greece and Rome (Hst 411, 412, 431); two terms of the Classics courses in English translation (Cl 301, 302, 303, 305, 307, 308, 309, 321).

Recommended Electives. Majors in Greek are normally expected to take work in Latin. They are also encouraged to take such electives as ancient literature in English translation, and ancient art, religion, or mythology.

Classics

Preparation for the Major. Two years of college Greek and two years of college Latin or the demonstration of second-year proficiency in both languages.

The Major. 30 credits of Latin and Greek beyond the second-year level, with not fewer than 9 hours devoted to either language; three terms of the History of Greece and Rome (Hst 411, 412, 413); three terms from the courses in English translation (Cl 301, 302, 303, 304, 305, 307, 308, 309, 321).

Recommended Electives. Majors in Classics are encouraged to elect additional courses in ancient literature in English translation, and in ancient art, religion, or mythology.

Classical Civilization

This option has been devised for students who want a nonspecialized course of study of the arts and institu-

tions of ancient Greece and Rome, with a minimum of language study, or for students who have begun their study of Greek or Latin too late to qualify for the B.A. in one of the language majors. Students who intend to do graduate work in the Classics or a related field are advised to take as much Greek and Latin beyond the minimum requirement as they possibly can.

Preparation for the Major. Second-year level of proficiency in Greek or Latin. Students whose Greek or Latin was taken entirely in high school take one year of third-year language at the University of Oregon (Grk 301 or Lat 301 or a higher level, in authors not read in the student's high school courses).

The Major. History of Greece and Rome (Hst 411, 412, 413), three courses in Classical literature in translation (chosen from Cl 301, 302, 303, 304, 305), three courses in ancient art (ArH 411, 412, 413, or 414, 415, 416), 18 credit hours of electives to be chosen, after consultation with a Classics department adviser, in Greek, Latin, Classics, art history, history, rhetoric, English, philosophy, or religion.

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 advantage of the opportunity to 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, Latin, and Classical civilization, which require fewer hours, are much more flexible.

Sample four-year program in Classics

Freshman Year	Credit hours	Sophomore Year	Credit hours	Junior Year	Credit hours	Senior Year	Credit hours
First-Year Latin (Lat 101, 102, 103), 3 terms ..	12	Latin Authors (Lat 301), 3 terms ..	9	Latin Authors (Lat 411), 3 terms ..	9	Latin Authors (Lat 411), 1 term ..	3
Social Science sequence, 3 terms ..	9	(Satisfies one Arts and Letters sequence)		Latin Prose Composition (Lat 447, 448, 449), 3 terms ..	3	Greek Authors (Grk 411), 3 terms ..	9
English Composition (Wr 121), 1 term ..	3	First-Year Greek (Grk 101, 102, 103), 3 terms	12	Greek Authors (Grk 301), 3 terms ..	9	Literature in English Translation (Cl 301-5, 321), 3 terms ..	9
Arts and Letters sequence, 3 terms ..	9	Natural Science sequence, 3 terms ..	9	History of Greece (Hst 411, 412), 2 terms ..	6	Electives, Greek Prose Composition, additional Greek or Latin ..	25
Physical Education, 3 terms ..	3	English Composition (Wr 122 or 123), 1 term ..	3	History of Rome (Hst 413), 1 term ..	3		
Electives ..	9	Physical Education, 2 terms ..	2	(History satisfies one Social Science sequence)		Total senior credit hours ..	46
Total freshman credit hours	45	Health Education, 1 term ..	2	Natural Science sequence, 3 terms ..	9		
		Latin Composition (Lat 347, 348, 349), 3 terms ..	3	Elective or additional Latin (Lat 301, 405, or 407) ..	6		
		Electives ..	6	Total junior credit hours ..	45		
		Total sophomore credit hours ..	46				

Secondary School Teaching

For certification as a teacher of Latin in Oregon high schools, the Oregon 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 credit hours 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 College of Education about specific requirements.

For permanent certification, after a fifth year of preparation, the student must complete an additional 15 credit hours in linguistics, culture, and civilization. Recommended: Ling 450, 451, 460; Hst 412, 413.

For specific information regarding certification or endorsement requirements for Latin, students should see the departmental adviser, Professor Pascal, and the Office of Secondary Education in the College of Education.

Graduate Studies

The Department of Classics offers the degree of Master of Arts with specializations in Greek, Latin, Classics (Greek and Latin), and Classical civilization. The degree may be earned with thesis, with a comprehensive examination, or through course work alone.

The M.A. 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 M.A. in Classics is earned with work approximately evenly divided between Greek and Latin.

The M.A. in Classical civilization requires demonstration of a second-year level of proficiency in either Latin or Greek. The two-year language requirement should be regarded as an absolute minimum. Candidates will do well to get as firm a grounding as possible in both languages.

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, or English. Ideally, the design of the program will not be

random but will reflect in part the student's specialized interests or help to prepare for a field of specialization related to the Classics.

Some students may find it more practical to work toward a second baccalaureate degree instead of the M.A. in Classical civilization. A departmental adviser can discuss the relative advantages of the two programs.

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 will complete at least 45 hours 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's course in ancient history will be expected to include Greek and Roman History (Hst 411, 412, 413) in their graduate programs. All candidates must demonstrate a proficiency in French or German sufficient for conducting research in Classical subjects.

The Master of Arts degree with thesis will be awarded upon the completion of 45 hours of course work, to include 9 hours of Thesis (Grk 503, Lat 503, or Cl 503, whichever is appropriate to the candidate's area of concentration).

The Master of Arts degree by examination will be awarded upon the completion of 45 hours of course work and a comprehensive written and oral examination. The examination will be based in part on an outside reading list, to be drawn up in consultation with the candidate's advisers. For candidates in Latin, Greek, or Classics, the reading list will be substantially in literature in the original languages.

The Master of Arts degree by course work alone will be awarded upon the completion of 10 hours of graduate courses, to be taken in addition to the 45-hour minimum required for the M.A.

Courses Offered

Greek: Undergraduate Courses

Grk 101, 102, 103. First-Year Greek. 4 credit hours each term. First two terms, the fundamentals of the Attic Greek language. Third term, continuation of grammatical study with most of the term devoted to readings in Attic Greek and in *koine*.

MGrk 101, 102, 103. Modern Greek. 3-4 credit hours each term. Modern Greek conversation and reading. Offered irregularly.

Grk 199. Special Studies. 1-3 credit hours.

Grk 231. New Testament Readings. 1-4 credit hours. Selected readings from the New Testament. May be repeated for credit.

Grk 301. Authors: [Term Subject]. 3 credit hours. Each term will be devoted to the study of a major Greek author: Homer, Plato, or a tragedian. May be repeated for credit under different term subjects. Lowenstam.

Grk 347, 348, 349. Greek Prose Composition. 1-3 credit hours each term. Lowenstam.

Grk 405. Reading and Conference. Credit hours to be arranged.

Greek: Upper-Division Courses Carrying Graduate Credit

Grk 407. Greek Seminar. (G) Credit hours to be arranged.

Grk 411. Authors: [Term Subject]. (G) 3 credit hours. Each term will be devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, Lyric Poetry, Comedy, Pastoral, etc. May be repeated for credit under different term subjects.

Greek: Graduate Courses

Grk 501. Research. Credit hours to be arranged.

Grk 503. Thesis. Credit hours to be arranged. No-grade course.

Grk 505. Reading and Conference. Credit hours to be arranged.

Grk 507. Greek Seminar. Credit hours to be arranged.

Latin: Undergraduate Courses

Lat 101, 102, 103. First-Year Latin. 4 credit hours each term. Fall and winter: fundamentals of Latin grammar; spring: selected readings from classical and medieval authors. Carp, Pascal.

Lat 199. Special Studies. 1-3 credit hours. **Lat 301. Authors: [Term Subject]. 3 credit hours any term.** Readings in selected authors of the Roman Golden Age: Livy, Virgil, Horace. May be repeated for credit under different term subjects.

Lat 347, 348, 349. Latin Composition. 1 credit hour each term. Survey of classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers. Offered alternating years. Pascal.

Lat 405. Reading and Conference. Credit hours to be arranged.

Latin: Upper-Division Courses Carrying Graduate Credit

Lat 407. Latin Seminar. (G) Credit hours to be arranged.

Lat 411. Authors: [Term Subject]. (G) 3 credit hours any term. Each term will be devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Lucretius, Comedy, Philosophy, Elegy, Epic, Satire, etc. May be repeated for credit under different term subjects.

Lat 414. Readings in Medieval Latin. (G) Credit hours to be arranged. May be repeated for credit. Carp.

Lat 421. Latin Grammar Review. (g) 3 credit hours. 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. May not be used to satisfy the requirements for the major in Latin or Classics. Offered as needed. Carp.

Lat 447, 448, 449. Latin Prose Composition. (G) 1-3 credit hours each term. Composition of continuous Latin prose based on an intensive study of stylistic models from classical literature. Prerequisite: Lat 347, 348, 349. Offered in alternating years. Carp, Pascal.

Latin: Graduate Courses

Lat 501. Research. Credit hours to be arranged.

Lat 503. Thesis. Credit hours to be arranged. No-grade course.

Lat 505. Reading and Conference. Credit hours to be arranged.

Lat 507. Latin Seminar. Credit hours to be arranged.

Hebrew: Undergraduate Courses

Hbr. 50, 51, 52. Biblical Hebrew. 4 credit hours each term. Offered irregularly.

Classics in Translation: Undergraduate Courses

Cl 199. Special Studies. Credit hours to be arranged.

Cl 301. Literature: Greek Epic. 3 credit hours. Analysis of the Homeric poems, the works of Hesiod, and the transitional literature between the archaic period and the fifth century from the viewpoint of literary criticism and intellectual history. Lowenstam.

Cl 302. Literature: Greek Tragedy. 3 credit hours. Examination of Greek tragedy and comedy from the viewpoint of literary criticism and intellectual history. Lowenstam.

Cl 303. Literature: Greek Philosophy. 3 credit hours. Introduction to the philosophies of Plato and Aristotle from the viewpoint of Greek intellectual history.

Cl 304. Classical Comedy. 3 credit hours. Analysis of old comedy (Aristophanes), middle comedy (Aristophanes), and new comedy (Menander, Roman drama) in juxtaposition with satyr drama (Aeschylus, Sophocles, Euripides) and Greek romance (Euripides). Lowenstam.

Cl 305. Latin Literature. 3 credit hours. Representative selections from major authors of Republican and Imperial Rome: epic, comedy, and satire. Pascal.

Cl 307, 308, 309. Classical World. 3 credit hours each term. A general introduction to the origins and development of the major social, economic, political, religious, and intellectual systems of the Classical age of the West. Fall: ancient Greece; winter: Hellenistic Civilization; spring: ancient Rome. The major Greek and Latin authors as well as some documentary sources will be read in English. Carp.

Cl 320. Classical Archaeology. 3 credit hours. Explores the rationale and aims of Classical archaeology, examines the day-to-day processes of a major ongoing excavation, and asks the questions which might help elucidate the problems concerning the religion, culture, and history of the ancient world. Last offered 1977.

Cl 321. Classic Myths. 3 credit hours. The major mythological cycles of the ancient world: Troy, Thebes, and heroes. Literary and mythographic sources will be read in English. Pascal, Carp.

Cl 405. Reading and Conference. Credit hours to be arranged.

Cl 407. Seminar. (g) Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Cl 407. Seminar. (G) Credit hours to be arranged.

Cl 410. Experimental Course. (G) Credit hours to be arranged.

Graduate Courses

Cl 501. Research. Credit hours to be arranged.

Cl 503. Thesis. Credit hours to be arranged. No-grade course. Prerequisite: second-year proficiency in Greek or Latin.

Cl 505. Reading and Conference. Credit hours to be arranged.

Cl 507. Seminar. Credit hours to be arranged.

Cl 509. Practicum. Credit hours to be arranged.

Cl 510. Experimental Course. Credit hours to be arranged.

Program in Classical Archaeology

With the existing curricular resources of the University, it is possible to arrange an undergraduate program which gives a sound preparation for graduate study and an eventual career in Greek and Roman archaeology. A student would most profitably satisfy the major 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 a concentration in Greek and Roman art, to include Ancient Mediterranean Art (ArH 411, 412, 413), Greek and Roman Art (ArH 414, 415, 416), and Seminar in Greek and Roman Art (ArH 507). Courses recommended in addition to the major: History of Greece and Rome (Hst 411, 412, 413), Seminar in Greek or Roman history (Hst 407 or 507), two years of Greek

or Latin. Adviser, Jeffrey M. Hurwit, Ph.D., Assistant Professor of Art History.

Classics: Departmental major in Latin, Greek, or Classics (Latin and Greek) beyond the second year. History of Greece and Rome (Hst 411, 412, 413).

Courses recommended in addition to the major: Seminar in Greek or Roman History (Hst 407 or 507). Ancient Mediterranean Art (ArH 411, 412, 413) or Greek and Roman Art (ArH 414, 415, 416), Seminar in Greek or Roman Art (ArH 507). Adviser, C. Bennett Pascal, Ph.D., Professor of Classics.

History: Departmental major, with concentration in the history of Greece and Rome, to include History of Greece and Rome (Hst 411, 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 411, 412, 413) or Greek and Roman Art (ArH 414, 415, 416), Seminar in Greek or Roman Art (ArH 507), two years of Greek or Latin. Adviser, John Nicols, Ph.D., Associate Professor of History.

Students who plan to pursue a career in Classical archaeology are reminded that most graduate departments require a familiarity with both Classical languages and a reading knowledge of French and German.

The Department of Classics offers an interdisciplinary Master of Arts degree for students interested in advanced study or careers in Classical archaeology.

Program in Classical Civilization

The University offers a general program of study of the arts and institutions of ancient Greece and Rome for students who want a broad classical education with a minimum of language study. The requirements for the degree of Bachelor of Arts with an area of emphasis in Classical civilization are listed in the Department of Classics.

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.

Comparative Literature Program

Participating Faculty

Irving Wohlfarth, Ph.D., Director and Associate Professor of Comparative Literature (19th-century French literature, contemporary European criticism, sociology of literature). B.A., Cambridge, 1961; Ph.D., Yale, 1970.

Steven Rendall, Director, Undergraduate Program, Romance Languages.

The University of Oregon offers programs in comparative literature leading to the B.A., M.A., and Ph.D. 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 and students participating in the Comparative Literature Colloquium. Recent visitors include Ernst Behler, Wolfgang Iser, Paul de Man, J. Hillis Miller, Fredric Jameson, Terry Eagleton, and Gayatri Spivak. Library holdings are strong in all areas of research in literature, and include an outstanding collection of journals, many of which come to the University in exchange for *Comparative Literature*, which is published at Oregon.

Undergraduate Program

The undergraduate program leads to the Bachelor of Arts degree and 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 two or more literatures, of which at least one is a foreign literature read in the original language. Foreign literatures read in translation may also be included as part of the student's program; courses on German, Russian, Scandinavian, Japanese, Chinese, and other literatures are regularly offered.

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.

In addition to the regular program, an honors option may be chosen by qualified students. This option includes further language study and the writing of a senior essay under the supervision of a faculty member. The honors option is particularly valuable to 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 Bachelor of Arts degree.

C Lit 201, 202, 203 (Comparative Literature: Epic, Drama, Fiction.)

History 101, 102, 103 or History 207, 208, 209. Students with sufficient background may take three advanced history courses to fulfill this requirement.

Upper-Division

C Lite 301 (Issues in Comparative Literature).

Forty-five hours in literature, including (a) 15 hours in a foreign literature read in the original language, and (b) 30 additional hours in literature, read either in the original or in translation. At least 9 of these hours must be in comparative literature courses.

Honors in Comparative Literature

The requirements for honors in comparative literature include all of the above plus (a) 9 additional hours in a second foreign literature read in the original language, and (b) a senior essay written under the direction of a faculty member.

Students choosing this option will enroll for two terms of Thesis (C Lit 403), the senior essay to be presented at the end of the second term. This work may be counted toward the requirement of 9 hours in comparative literature courses.

Graduate Program

The University offers a program of graduate study in the field of comparative literature, leading to the Master of Arts and Doctor of Philosophy degrees. The program is administered by an interdisciplinary committee including faculty members from the departments of English, German, and Romance Languages.

For admission to the program, a candidate should normally have an undergraduate major in one literature plus competence in two of the following languages: French, German, Greek, Italian, Latin, Russian, Spanish.

Master of Arts Degree

The candidate must demonstrate competence in two languages, in addition to English, by completing literature courses in the languages. The student's course program must include Introduction to Comparative Literature (C Lit 514, 515, or 516) and at least one additional course in comparative literature. For the M.A. degree, candidates take field examinations covering two periods in at least two literatures. The examination requirement in one field may be satisfied by completing four graduate courses, covering two or more literatures. This program is normally completed in two years.

Doctor of Philosophy Degree

In addition to the above requirements, doctoral candidates must take at least two more courses or seminars in comparative literature and field examinations covering two more periods in at least two literatures. Of the four field examinations for the doctorate, two may be satisfied by completing four graduate courses in two or more literatures.

After completing all the above requirements, the candidate will submit a prospectus of a doctoral dissertation on a comparative topic. The dissertation should be completed within three years of advancement to candidacy and expounded in a final oral presentation.

Courses Offered

Undergraduate Courses

C Lit 199. Special Studies. 1-3 credit hours.
C Lit 201, 202, 203. Comparative Literature: Epic, Drama, Fiction. 3 credit hours each term. A comparative approach to the major works and genres of western literature. Staff.

C Lit 210. Topics in General Literature. 3 credit hours. Introductory studies in literary themes, periods, and methods of literary study. Topics vary from year to year, but normally offered as integrated sequences.

C Lit 301. Issues in Comparative Literature. 3 credit hours. An introduction to methods in comparative literature and practical literary criticism. Staff.

C Lit 350. Topics in Comparative Literature. 3 credit hours. Counts toward arts and letters

group requirement. Recent topics have included the following:

Fantasy and Reality in 17th- and 18th-Century Literature. Desroches.

Modern Women Writers. Birn.

C Lit 403. Thesis. 3 credit hours.

C Lit 405. Reading and Conference. (g) Credit hours to be arranged.

C Lit 407. Seminar. (g) Credit hours to be arranged. May be taken for graduate minor credit. All reading may be done in translation. Recent topics have included the following:

Anti-theater. Sohlich.

Pirandello: Theater. Giustina.

The Novel of Youth and Crisis. Severson.

Antobiography. Rendall.

Living Together. Birn.

C Lit 410. Experimental Course. (g) Credit hours to be arranged. May be taken for graduate minor credit. All readings may be done in translation. Several courses offered each term; recent topics have included the following:

Play Within a Play. Giustina.

Medicean Florence and the Revival of Greek. Hatzantonis.

European Tradition and the Development of Russian Drama. Page

Modern Experimental Drama. Gontrum.

The Theme of Rebellion in Literature.

W. Calin.

Just and Unjust Worlds in Chinese and Western Literature. Fish.

Classical Backgrounds of the Renaissance. Grudin.

The Realist Novel. Ball.

The Picaresque Novel. Woods.

Society and Solitude: Studies in Pastoral. Hart.

Mass Culture. Wohlfarth.

Marriage as Drama. Mossberg.

C Lit 460. Experimental Fiction. (g) 3 credit hours. A study of formal deviations from the norms of fictional realism. Authors likely to be read include Beckett, Borges, Fowles, and Robbe-Grillet. Hynes. Not offered 1981-82.

Courses Available in Translation

Chn 307, 308, 309. Introduction to Chinese Literature. 3 credit hours each term.

Chin 407. Seminar in Chinese Literature. (G) 3 credit hours.

Chn 461. Chinese Classics. 3 credit hours.

Chn 462. Twentieth-Century Chinese Literature. 3 credit hours.

Cl 301. Literature: Greek Epic. 3 credit hours.

Cl 302. Literature: Greek Drama. 3 credit hours.

Cl 303. Literature: Greek Philosophy. 3 credit hours.

Cl 321. Classic Myths. 3 credit hours.

Cl 407. Seminar in Classical Literature. 3 credit hours.

GL 250. Goethe and His Contemporaries in Translation. 3 credit hours.

GL 251. Thomas Mann, Kafka, and Hesse in Translation. 3 credit hours.

GL 252. Brecht and Modern German Drama in Translation. 3 credit hours.

GL 351, 352, 353. Scandinavian Literature in Translation. 3 credit hours each term.

Jpn 301, 302, 303. Introduction to Japanese Literature. 3 credit hours each term.

Jpn 407. Seminar in Japanese Literature. (G) 3 credit hours each term.

RL 360. Cervantes. 3 credit hours.

RL 464, 465, 466. Dante and His Times. (G) 3 credit hours each term.

SL 313, 314, 315. Introduction to Russian Literature. 3 credit hours each term.

SL 340, 341, 342. Russian Culture and Civilization. 3 credit hours each term.

SL 420. Modern Russian Novel. (G) 3 credit hours.

SL 421. Modern Short Story. (G) 3 credit hours.

SL 422. Modern Russian Poetry. (G) 3 credit hours.

SL 423. Modern Russian Drama. (G) 3 credit hours.

SL 424. Dostoevsky. (G) 3 credit hours.

SL 425. Tolstoy. (G) 3 credit hours.

SL 426. Gogol. (G) 3 credit hours.

SL 427. Turgenev. (G) 3 credit hours.

SL 428. Chekhov. (G) 3 credit hours.

SL 429. Soviet Russian Literature. (G) 3 credit hours.

Graduate Courses Offered

C Lit 407. Seminar. (G) 3 credit hours. Recent topics have included the following:

The Renaissance Hero; Comedy of Classicism; Romanticism; Romantic Drama; Don Juan, Faust Themes; Relations Between Literature and Art; The Anti-Hero; Avant-garde Literature; The Literature of Existentialism.

C Lit 501. Research. Credit hours to be arranged.

C Lit 503. Thesis. Credit hours to be arranged.

C Lit 505. Reading and Conference. Credit hours to be arranged.

C Lit 507. Seminar. 5 credit hours. Recent topics have included the following: Renaissance Drama; Historical Drama; Studies in Romanticism; Realisms; The Symbolist Movement; Valéry and Borges; Derrida; Studies in the Sociology of Literature; Literature and Painting; Literature and Ideology; Benjamin.

C Lit 508. Colloquium on Literary Theory. Credit hours to be arranged. Not offered 1981-82.

C Lit 514, 515, 516. Introduction to Comparative Literature. 4 credit hours each term. History, theory, and practice of the study of comparative literature. Ball, Hart, Rendall, Wahlfarth.

Department of Computer and Information Science

Faculty

Stephen Hedetniemi, Ph.D., Department Head, Professor of Computer Science (analysis of algorithms, parallel processing). B.S., 1960, M.S., 1962, Ph.D., 1966, Michigan.

Gordon P. Ashby, M.B.A., Senior Instructor in Computer Science (systems programming); joint appointment with the Computing Center. B.S., Oregon State, 1959; M.B.A., California, Los Angeles, 1961.

Arthur M. Farley, Ph.D., Associate Professor of Computer Science (artificial intelligence). B.S., Rensselaer, 1968; Ph.D., Carnegie-Mellon, 1974. (On leave 1981-82.)

Sandra M. Hedetniemi, Ph.D., Assistant Professor of Computer Science (data structures, analysis of algorithms). B.A., Centre College of Kentucky, 1971; M.S., 1973, Ph.D., 1977, Virginia.

Jed Marti, Ph.D., Assistant Professor of Computer Science (compiler design, symbolic computation). B.S., Mankato State, 1973, M.S., Missouri-Columbia, 1975, Ph.D., Utah, 1980.

David G. Moursund, Ph.D., Professor of Computer Science (computers in education, numerical analysis). B.A., Oregon, 1958; M.S., 1960, Ph.D., 1963, Wisconsin.

Andrzej Proskurowski, Ph.D., Assistant Professor of Computer Science (combinatorial algorithms, complexity of computation). M.S., Warsaw University, 1967; Ph.D., Royal Institute of Technology, Stockholm, Sweden, 1974.

Gilbert B. Shaw, Ph.D., Assistant Professor of Computer Science (computer vision, picture languages). B.A., Carleton, 1965; Ph.D., Chicago, 1971.

George W. Struble, Ph.D., Associate Professor of Computer Science. B.A., Swarthmore, 1954; M.S., 1957, Ph.D., 1961, Wisconsin.

General Information

Computer and information science involves the study of ways to model, analyze, and transform real world information. Major areas therefore include (1) study of methods for storing and retrieving large amounts of data (information storage and retrieval); (2) study of means to transform infor-

mation through effective algorithms (design and analysis of algorithms); (3) study of design and properties of languages in which to express algorithms (programming languages); (4) study of processes which monitor the execution and display of algorithms (computer architecture and operating systems); (5) study of flow and management of information in organizations (information systems).

The computer and information science program at the University of Oregon has been changing in recent years. Each year, the content of many courses changes substantially and new courses are added. New courses are generally offered as CIS 410 or CIS 510 experimental courses the first time or two. The computer and information science department also offers a substantial summer session program, including more than fifteen different courses.

Careers

The demand for computer programmers and systems analysts is well ahead of the supply. A B.S. degree in computer and information science prepares a student for a job in industry or business, or for entrance into graduate school.

Graduates may become systems programmers responsible for developing and maintaining programs which control the operation of the computer. Or they may become applications programmers responsible for designing information systems or designing algorithms intended to solve commercial or scientific problems.

Facilities

Computing facilities available for instructional purposes include an IBM 4341 used for batch processing and a PDP 1091 used for time-shared computing. The University of Oregon has about two dozen small computers, mostly used for research and instruction in the various sciences. The computer and information science department has an assortment of microcomputers for such purposes. The department expects to add substantially to its microcomputer capabilities in summer 1982.

Undergraduate Studies

The Department of Computer and Information Science offers the Bachelor of Arts and Bachelor of Science degrees. Each program has the following re-

quirements, each course of which must be passed with a grade of C (or P) or higher.

Degree Requirements

Major

Forty-two credit hours (30 credit hours must be upper division). CIS 472 does not apply. (b) Up to 9 hours offered by other departments may be applied to this requirement by petitioning the undergraduate affairs committee. The following specific courses are required: CIS 313, 314, 315, 422, and 423.

Minor

Twenty-seven hours in a field which substantially uses computers (18 credit hours must be upper division). Typical fields include mathematics, business, physics, chemistry, biology, psychology, and economics.

Mathematics

Five courses in mathematics are required, including Mth 231, Mth 232, and a two-term sequence selected from Mth 201, 202, 203 or Mth 207, 208, 209.

Writing and Science

Scientific and Technical Writing (Wr 320).

Six courses that satisfy the University's science group requirement and are not CIS courses.

High School Preparation

High school students planning to major or take substantial course work in computer and information science should pursue a strong academic program, including substantial work in mathematics. Students with a strong high school mathematics background ordinarily will begin with Introduction to Computer Science (CIS 201) if they intend to major 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 complete their upper-division work as a minor. Finally, they should take some introductory computer programming courses. Students transferring from a school offering only a single computer programming course (or no programming courses) should consult a

computer and information science adviser about the possibility of attending a University of Oregon Summer Session to obtain additional computer programming background prior to transferring to the University.

All students wanting to work for a baccalaureate degree in CIS are initially classified as pre-CIS majors. A pre-CIS major's program of study will be reviewed by a departmental committee prior to entering CIS 313 or any higher level course. Requirements for admission to CIS 313 include at least a 2.50 grade point average in all CIS and mathematics courses completed.

After completing CIS 313 and at least one other upper-division CIS course, a student may apply for regular CIS undergraduate status. A departmental committee will examine the student's total academic record. A grade point average of at least 2.66 in all CIS and mathematics courses at the 200 or higher level is required. Additional details are available from the departmental office.

Admission to some CIS courses is restricted to students with good academic records in the prerequisite courses. Still other courses are restricted to majors. For example, CIS 422, 423 are open only to students with a regular CIS major admission status.

Graduate Studies

The Department of Computer and Information Science offers the Master of Arts and Master of Science degrees, as well as interdisciplinary master's degrees in other fields, including a computer science degree program for teachers.

The department does not currently offer a doctoral program. Doctorates in numerical analysis and combinatorics are available through the Department of Mathematics.

A doctorate with a supporting area in computer science education is available through the College of Education. A doctorate involving considerable work in computers in business is available through the College of Business Administration. All of these programs allow and encourage the inclusion of substantial course work from the Department of Computer and Information Science.

Candidates for admission to a master's degree program should have substantial work in computing in their undergraduate program; however, an undergraduate degree in computer science is not required.

Master's Degree Requirements

(1) 60 credit hours are required (45 of which must be from the computer and information science department).

(2) CIS 507 (colloquium presentation, 1 hour credit) is required.

(3) Any of the remaining 15 hours may be taken outside the department; however, they must be approved by the graduate affairs committee.

(4) CIS 505 must be approved by the graduate affairs committee in order to count toward the 45 hours.

(5) All courses to be counted toward the 45 hours must be taken for a grade and passed with a grade of C or better.

(6) B average must be maintained in all CIS courses.

Students without an undergraduate degree in computer science will normally require one to two extra terms to complete the master's degree. Those students with undergraduate degrees in computer science can expect to finish in four to five terms.

Additional details on master's degree programs, as well as application forms for admission to the program, are available from the department. General information concerning graduate work is available in the Graduate School section of this catalog.

Courses Offered

Undergraduate Courses

CIS 121. Concepts of Computing. 3 credit hours. A survey of the capabilities, limitations, and implications of computers; designed as a general-interest introduction to the field. The course includes an introduction to programming in time-shared BASIC. No prerequisite.

CIS 131. Introduction to Business Information Processing. 4 credit hours. First term of the sequence CIS 131, CIS 242. Basic principles of business information processing and programming using the language BASIC. Examples and applications will be taken from the area of business information processing. Prerequisite: Mth 101 or equivalent.

CIS 133. Introduction to Numerical Computation. 4 credit hours. Basic concepts of problem analysis and computation; programming a computer using the language FORTRAN. Prerequisite: Mth 101 or equivalent.

CIS 134. Advanced Numerical Computation. 4 credit hours. Problem analysis and computation for scientific computing. Topics include interactive and batch computing, numerical calculations and error analysis, statistical computing, file processing, and string manipulation. Prerequisite: CIS 133.

CIS 150. Selected Topics in Computer Science. 3 credit hours. Emphasizes current and potential capabilities and limitations of computers, and social, vocational, and educational implications of computers.

Content varies from term to term, with topics to include computer graphics; modeling and simulation; information storage and retrieval. Prerequisite: normally CIS 121 or equivalent; certain selected topics have other prerequisites, such as CIS 133 or equivalent.

CIS 199. Special Studies in Computer Science. Credit hours and topics to be arranged. Topics offered vary with the interests and needs of students and faculty. Typical subjects offered have included information retrieval, self-instruction FLECS, environmental modeling and simulation.

CIS 201, 202, 203. Introduction to Computer Science. 4 credit hours each term. A year-long sequence for majors and others seriously interested in computer science. CIS 201 covers an introduction to computers, problem-solving, and algorithm design.

CIS 202 and CIS 203 cover computer programming and the use of data structures with applications in game playing, compiling, business data processing, and numerical methods. Use of the time-sharing system is covered with an introduction to the language PASCAL. Prerequisite: four years of high school mathematics, or Mth 101, or consent of instructor. CIS 202 not offered 1981-82.

CIS 241. Introduction to Information Systems. 4 credit hours. Structure, capabilities, and use of an information system. Topics included are retrieval, updating, security, back-up, and controls. Example systems will be studied with emphasis on the purpose of each system and how its processing fulfills its purpose. Prerequisite: one term of a computer science course above the level of CIS 121.

CIS 242. Business Data Processing. 4 credit hours. Second term of the sequence CIS 131, CIS 242. Introduction to the programming language COBOL; fundamentals of business information processing. Prerequisite: CIS 131, or CIS 133, or CIS 203.

CIS 245. Introduction to Time-Shared Computing. 2 credit hours. An introduction to time-shared computing on a large time-shared computer. Command language; use of an editor to create files; manipulation of files; programming in several time-shared languages. Prerequisite: CIS 133, or equivalent knowledge of FORTRAN programming in a batch-processing mode. A no-grade course.

CIS 313. Introduction to Information Structures. 4 credit hours. Concepts of information organization, methods of representing information in storage, techniques for operating upon information structures. Prerequisite: CIS 203 or equivalent and Mth 231.

CIS 314. Computer Organization. 4 credit hours. Introduction to digital logic, machine organization, structure and instruction sets. Assembly language programming. Prerequisite: CIS 203.

CIS 315. Analysis of Programs. 4 credit hours. Structured programming, program verification, and algorithm analysis. Prerequisite: CIS 313.

CIS 403. Thesis. Credit hours to be arranged.

CIS 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

CIS 407. Seminar. (G) Credit hours to be arranged. Seminar to allow small groups of students to study further the material of an upper-division course or to study in greater

depth specific topics arising out of other courses. The seminars offered vary according to the interests and needs of students and availability of faculty; not all of the seminars offered will be suitable for computer science graduate majors. Typical subjects include computers for laboratory control, computer installation management, computer simulation, and mini computers.

CIS 409. Supervised Tutoring. (G) 1-2 credit hours. The student assists other students who are enrolled in introductory programming classes. For each three hours of scheduled, weekly consulting, the student is awarded one hour of credit. Prerequisite: knowledge of BASIC, FORTRAN, FLECS, COBOL, or PASCAL. No more than 4 credits may be earned by any student. Graded Pass/No-Pass only.

CIS 410. Experimental Course. (G) Credit hours to be arranged. New regular courses will normally be offered under this number the first year or two, before final definition of the course and subsequent University approval.

CIS 413. Information Structures. 4 credit hours. Second term in a three-term sequence in information structures; complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression. Prerequisite: CIS 313.

CIS 414. Introduction to Programming Systems. 4 credit hours. Survey of issues in design of programming languages and implementation of systems to process languages; topics include assemblers, loaders, syntax and parsing, semantics and code generation. Prerequisite: CIS 314 and CIS 313. Not offered in 1981-82.

CIS 415. Operating Systems. 4 credit hours. Introduction to major concepts in the design of operating systems, emphasis on the interrelationships between the operating system and the architecture of computer systems. Prerequisite: CIS 313 and CIS 314.

CIS 422, 423. Software Methodology I, II. (G) 3 credit hours each term. Current methodology in software development from start to finish; software management, program requirements definition, program design methodology, program correctness, documentation, program testing and program maintenance. Students will work in teams to complete a large programming project in two terms. Prerequisite: CIS 315; concurrent enrollment in CIS 315 and CIS 422 is permitted.

CIS 424. Assembly Language Programming. (g) 4 credit hours. Machine organization and structure, representations of data, I/O operations, interrupts, and instruction sets. Labs will be directed toward understanding basic notions of data structures. Prerequisite: CIS 314 or equivalent. Not offered in 1981-82.

CIS 431. Business Information Processing. (g) 4 credit hours. An advanced course in COBOL programming and analysis of business systems from a computer science point of view. Intended for students with a professional interest in COBOL programming. Prerequisite: CIS 242.

CIS 435. Business Information Systems. (G) 4 credit hours. Study of designs of some business information processing systems and the systems analysis process. Development of skills in systems analysis and systems design. Prerequisite: CIS 242 and CIS 313.

CIS 441. Computer Graphics. (g) 4 credit hours. Introduction to the use of computers for input, manipulation, and display of graphical information; graphical input methods

and interactive graphics; survey of applications. Prerequisite: CIS 313.

CIS 445. Modeling and Simulation. (G) 4 credit hours. Theoretical foundations for the modeling and computer simulation of discrete and continuous systems. Projects making use of currently available simulation languages such as SIMULA or GPSS. Prerequisite: CIS 313.

CIS 451. Data Base Processing. (G) 4 credit hours. An introduction to the use of computers for storing, selecting, and retrieving data. File and data-base organization, safety and recovery, privacy and security, commercial systems. Prerequisite: CIS 313 or consent of instructor.

CIS 472, 473. Computers in Education. (g) 4 credit hours each term. Designed primarily as service courses for advanced undergraduate and graduate students in the field of education. A study of applications and implications of computers in education, including substantial work with the programming language BASIC and computer-based curriculum materials. Prerequisite: for CIS 472, one computer science course (CIS 121 is recommended), or consent of instructor; CIS 472 is required for CIS 473, or 8 hours of CIS courses at the CIS 203 level or above.

Graduate Courses

CIS 503. Thesis. Credit hours to be arranged. No-grade course.

CIS 505. Reading and Conference. Credit hours to be arranged.

CIS 507. Seminar. Credit hours to be arranged. Seminars offered vary according to the interests and needs of students and availability of faculty. Typical subjects include computer graphics, analysis of business systems, computer logic design, computers in education, scene analysis, microprogramming, topics in artificial intelligence.

CIS 510. Experimental Course. Credit hours to be arranged. New regular graduate courses will normally be offered under this number the first year or two, before final definition of the course and subsequent University approval.

CIS 513. Advanced Information Structures. 4 credit hours. Study of information structures in various areas of computing such as graphics, picture processing, simulation, modeling; study of storage problems, linkage between structures, and automatic implementation of structures. Prerequisite: CIS 413 or equivalent.

CIS 520. Formal Languages and Machines. 4 credit hours. Introduction to formal models of computation; presents formal languages by their generators (grammars) and acceptors (sequential machines). Turing machines.

CIS 521. Theory of Computation: Complexity. 4 credit hours. 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. Prerequisite: CIS 520 and CIS 413.

CIS 522. Theory of Computation: Computability. 4 credit hours. Properties of algorithmic computation. Formal models of computation: Turing computability, recursive functions, computability and decidability. Prerequisite: CIS 520.

CIS 524. Structure of Programming Languages. 4 credit hours. Syntax and

semantics of programming languages. Comparison and design of programming languages. Prerequisite: CIS 313 or equivalent.

CIS 525. Structure of Programming Languages: Compiling. 4 credit hours. Formal representation of grammars and semantic information, parsing and code generation techniques, use of symbol tables in block structured languages. Implementation of a compiler. Prerequisite: CIS 524.

CIS 526. Compiler Construction. 4 credit hours. Techniques involved in the construction and optimization of code produced by compilers. Advanced variable binding techniques in compilers. Emphasis on compiler construction. Prerequisite: CIS 525.

CIS 529. Computer Architecture. 4 credit hours. 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. Prerequisite: CIS 415 or equivalent.

CIS 530. Advanced Operating Systems. 4 credit hours. Study of advanced operating systems with emphasis upon the examination of the interrelationships of hardware and software components for a single system. Prerequisite: CIS 529.

CIS 531. Parallel Processing. 4 credit hours. A review of all computer science from a parallel processing point of view; parallel models of computation, parallel computer architecture; parallel programming languages, parallel algorithms. Prerequisite: permission of instructor. Offered alternate years with CIS 532.

CIS 532. Computer and Information Networks. 4 credit hours. An introduction to the 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. Prerequisite: CIS 529, 530. Offered alternate years with CIS 531. Not offered in 1981-82.

CIS 551. Data Base Systems. 4 credit hours. Evaluation of overall performance of data base systems. Study of design of data base systems, access methods and interfaces between users and data base management systems. Designs for fast query response versus easy updating. Prerequisite: CIS 451 (G).

CIS 571. Artificial Intelligence. 4 credit hours. Basic ideas and goals of artificial intelligence. Heuristic methods and programming techniques. State space search methods. Survey of representative application areas such as pattern recognition, theorem proving, game playing, natural language comprehension, cognitive simulation. Prerequisite: CIS 313 or consent of instructor.

CIS 573. Pattern Recognition. 4 credit hours. Methods of pattern recognition including basic sets of recognition techniques and descriptive techniques. A number of systems which employ these methods will be studied. Prerequisite: CIS 571. Offered in alternate years with CIS 575.

CIS 575. Natural Language Processing. 4 credit hours. Problems associated with the acquisition, representation, and appropriate utilization of knowledge by programmed systems. Suitable contexts for language processing systems are defined, and the outline of an understanding system for a chosen context is developed. Prerequisite: CIS 571. Offered in alternate years with CIS 573. Not offered in 1981-82.

Department of East Asian Languages and Literatures

Faculty

Stephen W. Kohl, Ph.D., Department Head, Associate Professor of Japanese (modern Japanese literature). B.A., 1967, Ph.D., 1974, Washington.

Michael B. Fish, Ph.D., Associate Professor of Chinese (T'ang and earlier literature). B.A., Knox College, 1965; M.A., 1968, Ph.D., 1973, Indiana. (On leave 1981-82.)

Angela Jung, Ph.D., Professor of Chinese (classical and modern Chinese literature). B.A., Catholic University of Peking, 1946; M.A., 1949, M.L.S., 1954, Ph.D., 1955, Washington.

Yoko M. McClain, M.A., Associate Professor of Japanese (modern Japanese language and literature). Diploma Tsuda College, Tokyo, 1950; B.A., 1956, M.A., 1967, Oregon.

Alan Wolfe, Assistant Professor of Japanese (Japanese and comparative literature). B.A., 1966, M.A., 1971, Columbia.

Lucia Yang, Ph.D., Assistant Professor of Chinese (Chinese language and linguistics). B.A., San Francisco State, 1967; M.S., 1970, Ph.D., 1975, Georgetown.

Undergraduate Studies

The department offers undergraduate programs in Chinese and Japanese language and literature.

The aim of the programs is to enable a student to achieve proficiency in reading, writing, and speaking the language and to acquire a fundamental knowledge of the literature of the country.

Students considering a major in Chinese or Japanese should decide their major at the earliest possible stage so that they are able to 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 will constitute good preparation for the

Career Opportunities

A major in East Asian languages and literatures 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. The career options for people with knowledge of Chinese or Japanese are steadily increasing.

Major Requirements

Chinese

Thirty-nine credit hours are required in courses beyond the second-year level, including Introduction to Chinese Literature (Chn 307, 308, 309), Contemporary Chinese (Chn 414, 415, 416), and Advanced Readings in Modern Chinese Literature (Chn 420, 421, 422). The remaining credit hours may be earned in other upper-division Chinese language, literature, and linguistics courses. Students are encouraged to take courses involving Chinese culture in other disciplines, such as history, religion, and art history.

Japanese

Thirty-nine credit hours 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 credit hours may be earned in any other upper-division Japanese language and literature courses. Students are encouraged to take courses involving Japanese culture in other disciplines, such as history, religion, and art history.

Any course for which a grade of D is received will not count toward the major.

Courses Offered

Chinese: Undergraduate Courses

Chn 101, 102, 103. First-Year Chinese. 5 credit hours each term. An introduction to Mandarin: initial conversation, reading, and writing. Characters and spoken language presented concurrently throughout the year with emphasis on grammatical patterns. Yang.

Chn 201, 202, 203. Second-Year Chinese. 5 credit hours each term. The increased use of characters; designed to build fluency in reading, writing, and conversation. Jung.

Chn 199. Special Studies. 1-3 credit hours.

Chn 240. Essentials of Chinese Language and Culture. 3 credit hours. Introduction to cultural, artistic, and intellectual developments in Asia where the Chinese language is spoken. Focus on topics of significant Chinese culture. Films and slides supplement lectures. Jung, Yang.

Chn 307. Early Chinese Literature. 3 credit hours. A survey ranging from the 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. No prerequisite. All readings are in English. Fish. Not offered 1981-82.

Chn 308. Medieval Chinese Literature. 3 credit hours. A study of 3rd-century A.D. to 13th-century literature, including T'ang and Sung poetry, the fiction of the Six Dynasties and T'ang, and essays of the T'ang and Sung. No prerequisite. All readings are in English. Fish. Not offered 1981-82.

Chn 309. Late Traditional Chinese Literature. 3 credit hours. A survey of Yüan and Ming dynasty drama, Ming short fiction, and major Ming and Ch'ing novels such as *Monkey* and *Dream of the Red Chamber*. No prerequisite. All readings are in English. Jung.

Chn 310. Twentieth-Century Chinese Literature. 3 credit hours. A comprehensive study of the aesthetic, social, and political significance of the literature from the May Fourth Movement of 1919 to the present day. Western influences on the various literary genres and continuity of the tradition are traced. No prerequisite. All readings in English. Jung.

Chn 330, 331, 332. Chinese Composition and Conversation. 3 credit hours each term. Systematic review of grammar and development of conversational proficiency. Prerequisite: two years' study of Chinese, or consent of instructor. Yang.

Chn 401. Research. Credit hours to be arranged.

Chn 405. Reading and Conference. Credit hours to be arranged.

Chinese: Upper-Division Courses Carrying Graduate Credit

Chn 407. Seminar. (g) 3 credit hours. Studies and projects in Chinese literature using sources in Chinese, English, or both.

Chn 414, 415, 416. Contemporary Chinese. (g) 3 credit hours each term. Study of contemporary Chinese writing styles, including selections from journalistic, literary, and documentary sources. Fish.

Chn 421, 421, 422. Advanced Readings in Modern Chinese Literature. (g) 3 credit hours each term. Readings from the prose and poetry of representative modern authors, including Lao Sheh, Lu Hsun, and Kuo Mo-jo. Emphasis on increasing the student's knowledge of the language and the literature. Consent of instructor is required. Jung.

Chn 423, 424, 425. T'ang Poetry. (g) 3 credit hours each term. Comprehensive study of T'ang dynasty poetry: critical analysis and appreciation of works of major poets of the period, including Li Po, Wang Wei, Tu Fu, Po Chu-yi, and Li Shan-yin. Consent of instructor is required. Fish.

Chn 436, 437, 438. Literary Chinese. (g) 3 credit hours each term. Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. A preparation for research. Offered alternate years. Fish. Not offered 1980-81.

Chn 440. History of the Chinese Language. (g) 3 credit hours. A study of the historical development of the Chinese language in different linguistic aspects: phonological, morphological, syntactic, and orthographic. Prerequisite: two years of Chinese, or consent of instructor. Yang. Not offered in 1980-81.

Chn 441. Applied Chinese Phonetics. (g) 3 credit hours. An examination of the articulatory basis of Chinese pronunciation and an analytical study of the major forms of the Chinese language. Prerequisite: one year of Chinese, or consent of instructor. Yang.

Chn 442. Chinese Morphology and Syntax. (g) 3 credit hours. Description of morphemes and word formation, application of linguistic techniques, such as tagmemics and transformation, to the analysis of Mandarin Chinese. Prerequisite: one year of Chinese. Yang.

Chn 443. Semantic Structure of Chinese. (g) 3 credit hours. Introduction and application of modern semantic theories, such as case grammar, to the analysis of the Chinese language. Prerequisite: one year of Chinese. Yang. Not offered in 1980-81.

Chn 453. Chinese Bibliography. (g) 2 credit hours. Examination of reference works in Chinese studies, covering Western sinology, major sources in Chinese, and training in research methods. Prerequisite: two years' study of Chinese, or consent of instructor. Fish. Not offered 1981-82.

Japanese: Undergraduate Courses

Jpn 111, 112, 113. First-Year Japanese. 5 credit hours each term. An introduction to Japanese: elementary reading, writing, and conversation. Stress on grammatical patterns and the presentation of characters and the syllabary. McClain.

Jpn 204, 205, 206. Second-Year Japanese. 5 credit hours each term. The increased use of characters and grammatical patterns; designed to build fluency in reading, writing, and conversation. Wolfe.

Jpn 301, 302, 303. Introduction to Japanese Literature. 3 credit hours each term. Historical survey of Japanese literature from the eighth century to the present. Analysis and appreciation of major works, authors, and genres, such as *The Tale of Genji*, Haiku, Kawabata, Mishima, etc. All readings in English. Kohl.

Jpn 327, 328, 329. Japanese Composition and Conversation. 3 credit hours each term. Systematic review of grammar and development of conversational proficiency. Prerequisite: two years of Japanese, or consent of instructor. Not offered 1981-82.

Jpn 405. Reading and Conference. Credit hours to be arranged.

Japanese: Upper-Division Courses Carrying Graduate Credit

Jpn 407. Seminar. (g) 3 credit hours. Japanese literature both in Japanese and in English translation.

Jpn 411, 412, 413. Contemporary Japanese. (g) 3 credit hours. Advanced readings in modern documentary and literary Japanese, and use of standard reference materials. Kohl.

Jpn 417, 418, 419. Advanced Readings in Modern Japanese Literature. (g) 3 credit hours each term. Reading of prose works of representative modern authors, including Shimei, Ogai, Soseki, Akutagawa, Tanizaki, Kawabata. Consent of instructor is required. McClain.

Jpn 426, 427, 428. Literary Japanese. (g) 3 credit hours each term. Readings in various styles and genres of Japanese prose literature in premodern periods. A preparation for research. Offered alternate years.

Jpn 433, 434, 435. Japanese Poetry. (g) 3 credit hours each term. Critical analysis and appreciation of Japanese poetry through reading of works in different forms and of different periods. Prerequisite: two years of Japanese, or consent of instructor. Offered alternate years.

Jpn 450. Japanese Bibliography. (g) 2 credit hours. Bibliography for Japanese studies: examination of basic reference works in both Western languages and Japanese and training in research methods. Prerequisite: two years of Japanese, or consent of instructor.

Department of Economics

Faculty

James N. Tattersall, Ph.D., Department Head, Professor of Economics (economic history, public finance). B.A., 1954, M.A., 1956, Ph.D., 1960, Washington.

C. Ross Anthony, Ph.D., Assistant Professor of Economics (economic development, health economics). B.A., Williams, 1968; M.A., 1974, Ph.D., 1978, Pennsylvania.

Gerald O. Bierwag, Ph.D., Professor of Economics (econometrics). B.A., Idaho, 1958; Ph.D., Northwestern, 1962.

Robert Campbell, Ph.D., Professor of Economics (history of thought). B.A., California, Berkeley, 1947; B.S., U.S. Merchant Marine Academy, 1960; Ph.D., California, Berkeley, 1953.

Richard M. Davis, Ph.D., Professor of Economics (economic theory). B.A., Colgate, 1939; M.A., 1941, Ph.D., 1949, Cornell.

Randall W. Eberts, Ph.D., Assistant Professor of Economics (regional economics and econometrics). B.A., California, San Diego, 1973; M.A., 1975, Ph.D., 1977, Northwestern.

Michael S. Fogarty, Ph.D., Visiting Associate Professor of Economics Professor of Economics (urban and regional). B.A., 1967; M.A., 1970, Portland State; Ph.D., 1975, Pittsburgh.

Henry N. Goldstein, Ph.D., Professor of Economics (international finance). B.A., North Carolina, 1950; M.S., 1953, Ph.D., 1967, Johns Hopkins.

Myron A. Grove, Ph.D., Professor of Economics (economic theory, mathematical economics). B.S., 1957, M.S., 1959, Oregon; Ph.D., Northwestern, 1964.

Stephen E. Haynes, Ph.D., Assistant Professor of Economics (international finance and econometrics). B.A., 1968, Ph.D., 1976, California, Santa Barbara.

Chulsoon Khang, Ph.D., Professor of Economics (pure theory of international trade). B.A., Michigan State, 1959; M.A., 1962, Ph.D., 1965, Minnesota.

H. T. Koplín, Ph.D., Professor of Economics (economic theory, public finance). B.A., Oberlin, 1947; Ph.D., Cornell, 1952.

Raymond F. Mikesell, Ph.D., W. E. Miner Professor of Economics (international economics and economic development). B.A., 1935, M.A., 1935, Ph.D., 1939, Ohio State.

Barry N. Siegel, Ph.D., Professor of Economics (monetary theory). B.A., 1951, Ph.D., 1957, California, Berkeley.

Robert E. Smith, Ph.D., Professor of Economics (industrial organization and public policy and the multinational corporation). B.A., Southern California, 1943; Ph.D., California, Los Angeles, 1963.

Joe Stone, Ph.D., Assistant Professor of Economics (labor economics, international trade). B.A., Texas, El Paso, 1970; Ph.D., Michigan State, 1977.

Alden L. Toevs, Ph.D., Assistant Professor of Economics (natural resources and applied econometrics). B.S., Lewis and Clark, 1971; Ph.D., Tulane, 1975.

W. Edward Whitelaw, Ph.D., Associate Professor of Economics (urban economics). B.A., Montana, 1963; Ph.D., Massachusetts Institute of Technology, 1968.

Undergraduate Studies

The Department of Economics offers undergraduate work leading to a baccalaureate 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 (1) professional careers in business, law, and government, (2) secondary school teaching, and (3) professional graduate training in economics.

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 the equivalent of Ec 201, 202 and the equivalent of Mth 207, 208, 209 or Mth 201, 202, 203.

Career Opportunities

Career opportunities for graduates in economics are found in federal, state, and local government agencies, various nonprofit organizations, and private industry. An undergraduate degree in economics provides an excellent background for admission to both law school and business school. Students with outstanding baccalaureate academic records frequently go on to graduate work in economics, which leads to careers in higher education and economic-research organizations.

Major Requirements

(1) Intermediate Economic Analysis (Ec 375, 376, 377 or Ec 475, 476, 477).

(2) Introduction to Econometrics (Ec 420, 421, 422).

(3) 27 additional credit hours of work in economics numbered 300 or above, no more than 3 of which may be in Ec 409 Practicum.

Program Suggestions for Majors

(1) Normally, all major students should plan to complete the two required sequences (Ec 375, 376, 377, and Ec 420, 421, 422) by the end of their junior year.

(2) Preprofessional students should consult advisers in their intended professional school for recommendations.

(3) The economics department's policy on the D grade is the same as the general University policy.

(4) Major students planning graduate study in economics should take Mth 201, 202, 203, or Mth 207, 208, 209 before the end of their second year and include additional work in mathematics and statistics. Prospective graduate students and others with an appropriate mathematical background should satisfy their intermediate theory requirement with Ec 475, 476, 477, instead of Ec 375, 376, 377.

Secondary School Teaching

The Department of Economics offers work for preparation to teach the 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 which includes subject matter preparation in the social sciences, and in professional education, plus recommendation of the institution in which the preparation is completed. The department offers work toward initial or basic certification and toward standard certification. For specific information regarding department requirements for the social studies endorsement, students should consult the departmental adviser for teacher education, and the Office of Secondary Education in the College of Education.

Graduate Studies

The Department of Economics offers graduate work leading to the degrees of Master of Arts, Master of Science, and Doctor of Philosophy. General information about graduate work at the University of Oregon is available in the Graduate School section of this catalog. 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 in the Graduate Record General Aptitude Examination and the Advanced Test in Economics; (2) three letters of recommendation; (3) complete transcripts of previous work. Applicants whose native language is not English must also submit their score in the Test of English as a Foreign Language.

Master's Degree

The Department of Economics offers a master's degree program for students wishing to teach in two-year colleges or seeking research careers. The program

requires a minimum of 45 hours of graduate credit, and students must meet the other University and Graduate School requirements for the degree. In addition, students must meet the following departmental requirements: knowledge in mathematics equivalent to that contained in Mth 207, 208 or a higher level calculus course; knowledge in statistics and econometrics equivalent to that contained in Ec 420, 421, 422 at the graduate credit level, or Ec 493, 494; appropriate work in micro- and macro-economic theory equivalent to that contained in Ec 475, 476, 477; completion of an acceptable research paper or, alternatively, a thesis approved by at least two staff members of the department.

Students must maintain a minimum GPA of 3.00 on all graduate work undertaken as well as on all graduate credit hours in economics; there is also a separate minimum grade-average requirement on 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 to five terms of work in residence. A few well-qualified students have obtained the master's degree in three terms, plus a fourth spent completing the research paper or thesis.

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 macro-economic theory seminars (Ec 507) and econometrics (Ec 493, 494, 495). Students must pass an examination over this core program before continuing with the second year of the Ph.D. program.

After passing the core examination,

a student must take 9 credit hours 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, has satisfied the University foreign language requirement, and has submitted an acceptable dissertation proposal, he or she is advanced to candidacy for the Ph.D. degree. At this point, a master's degree may be awarded if the student prefers. In the final stage of the program, the student is guided by his or her dissertation committee.

The doctorate usually takes from nine to twelve terms, including completion of an accepted dissertation.

More detailed information is given in the department's pamphlet, *The Ph.D. Program in Economics*.

Courses Offered

Undergraduate Courses

Ec 101. Economics of Current Social Issues. 3 credit hours. Examines social issues with the aid of a few basic economic concepts. Alternative formats for this course may include film series presented by well-known economists and/or lectures and panel discussions by departmental faculty members.

Ec 199. Special Studies in Economics. 1 credit hour. Optional tutorial section which may be taken in conjunction with Ec 201, Ec 202, and Ec 375.

Ec 201, 202, 203. Introductory Economic Analysis. 3 credit hours each term. Standard introductory sequence in principles of economics. Ec 201, 202 are prerequisite to many upper-division economics courses. First term: microeconomic topics; second term: macroeconomic topics; third term: policy applications. Prerequisites: none, but Math 101 advised. Ec 201, 202, 203 must be taken in sequence. Ec 203 not offered 1981-82.

Ec 204, 205. Microeconomics and Macroeconomics (Honors). 3 credit hours each term. Intensive introduction to supply and demand in a decentralized market economy,

The sample program shown below is an average course load for a representative student majoring in economics. Individual programs may vary according to each student's placement scores, interests, and work load.

Freshman Year

Course	Term	W	S
	F		
College Algebra, 4 cr	Mth 101	—	—
Calculus, 4 cr	—	Mth 207	Mth 208
English Composition, 3 cr	Wr 121	—	—
Principles of Economics, 3 cr	—	Ec 201	Ec 202
Accompanying Economics Tutorial, 1 cr	—	Ec 199	Ec 199
Arts & Letters Elective, 3 cr	(One course each term)		
Science Elective or Foreign Language, 3 cr	(One course each term)		
Social Science Elective, 3 cr	(One course each term)		
Physical Education, 1 cr	(One course each term)		

Sophomore Year

Course	Term	W	S
	F		
Calculus, 4 cr	Mth 209	—	—
Intermediate Econ Theory	Ec 375	Ec 376	Ec 376
Basic Subject-area Econ Courses	Ec 321	Ec 322	Ec 323
English Composition, 3 cr	(Wr 122 or 123, one term)		
Science Elective, 3 cr	(During terms when not enrolled in writing)		
Arts & Letters elective, 3 cr	(One course each term)		
Social Science elective, 3 cr	(During terms when not enrolled in Mth 209)		
Physical Education, 1 cr	(Two terms)		

and to the behavior of aggregate output, employment, inflation, and to countercyclical monetary and fiscal policy in the U.S. economy.

Ec 206. Special Topics in Economics. 3 credit hours any term. Application of tools developed in Ec 201 and/or Ec 202. Topics recently offered have included unemployment-inflation dilemma, economics and the environment, economics of energy, economics of poverty, race and economics, images of capitalism, economic problems of the third world. Prerequisite: Ec 201 or 202. May be repeated for credit.

Ec 321. Money and Banking. 3 credit hours fall. Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the United States monetary system. Prerequisite: Ec 201 and 202. Siegel.

Ec 322. Taxation and Fiscal Policy. 3 credit hours winter. 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. Prerequisite: Ec 201 and 202. Eberts.

Ec 323. International Finance. 3 credit hours spring. Foreign-exchange markets, international payment, exchange rates, international monetary standard, international banking facilities, economic aspects of major international organizations. Prerequisite: Ec 201 and 202. Goldstein or Haynes.

Ec 375, 376, 377. Intermediate Economic Analysis. 3 credit hours each term. First term: income and employment theory. Second term: theory of the consumer; theory of the firm; determination of prices in various kinds of markets. Third term: general equilibrium; welfare economics; collective choice and rules for evaluating economic policy. Prerequisite: Ec 201 for Ec 376, Ec 202 for Ec 375, Ec 376 for Ec 377. College algebra is required for Ec 375 or 376, and one or more terms of calculus are recommended.

Ec 401. Research. Credit hours to be arranged.

Ec 405. Reading and Conference. Credit hours to be arranged.

Ec 409. Supervised Tutoring Practicum. 1-3 credit hours.

Upper-Division Courses Carrying Graduate Credit

Ec 407. Seminar. (G) Credit hours to be arranged. Opportunity for small groups of students to pursue further the subject matter of an upper-division course or to explore in depth a specific topic arising out of material covered in a course. The seminars offered vary from year to year, depending upon interests and needs of students and upon availability of faculty. Typical offerings include the following.

Welfare Economics. Koplin.
International Economic Agencies. Mikesell.
Public Expenditure Economics. Tattersall.
Austrian Economics. Siegel.
Economics of Natural Resources. Toevs.

Ec 410. Experimental Course. (g) Credit hours to be arranged.

Ec 411. Money and Inflation. (G) 3 credit hours. Monetary and other theories of inflation. Hyper-inflation. Effects of inflation on income, wealth, and business investment. Financing government via inflation. Indexing. Prerequisites: Ec 201, 202. Siegel.

Ec 412. Monetary Theory. (G) 3 credit hours. Monetary theories of income, employment and the price level. Critiques of Keynesian and Classical analysis. Prerequisites: Ec 375, 376 or Ec 475, 476. Siegel.

Ec 413. Money and Credit Markets. (G) 3 credit hours. Credit markets; mortgage markets and construction; money flow studies; institutional lending policies; theories of interest; term structure of interest rates; interest rates and the demand for money; role of interest in social investment policy. Prerequisite: Ec 321 or Ec 411. Offered infrequently. Not offered in 1981/82.

Ec 414. Regional Economics. (G) 3 credit hours. 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. Prerequisite: Ec 201, Mth 101, 102, or equivalent. Eberts.

Ec 415. Urban Economics I. (G) 3 credit hours. 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. Prerequisite: Ec 201; Ec 376-377 recommended. Mth 101, 102, or equivalent. Whitelaw.

Ec 416. Urban Economics II. (G) 3 credit hours. Problems of race and poverty in the city; urban education systems, defacto segregation, and equality of educational opportunity; housing, residential segregation, slums and urban renewal; urban transportation; financing local government; urban crime; pollution and environmental quality; urban planning and normative models of the city. Prerequisite: Ec 415. Whitelaw.

Ec 417. Contemporary Economic Problems. (g) 3 credit hours. Offered infrequently. Not offered in 1981-82.

Ec 418. Economy of the Pacific Northwest. (g) 3 credit hours. Locational factors influencing development of the region's major industries; recent changes in income and population; analysis of problems and governmental policies in the areas of taxation, environment, and planning. Prerequisite: Ec 201 or Ec 202. Tattersall.

Ec 420, 421, 422. Introduction to Econometrics. (G) 3 credit hours each term. Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Must be taken as a three-term sequence. Prerequisite: college algebra. Grove.

Ec 429, 430, 431. Public Finance. (G) 3 credit hours each term. Fall and winter: the place of public finance in economic policy; rationale of the public sector; models of the optimal public budget; impact of the public budget on individual economic decisions; detailed consideration of the principles of taxation and expenditure; analysis and comparison of various forms of taxation; government enterprise. Spring: fiscal aspects of stabilization policy; impact of the public budget on the total levels of economic activity. Prerequisite: Ec 201 and 202. Should be taken in sequence. Koplin, Eberts, Tattersall.

Ec 432, 433, 434. The Economics of Public Policy. (G) 3 credit hours each term.

Includes studies involving systematic treatment of economic issues. Whitelaw, Koplin.

Ec 439. Health Economics. (G) 3 credit hours. Policy issues in the field of health. Topics include the demand and supply of medical services, models to explain hospital behavior, manpower needs, cost-benefit

analysis, program evaluation, national health insurance, alternative delivery systems, and health-cost inflation. Prerequisite: Ec 201 and 202. Anthony.

Ec 440, 441, 442. International Economics. (G) 3 credit hours each term. First term: the nature and significance of 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; different ways to deal with a payments deficit. Second term: the "pure" theory of international trade; determination of the direction of trade, international prices, the volume of goods traded; the effects of tariffs, quotas, customs, unions, and common markets; the effects of free and restricted trade on economic welfare. Third term: institutional arrangements to generate international liquidity; the role of the International Monetary Fund; special drawing rights; the pros and cons of flexible exchange rates; recent experience with managed floating. Prerequisite: Ec 201 and 202. Recommended: Ec 375 and 376. Haynes, Stone, Mikesell.

Ec 444. Labor Economics. (G) 3 credit hours. An analysis of the operation of labor markets with particular emphasis on the implications of a market system for wage determination. General outline of topics: 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. Prerequisite: Ec 201; recommended: Ec 376. Stone.

Ec 445. Issues in Labor Economics. (G) 3 credit hours. Analysis of current problems associated with labor markets in advanced industrial countries. Topics include theories of unemployment, alienation, inequality, human resources, and the impact of unions. Special attention will be given to economic policy affecting labor markets, particularly policies and institutions relating to unemployment. Prerequisite: Ec 201 and Ec 202. Stone.

Ec 446. Collective Bargaining and Public Policy. (G) 3 credit hours. Current status of trade unions, history of the labor movement, industrial-relations legislation, economics of collective bargaining; labor and global-corporations, labor-movement strategies, unions and minorities, scope of collective bargaining, and union democracy. Prerequisite: Ec 201. Stone.

Ec 447, 448, 449. Collective Bargaining. (G) 2 credit hours each term. Major techniques of negotiation; union and management policies; strike and lockouts. Methods of settling labor disputes, including grievance procedures, conciliation, fact finding, and arbitration. Not offered in 1981-82.

Ec 450. Marxian Economics. (G) 3 credit hours. Readings in Marx are accompanied by modern writings designed to describe the Marxian system in the language of contemporary economics. Prerequisite: Ec 201 and 202. Recommended: Ec 375, 376. Davis.

Ec 451. Planned Economies. (G) 3 credit hours. Theory of centralized and decentralized economic planning. Studies in the operation of planned economies, primarily in Eastern Europe. Prerequisite: Ec 201 and 202. Recommended: Ec 375, 376. Davis.

Ec 455, 456. Economic History of Modern Europe. (G) 3 credit hours each term. Ec 455 covers developments from the beginning of the sixteenth century to the beginnings of the Industrial Revolution in Britain; Ec 456 covers the late eighteenth century to the present. Sheridan.

Ec 457, 458, 459. Economic Development. (G) 3 credit hours each term. 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. Prerequisite: Ec 201, 202. Mikesell, Anthony.

Ec 460. The Economics of Industrial Organization. (G) 3 credit hours. A survey and evaluation of the theories, quantitative measures, and institutional descriptions associated with the structure, conduct, and results that characterize American industry. The emphasis is on the determinants and consequences of market power. Smith.

Ec 461. Industrial Organization and Public Policy. (G) 3 credit hours. A description and critique of the 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. Smith.

Ec 462. The Multinational Corporation. (G) 3 credit hours. Analysis of market power in international trade covering cartels, licensing arrangements, multinational corporations, and relevant national and international policy considerations. Smith.

Ec 463. Economics of Regulated Industries. (G) 3 credit hours. An analysis (1) of the economic characteristics of industries in which the decision-making process is regulated by government administration rather than by market forces, (2) of the consequences of regulation, and (3) of alternate forms of social control. The industries usually covered include transportation, communications, and the production of electricity, natural gas, and crude oil. Smith.

Ec 470. Early Economic Thought. (G) 3 credit hours. Approaches to the study of the history of ideas. Early economic ideas and their relationship to the scientific and philosophical thought of the ancient and medieval world. Consideration of early conceptualizations of economic systems. Campbell.

Ec 471. Classical Economics. (G) 3 credit hours. Concepts of a market economy and economic growth in the works of Adam Smith, T. R. Malthus, David Ricardo, and Karl Marx. Campbell.

Ec 472. The Evolution of Modern Economic Analysis. (G) 3 credit hours. The nineteenth-century marginalist approach to microeconomic analysis; partial versus general equilibrium models of the economy; institutionalist and theoretical critiques of the neo-classical tradition; from the ideas of W. S. Jevons to those of J. M. Keynes. Prerequisite: an elementary knowledge of economic concepts and relationships.

Ec 475, 476, 477. Advanced Economic Theory. (G) 3 credit hours each term. Intensive examination of basic principles of price, distribution theory, income, and employment analysis. Prerequisite: Ec 201, 202, and elementary calculus.

Ec 480, 481, 482. Mathematical Economics. (G) 3 credit hours each term. Ec 480: economic theory as formulated in mathematics; linear programming; positive and negative definite quadratic forms; necessary and sufficient conditions for maxima and minima of functions of N variables. Ec 481: comparative static problems; individual demand curves; Slutsky equation analysis of consumer demand; homogeneous functions; production function; substitution of factors; general equilibrium. Ec 482: elementary growth models; turnpike theorems; stability analysis

and equilibrium behavior under uncertainty with related mathematical topics of matrices, characteristic roots and differential equations. Must be taken in sequence. Prerequisite: Ec 201, 202, and elementary calculus. Grove, Khang.

Ec 483, 484, 485. National Income and Business Cycles. (G) 3 credit hours each term. Theory and practice of social accounting, index numbers, measure of business cycle stages, leading and lagging series, behavior of labor cost, productivity, and other economic measures of business fluctuations. Prerequisite: Ec 201 and 202. Offered infrequently; not offered in 1981-82.

Ec 487, 488, 489. American Economic History. (G) 3 credit hours each term. First term: preindustrial America; second term: Civil War to World War I; third term: World War I to the present. Pope.

Ec 490, 491, 492. Development of Industrial Economies. (G) 3 credit hours each term. Comparative study of economic development in the advanced industrial nations. Fall term: industrialization in long term historical perspective; its origins and geographic spread in the 18th and 19th centuries. Winter and spring term: case studies selected from the historical experience of North America, Western Europe, U.S.S.R., Japan, with emphasis on 20th-century developments. Tattersall. Not offered 1981-82.

Ec 493, 494, 495. Econometrics. (G) 3 credit hours each term. Study of regression problems in which autocorrelations, heteroskedasticity, multicollinearity, and lagged dependent variables obtain; 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. Consent of instructor is required. Prerequisite: statistics. Bierwag, Haynes.

Graduate Courses

Ec 501. Research. Credit hours to be arranged. Ungraded.

Ec 503. Thesis. Credit hours to be arranged. Ungraded.

Ec 505. Reading and Conference. Credit hours to be arranged.

Ec 507. Seminar. Credit hours to be arranged. Recent topics include the following:

Microeconomic Theory. Khang, Koplin, Toevs.

Macroeconomic Theory. Davis, Goldstein, Khang, Siegel.

Applied Econometrics. Bierwag, Eberts, Haynes, Toevs.

Economic History. Tattersall.

History of Economic Thought. Campbell.

Industrial Organization and Control. Smith.

International Finance. Goldstein.

International Trade. Khang, Mikesell.

Labor Economics. Stone.

Mathematical Economics. Grove Khang.

Money and Credit. Siegel.

Public Finance. Eberts, Koplin.

Resource Economics. Khang, Toevs.

Economics of Uncertainty. Bierwag.

Ec 508. Workshop. Credit hours to be arranged. Graded Pass/No-Pass only.

Ec 509. Practicum. 1-3 credit hours.

Ec 514, 515, 516. Urban and Regional Economic Analysis. 3 credit hours each term. Theories of metropolitan, regional, and interregional relations; intra- and inter-urban 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.

Ec 524, 525, 526. Economic Growth and Development. 3 credit hours each term. 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. Prerequisite: Ec 201 and 202, 12 credit hours in upper-division social science. Mikesell, Anthony.

Department of English

Faculty

George Wickes, Ph.D., Department Head, Professor of English (modern literature). B.A., Toronto, 1944; M.A., Columbia, 1949; Ph.D., California, 1954.

Robert C. Albrecht, Ph.D., Professor of English (American literature). B.A., Illinois, 1955; M.A., Michigan, 1957; Ph.D., Minnesota, 1962.

Roland C. Ball, Ph.D., Professor of English (comparative literature: romanticism, modern drama). B.A., Swarthmore, 1939; M.A., Cornell, 1941; Ph.D., California, 1953.

Roland Bartel, Ph.D., Professor of English (English education; romanticism). B.A., Bethel, 1947; Ph.D., Indiana, 1951.

James L. Boren, Ph.D., Associate Professor of English (Old and Middle English). B.A., San Francisco State, 1965; M.A., 1967, Ph.D., 1970, Iowa.

Edwin L. Coleman, Jr., Ph.D., Associate Professor of English (black literature). B.A., 1961, M.A., 1962, San Francisco State College; Ph.D., Oregon, 1971.

Kathleen E. Dubs, Ph.D., Assistant Professor of English (Old and Middle English; Old Icelandic), Director of Composition. A.B., 1969, A.M., 1971, Illinois; Ph.D., 1974, Iowa. (On leave winter 1982.)

Marilyn Farwell, Ph.D., Associate Professor of English (Renaissance; criticism; women writers). A.B., MacMurray College, 1963; M.A., 1966, Ph.D., 1971, Illinois.

John T. Gage, Ph.D., Assistant Professor of English (rhetoric, writing, modern poetry). B.A., 1969, M.A., 1971, Ph.D., 1976, California, Berkeley.

Stanley B. Greenfield, Ph.D., Professor of English (Old and Middle English). B.A., Cornell, 1942; M.A., 1947, Ph.D., 1950, California.

Thelma Greenfield, Ph.D., Professor of English (Renaissance drama). B.A., 1944, M.A., 1947, Oregon; Ph.D., Wisconsin, 1952.

Clark Griffith, Ph.D., Professor of English (American literature). A.B., Central College (Mo.), 1947; M.A., Southern Methodist, 1948; Ph.D., Iowa, 1952.

Robert Grudin, Ph.D., Associate Professor of English (Renaissance). B.A., Harvard, 1960; M.A., 1963, Ph.D., 1969, California.

John A. Haislip, Ph.D., Professor of English (poetry writing). B.A., 1950, Ph.D., 1965, Washington.

William J. Handy, Ph.D., Professor of English (modern American; criticism). B.A., 1947, M.A., 1949, Ph.D., 1954, Oklahoma.

Joseph A. Hynes, Jr., Ph.D., Professor of English (modern literature; fiction). A.B., Detroit, 1951; A.M., 1952, Ph.D., 1961, Michigan.

Gloria E. Johnson, Ph.D., Associate Professor of English (English drama). B.A., Barnard, 1944; M.A., 1946, Ph.D., 1954, Columbia.

Glen A. Love, Ph.D., Professor of English (American literature; rhetoric). B.A., 1954, M.A., 1959, Ph.D., 1964, Washington.

Richard M. Lyons, M.F.A., Associate Professor of English (fiction writing). Director of Creative Writing. B.A., Brooklyn, 1957; M.F.A., Iowa, 1962.

Stoddard Malarkey, Ph.D., Professor of English (Middle English). A.B., Reed, 1955; M.Ed., Oregon State, 1960; Ph.D., Oregon, 1964.

Stanley R. Maveety, Ph.D., Professor of English (Renaissance; Bible literature). B.S., Northwestern, 1943; M.A., Columbia, 1950; Ph.D., Stanford, 1956.

Barbara Clarke Mossberg, Ph.D., Assistant Professor of English (American literature; genre studies). B.A., California, Los Angeles, 1970; M.A., 1972, Ph.D., 1977, Indiana.

Frederick Newberry, Ph.D., Assistant Professor of English (American literature). A.B., 1966, M.A., 1969, Redlands; Ph.D., Washington State, 1977.

William Rockett, Ph.D., Associate Professor of English (Renaissance). B.A.,

1961, M.A., 1963, Oklahoma; Ph.D., Wisconsin, 1969. (On leave, spring 1982.)

Ralph J. Salisbury, M.F.A., Professor of English (creative writing). B.A., 1949, M.F.A., 1951, Iowa.

Sharon Rochelle Sherman, Ph.D., Assistant Professor of English (folklore). Ph.B., Wayne State, 1965; M.A., California, Los Angeles, 1971; Ph.D., Indiana, 1978.

Irma Z. Sherwood, Ph.D., Associate Professor of English (eighteenth century). A.B., Barnard, 1940; M.A., 1942, Ph.D., 1945, Yale.

John C. Sherwood, Ph.D., Professor of English (eighteenth century). B.A., Lafayette, 1941; M.A., 1942, Ph.D., 1945, Yale. (On leave, fall, winter 1981-82.)

Richard L. Stein, Ph.D., Associate Professor of English (Victorian; literature and the fine arts). B.A., Amherst College, 1965; A.M., 1966, Ph.D., 1970, California.

Richard C. Stevenson, Ph.D., Associate Professor of English (English novel; Victorian literature). A.B., 1961, A.M., 1963, Ph.D., 1969, Harvard.

William C. Strange, Ph.D., Professor of English (romanticism; lyric). B.A., Whitman, 1952; M.A., Montana, 1953; Ph.D., Washington, 1963.

Donald S. Taylor, Ph.D., Professor of English (eighteenth century). B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley.

Nathaniel Teich, Ph.D., Associate Professor of English (romanticism; literary criticism). B.S., Carnegie Institute of Technology, 1960; M.A., Columbia, 1962; Ph.D., California, Riverside, 1970.

J. Barre Toelken, Ph.D., Professor of English (folklore). B.S., Utah State, 1958; M.A., Washington State, 1959; Ph.D., Oregon, 1964.

A. Kingsley Weatherhead, Ph.D., Professor of English (modern poetry, fiction). M.A., Cambridge, 1949; M.A., Edinburgh, 1949; Ph.D., Washington, 1958. (On leave, fall 1981.)

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 in depth.

Career Opportunities

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 businessmen as desirable. A major in English, with judiciously selected electives, will prepare 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.

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 which includes subject matter preparation in the teaching specialty and in professional education, plus recommendation of the institution in which the preparation is completed. The English Department offers work toward initial (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 Office of Secondary Education.

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 general knowledge 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 in the Department of English are as follows.

(1) Satisfaction of the University language requirements for the Bachelor of Arts degree.

(2) Three terms of history.

(3) Three terms of literature chosen from Eng 104, 105, 106, 107, 108, 109, 204, 205, 206, 253, 254, 255.

(4) Three terms of Shakespeare—Eng 201, 202, 203.

(5) 36 graded hours in upper-division courses. This requirement may be met in one of two ways: (a) 3 credit hours in the Middle Ages, 9 further hours in literature before 1800, 9 hours in literature since 1800 (these 21 hours need not be taken in period courses), plus 15 additional credit hours; or (b) a balanced and coherent program, constructed with an adviser's guidance, consisting of six rationally related courses in language, literature, or writing (18 credits), plus 18 additional credit hours. Students choosing option (b) must have the written approval of their advisers and of the Department Curriculum Committee no later than the second term of their junior year.

(6) *Any course used to satisfy requirements for the major in English must be passed with a grade of C or better.*

Honors Program in English

This program is designed to provide serious undergraduate majors with a number of important educational opportunities. During the sophomore and junior years, honors students will participate in honors seminars dealing with literary topics to be announced at the beginning of each academic year. During the senior year, honors students will 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 programs currently available 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.

Degree Requirements

A minimum of three seminars should be taken during the sophomore and junior years, normally three terms of Eng 407 (honors section) 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 chairman. Honors seniors

will enroll in Eng 403 during the first two terms of their senior year. The senior honors project will consist of a thirty- to forty-page essay, creative work, or the equivalent, and will be due at the end of the second term of Eng 403. The project will be evaluated, along with the rest of the student's work, to determine if he or she is to receive the degree of Honors in English.

Admission

Students should apply to the Honors Program chairman for admission into the program during the spring term of their freshman year. However, admission is possible as late as the junior year. Entry into the program will be determined by performance in literature and composition courses and by other evidence of superior academic ability.

Graduate Studies

The Department of English offers graduate work in English literature, American literature, imaginative writing, and English linguistics in programs leading to the Master of Arts degree in English, the Master of Arts and Master of Fine Arts degrees in imaginative writing, the interdisciplinary Master of Arts degree in English and education, the Doctor of Arts and Doctor of Philosophy degrees in English, and the Doctor of Philosophy degree in English with concentration in English linguistics (see Department of Linguistics). A detailed description of the programs will be sent with the Application for Admission Form.

Master of Arts Degrees

The usual requirements for admission to the M.A. in English and the M.A. in imaginative writing are as follows:

(1) An undergraduate GPA of 3.00 or, if the student has 12 or more credit hours of graduate work in English, a 3.00 graduate grade point average.

(2) A combined Graduate Record Examination score of 1100 on the Verbal section of the General Aptitude Test and the Advanced Test in Literature in English. (The Quantitative part of the GAT is optional.)

(3) For nonnative speakers: a score of 600 on the TOEFL examination.

(4) Other materials submitted under admission procedures that give evidence that the candidate will be able to complete the prescribed course of study satisfactorily.

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 with a \$20.00 fee, and the remaining copies to the graduate secretary.

(3) Arrange to have two copies of graduate and undergraduate transcripts sent, one to the University Office of Admissions, the other to the graduate secretary.

(4) Submit or have sent to the graduate secretary, English Department:

(a) an official transcript of GRE scores;

(b) letters of recommendation from three persons familiar with candidate'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 candidate's ability in literary studies.

The completed file will be reviewed by the department's graduate admissions committee, which will notify the candidate of its decision. All admissions are conditional, and some may be limited to summer session only; after the candidate has completed from four to six courses at the University, his or her academic record will be reviewed for clearance toward the degree.

Master of Arts Requirements

The department offers both a 55-credit-hour 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 (GSFLT score of 25th percentile or its equivalent). The language will normally be French, German, Russian, Spanish, Italian, Latin, or Greek, though in special circumstances another language may be allowed.

The Structured Program.

Students must take the following:

(1) Eng 540 (Introduction to Literary Research) or a course in criticism.

(2) One of the following: Eng 425, 490, 511, 520. A grade of B or better is required. Equivalency may be granted for graduate or undergraduate work taken elsewhere, provided the work was

taken within seven years of entering the University.

(3) Fourteen additional courses in English, to include at least one course in each of the seven areas listed below (a-g) and at least one further course in each of three of the listed areas (a-g). Of the 14, at least three courses must be at the 500-level.

(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 ; linguistics

A grade point average of 3.25 in the total 16 courses is required.

The 55-hour Program

Although no "areas" need to be satisfied in this program, students must take the following :

(1) One of the following : Eng 425, 490, 511, or 520. Equivalency may be granted for undergraduate or graduate work taken elsewhere, provided the work was taken within seven years of entering the University.

(2) An approved program of at least 55 term hours in *formal* graduate courses or seminars. At least 40 hours must be taken in residence at Eugene, and at least 10 hours must be in 500-level courses or seminars. Normally, all 55 hours must be in graduate courses offered by the Department of English, but the candidates may, under special circumstances, petition the graduate committee to substitute up to three graduate-level courses in a related field. A cumulative grade point average of 3.25 is required.

The M.A. in imaginative writing may be earned in either program. It differs from the other M.A. degrees chiefly in substituting up to 10 credit hours of creative writing for courses in literature, and in requiring a thesis (a work of imaginative writing) in place of 5 credit hours of formal course work.

Master of Fine Arts Degree

Admission Requirements

(1) An undergraduate degree.

(2) Other materials submitted under admission procedures that give

evidence that the candidate 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, Department of English.

(2) Send the first copy to the University Office of Admissions with a \$20.00 fee, and the remaining copies to the director.

(3) Arrange to have two copies of graduate and undergraduate transcripts sent, one to the University Admissions Office, the other to the director.

(4) Ask two persons familiar with candidate's potential as a writer to send letters of recommendation to the director.

(5) Submit a sample of candidate's creative writing to the director.

Application may be made for any term except summer session.

Degree Requirements

The candidate for the M.F.A. degree must complete 72 credit hours of graduate work, including at least 18 credit hours in English and American literature or literature in translation, at least 18 credit hours in writing, and 18 credit hours in thesis, the result of which must be a work of literary merit. The remaining credit hours 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, an M.A. in English, with a 3.33 graduate grade point average.

(2) A combined Graduate Record Examination score of 1250 on the Verbal section of the General Aptitude Test and the Advanced Test in Literature in English. (The Quantitative part of the GAT is optional.)

(3) For non-native speakers : a score of 600 on the TOEFL examination.

(4) Other materials submitted under admission procedures that give evidence that the candidate will be able to complete the prescribed course of study successfully.

Admission procedures are the same as for Master of Arts degrees. Applicants who received their M.A. degrees at Oregon should see the graduate secretary.

Residency Requirements

The Graduate School require at least three years full-time work beyond the baccalaureate degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. The Department of English construes this latter requirement to mean an academic year in continuous residence with enrollment in at least two *formal* graduate courses or seminars in English per term, one academic year and enough of a second to insure a total minimum of six formal 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 hours per term to satisfy continuous residence, and that two courses per term may or may not equal this minimum. Note also that although the Graduate School allows a summer session term to count in continuous residence, the department's regulation is for *an academic year*.

Completion of the D.A. or Ph.D. degrees includes the following specific requirements :

Degree Requirements

Foreign Language : The candidate must demonstrate by examination or course work a reading knowledge of two languages (GSFLT score of 25th percentile or second-year sequence) or a very high competence in one language (GSFLT score of 70th percentile or third-year sequence). Ordinarily the languages are those listed in the description of the M.A. program.

Teaching : Doctoral candidates must have experience as classroom teachers in the department before they receive the degree.

Qualifying Examination : By the end of their first year in residence, students in the Ph.D. or D.A. programs must pass a qualifying examination. Students in English and American literature will take a four-hour written comprehensive examination covering Fields *a-f* as set forth in the description of the structured M.A. program, with the option of adding one or more fields from *g*. Students in English linguistics may take a four-hour comprehensive examination in general linguistics.

Courses : The student must take

(a) Eng 540, to be taken no later than the first term it is available after the candidate has received the M.A. A candidate who has had equivalent graduate work at Oregon or elsewhere may consult the director of graduate studies about using that work to satisfy all or part of this requirement.

(b) One of the following : Eng 425, 490, 511, or 520. A grade of B or better is required. Equivalency may be granted for undergraduate or graduate work taken elsewhere, provided that work was taken within seven years of entering the graduate program.

(c) Six formal courses beyond the M.A. taken in residence, exclusive of the courses in (a) and (b) above, and including at least two 500-level courses or seminars.

(d) Two four-hour written examinations. After consultation with an adviser and approval of 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 1830-1914
- 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

Only one of the two fields chosen may be a Field XIII.

Linguistics Option. Students in the English linguistics option may satisfy the field requirements as follows :

- (a) English Linguistics, Eng 520, 521, 522; (b) General Linguistics, Ling 514, 515, 516; (c) language study, Eng 425, 511, and one additional course selected from Eng 512, 513, 514, 515, 516, 519; (d) English or linguistics, as approved by linguistics staff and graduate committee, by exam; (e) linguistic analysis (syntax and semantics or phonology) by exam; (f) historical linguistics (historical and comparative or dialectal and social), by exam. Students in the English linguistics option should consult the linguistics department for special field requirements.

The Doctor of Arts Examination

Upon completion of the preceding requirements, the candidate may petition the Graduate Committee to take the Doctor of Arts examination, either as an end in itself or as a step toward the Ph.D. Specifics of the examination are described in the departmental brochure, "Graduate Programs in English."

The 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 or linguistic scholarship on a single subject, or, if the director of the dissertation is agreeable, 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.

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 credit hours of Introduction to Imaginative Writing, Wr 241, 242, 243. For information on the graduate program leading to the M.A. or M.F.A. degree, consult the director of the Creative Writing Program.

Expository Writing

The department offers required and elective courses in expository writing for all University students to help them improve their abilities to write clearly and effectively. All students must fulfill the University writing requirement of 6 hours of composition or be cleared according to established waiver and exemption policies. The requirement is : Wr 121 and either Wr 122 or Wr 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 CEEB SAT Verbal or Achievement Test in English Composition (EN). Students should present official copies of their scores to the Composition Office, English De-

partment, if not granted exemption at time of admission. No credit is awarded for this exemption. Students with CEEB Advanced Placement Test scores in English composition of 4 or 5 will clear the requirement and receive 6 hours of transfer credit in writing.

Waiver exams for Wr 121 and Wr 122 are offered regularly at the Testing Office, Counseling Center, and should be considered by students who are highly competent writers. In addition, substitutions are possible for the second required course; students who earned an A in Wr 121 may select any advanced expository writing course to fulfill the requirement.

Students for whom English is the native language will be placed in their first writing course on the basis of the 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 before registration at the Counseling Center Testing Office. Students for whom English is not the native or primary language will be placed in their first writing course on the basis of a department placement test which will be administered before registration. Nonnative speakers should sign up for the department placement exam with the Office of International Student Services. Depending on TSWE scores or placement test results, students may be required to satisfy additional prerequisites for placement into Wr 121. These may include Wr 40, Wr 120, Wr 91, Wr 92, Wr 93, or other courses determined by the department staff. 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.

Courses Offered

Literature: Undergraduate Courses

Note : Not every course listed here will be offered every year; students are advised to consult the most recent *Time Schedule of Classes*.

Eng 104, 105, 106. Introduction to Literature. 3 credit hours each term. Study of works representing the principal literary types. Eng 104: fiction; Eng 105: drama; Eng 106: poetry.

Eng 107, 108, 109. World Literature. 3 credit hours each term. Study of the literary and cultural foundations of the Western world through the analysis of selected masterpieces of literature read in chronological order from ancient to modern.

Eng 151. Introduction to Black Literature. 3 credit hours. Reading and critical analysis of Afro-American fiction, poetry, and drama in historical and thematic perspective; examination of the black experience which influenced the literature. Coleman.

Eng 199. Special Studies. 1-3 credit hours.

Eng 200. SEARCH. 1-3 credit hours.

Eng 201, 202, 203. Shakespeare. 3 credit hours each term. A chronological study of the major plays. Required for majors. Boren, Farwell, T. Greenfield, Grudin, Johnson, Maveety, Rockett, I. Sherwood, Strange.

Eng 204, 205, 206. Survey of English Literature. 3 credit hours each term. Study of the principal works of English literature selected to represent great writers, literary forms, and significant currents of thought. Fall: Anglo-Saxon beginnings to the Renaissance; winter: Milton to Wordsworth; spring: Byron to the present. Bartel, I. Sherwood, J. Sherwood.

Eng 240. Introduction to Native American Literature. 3 credit hours. The nature and function of oral literature necessarily forms an important part of the course. The traditional literature provides a background for a study of contemporary Native American writing. Toelken.

Eng 244. American Detective Fiction. 3 credit hours. A study of the literary and cultural significance of selected works by such writers as Dashiell Hammett, Raymond Chandler, and Ross Macdonald in their historical contexts. Boren.

Eng 250. Introduction to Folklore and Myth. 3 credit hours. Study and discussion of the processes and genres of traditional (i.e., folk) patterning; the relations between these forms of expression and other arts, especially English and American literature. Sherman, Toelken.

Eng 253, 254, 255. Survey of American Literature. 3 credit hours each term. American literature from its beginnings to the present day. Ball, Handy, Mossberg, Newberry.

Eng 260. Introduction to Women Writers. 3 credit hours. A study of women writers, their literary styles and perspectives, and their status in western society. Farwell.

Eng 300. Introduction to Literary Criticism. 3 credit hours. An introduction to various techniques of literary criticism (historical, generic, formalistic, mythic, etc.) and the use of library resources. Recommended for majors in their sophomore or early junior year. Farwell, Handy, Teich.

Eng 301. Tragedy. 3 credit hours. A study of the nature of tragedy and of tragic expression in various literary forms. Mossberg, Rockett.

Eng 302. Romance. 3 credit hours. An introduction to critical theory of the genre; readings of narratives of adventure and quest, including works in the allegorical mode. Classical, medieval, and modern examples, with attention to romance elements in twentieth-century works. Ball.

Eng 303. Epic. 3 credit hours. A study of epic and heroic literary masterpieces and of the nature of the genre. Dubs, Strange. Not offered 1981-82.

Eng 304. Comedy. 3 credit hours. The comic view in both dramatic and nondramatic forms. Main emphasis on English masters, but with attention also to classical and continental writers. Principal theories of the comic and of comic literary forms and types. Mossberg, I. Sherwood, Stein.

Eng 305. Satire. 3 credit hours. Satire, or criticism through ridicule, as a major type of literary expression. Examples from various literary forms—dramatic, narrative, poetic, and graphic—and from ancient and foreign literatures as well as English. Special emphasis on contemporary satire. Mossberg, Strange.

Eng 310. Black Prose. 3 credit hours. Forms, themes, and styles in the fictional and nonfictional prose of Africa, the West Indies, and Afro-America. Reading will include novels, short stories, essays, autobiographies, and other narratives. Coleman.

Eng 311. Black Poetry. 3 credit hours. The study of African, West Indian, and Afro-American poetry, written and performed. Coleman.

Eng 312. Black Drama. 3 credit hours. Major achievements in African, West Indian, and Afro-American drama. Coleman.

Eng 321, 322, 323. English Novel. 3 credit hours each term. Fall: rise of the novel from Defoe to Austen; winter: Scott to Hardy; spring: Conrad to the present. Stevenson.

Eng 324. American Satire. 3 credit hours. Satire in American literature; its nature, development, and significant contributions to the interpretation of American life. Love.

Eng 325. Literature of the Northwest. 3 credit hours. A survey of the significant literature of the Pacific Northwest as set against the principles of literary regionalism. Love.

Eng 391, 392, 393. American Novel. 3 credit hours each term. Development of the American novel from its beginnings to the present. Griffith, Love, Newberry.

Eng 394, 395, 396. Twentieth-Century Literature. 3 credit hours each term. A critical survey of British, American, and some European literature from 1890 to the present; significant works of poetry, drama, and fiction studied in relation to intellectual and historical developments. Hynes, Stein, Weatherhead.

Eng 400. SEARCH. 1-3 credit hours.

Eng 401. Research. Credit hours to be arranged.

Eng 403. Thesis. Credit hours to be arranged.

Eng 405. Reading and Conference. Credit hours to be arranged.

Literature: Upper-Division Courses Carrying Graduate Credit

Eng 407. Seminar. (G) Credit hours to be arranged.

The following listing is representative; only a selection of seminars is offered each year. The Bible in the Renaissance. Maveety. Seventeenth-Century Poetry. Rockett. The American Short Story, or American Poetry. Griffith.

Western American Literature. Love. American Popular Literature. Sherman. Major Black Writers. Coleman. Topics in Folklore and Mythology: Myth and Literature, Ethnic Folklore, American Indian Oral Literature, etc. Sherman, Toelken.

Criticism. J. Sherwood.

Experimental Fiction. Hynes.

Theory of Literary History. Taylor.

Lyric: Bob Dylan and Others. Strange.

Studies in the Novel: The Novel of Youth and Initiation, The Historical Novel, The 19th-Century Novel of Adultery, etc.

Stein, Stevenson.

Children's Literature. Mossberg.

Art and Literature. Stein. Biography and Autobiography. Wickes. Prose Styles. Weatherhead.

Eng 407. Seminar. (g) Credit hours to be arranged.

Eng 408. Workshop. (g) Credit hours to be arranged.

Eng 409. Supervised Tutoring Practicum. (G) 1-3 credit hours any term.

Eng 410. Experimental Course. (G) Credit hours to be arranged. Seminar topics listed under 407 (G) may also be offered under this number as courses.

Eng 411, 412, 413. English Drama. (G) 3 credit hours each term. Development of English drama from medieval to modern times, with emphasis on the growth of genres and connections with cultural history. Fall: Middle Ages to Marlowe; winter: Jacobean period; spring: Restoration, eighteenth, and nineteenth centuries, from Dryden to Shaw. Johnson. Not offered 1981-82.

Eng 414, 415, 416. History of Literary Criticism. (G) 3 credit hours each term. Studies in the theory and practice of literary criticism from Plato and Aristotle to the present. Farwell, Handy, Rockett, J. Sherwood.

Eng 417. Studies in Mythology. (G) 3 credit hours. A 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, Toelken.

Eng 418. Folklore and Mythology of the British Isles. (G) 3 credit hours. A study of some basic folk traditions in the British Isles (e.g., ballads, folktales, legends, myths, jokes, games, festivals, folk drama) and their treatment in the written literature of major British authors (e.g., Chaucer, Shakespeare, Romantic poets, Dickens, Hardy, Yeats). Sherman, Toelken.

Eng 419. American Folklore. (G) 3 credit hours. A study of 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, Toelken.

Eng 420, 421, 422. Modern Drama. (G) 3 credit hours each term. Fall: growth of the modern theater in Europe through 1919, naturalism, symbolism, expressionism; winter: European and American drama 1920-1949, the experimental theater and its effects on realism; spring: international developments in drama from 1950 to the present. Ball.

Eng 424. Old English Literature in Translation. (g) 3 credit hours. Provides an introduction to the historical and cultural milieu of Anglo-Saxon England (ca. 500-1100): requires a reading in translation of selected prose and poems, including the entire *Beowulf* and the so-called "Elegies"; and presents enough of an overview of the Old English (Anglo-Saxon) language and poetics for the student to respond effectively to the aesthetic qualities of the poetry. S. Greenfield, Dubs.

Eng 425. Introduction to Middle English. (G) 3 credit hours. An introduction to the language of England from ca. 1100-1500 through the study of literary selections. Focus of the course is upon the development of reading skills in the various dialects of Middle English. Boren, Dubs. Not offered 1981-82.

Eng 426. Middle English Literature. (G) 3 credit hours. A study of literary selections from the Middle English period (ca. 1100-

1500), exclusive of Chaucer. Focus is on the works in their cultural and historical contexts. Prerequisite: Eng 425 for graduate students. Wherever possible, graduate students will be asked to read selections in the original language. Boren. Not offered 1981-82.

Eng 428. Chaucer. (g) 3 credit hours. Selections from *The Canterbury Tales* and minor poems. Boren, Dubs, S. Greenfield, Malarkey.

Eng 429. Troilus and Criseyde. (G) 3 credit hours. Close textual study of the poem in Middle English, along with *The Book of the Duchess* and *The Parlement of Foules*. Prerequisite: Eng 425, 428, or equivalent reading knowledge of Chaucerian Middle English. Instructor's permission required. Boren, S. Greenfield, Malarkey. Not offered 1981-82.

Eng 430, 431, 432. Literature of the Renaissance. (G) 3 credit hours each term. Fall: Renaissance thought; winter: Renaissance epic and prose narrative; spring: English lyric from Wyatt to Herrick. T. Greenfield, Grudin, Maveety. Not offered 1981-82.

Eng 434. Spenser. (G) 3 credit hours. T. Greenfield. Not offered 1981-82.

Eng 436. Advanced Shakespeare. (G) 3 credit hours. 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. Johnson.

Eng 437, 438. The Literature of the English Bible. (G) 3 credit hours each term. Study of the literary qualities of the English Bible, with some reference to its influence on English and American literature. Maveety.

Eng 440, 441, 442. Seventeenth-Century Literature. (G) 3 credit hours each term. Poetry and prose from Jonson through the Restoration studied in relation to the trends of thought and feeling which characterize the century. Maveety, Rockett. Not offered 1981-82.

Eng 444. Milton's Minor Poems and Prose. (G) 3 credit hours. *The Poems* of 1645 and the major prose works on liberty, education, and politics. Farwell. Not offered 1981-82.

Eng 445. Milton's Major Poems. (G) 3 credit hours. *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Farwell, Maveety.

Eng 450, 451, 452. Eighteenth-Century Literature. (G) 3 credit hours each term. Fall: Restoration; winter: primarily Swift and Pope; spring: primarily Johnson and his circle. I. Sherwood, J. Sherwood, Taylor.

Eng 460, 461, 462. English Romantic Writers. (G) 3 credit hours each term. Studies in the variety of romantic thought and expression. Fall: Blake, Burns, and other writers of the age of gothic and sensibility; winter: Wordsworth, Coleridge, Hazlitt, and other writers of the age of revolution; spring: Byron, Shelley, Keats, and other writers of the second generation. Ball, Strange, Teich.

Eng 470, 471. Victorian Literature and Culture, 1830-1900. (G) 3 credit hours each term. A survey of 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 as well. Normally Eng 470 will deal with works from the 1830s to the mid-1850s, Eng 471 the late 1850s through the 1890s. Stein.

Eng 473, 474. Nineteenth-Century English Fiction. (G) 3 credit hours each term. An

introduction to the detailed study of nineteenth-century English fiction in critical and social perspective. Stevenson.

Eng 477, 478, 479. American Literature Before 1900. (G) 3 credit hours each term. Early American literature; romanticism; realism and naturalism. Not a sequence course. Albrecht, Griffith.

Eng 480. Major British Writers. (G) 3 credit hours. Detailed study of two or three British authors not substantially treated in other courses. May be repeated for credit. Hynes, Taylor, Weatherhead, Wickes.

Eng 481, 482, 483. Major American Writers. (G) 3 credit hours each term. Detailed study of two or three major authors each term. Gage, Haislip, Handy, Love, Weatherhead, Wickes.

Eng 487. Yeats and Joyce. (G) 3 credit hours. The principal works of Yeats and Joyce, considered against the background of the Irish Renaissance. J. Sherwood. Not offered 1981-82.

Eng 488. Literary Analysis for Teachers. (g) 3 credit hours. For prospective teachers of English in junior and senior high school. Training in analyzing and teaching fiction, drama, poetry. Bartel.

Eng 489. Teaching Writing. (g) 3 credit hours. Survey of and practice in methods of teaching composition to secondary and post-secondary students. Work in diagnosing writing problems, making assignments, evaluating compositions, and motivation. Love, Staff.

Eng 490. English Grammar. (G) 3 credit hours. A comprehensive survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

Eng 491. History of the English Language. (g) 3 credit hours. The study of the origins and development of English from medieval to modern times. Topics include the development of the sound system and the orthography; syntactic, morphological, and semantic changes in the word stock; and the development of British and American English. Prerequisite: Ling 290. Dubs.

Eng 492. Applied English Linguistics. (g) 3 credit hours. The applications of modern linguistics to the study of the acquisition of English by native and foreign speakers, the reading process, the teaching of English grammar, language variation, and stylistics. Prerequisite: Ling 290. Not offered 1981-82.

Eng 493. Structure of English. (g) 3 credit hours. A detailed examination of English syntax from the perspective of modern linguistic theories. Prerequisite: Ling 290, Eng 490. Not offered 1981-82.

Eng 494. Existentialism and Modern Literature. (G) 3 credit hours. A critical study of nineteenth- and twentieth-century works which reflect the characteristic subject matter and themes of existentialism, works by such authors as Kierkegaard, Nietzsche, Tolstoy, Pirandello, Camus, Sartre, Kafka, Beckett, Albee, Kesey. Ball, Handy.

Eng 496, 497. Contemporary American Literature. (G) 3 credit hours each term. A critical study of post-World War II American writing in the context of contemporary aesthetic and cultural developments. Handy, Wickes. Not offered 1981-82.

Eng 498. Studies in Women and Literature. (G) 3 credit hours. Topics may include writers of a particular period, feminist criticism, genre studies, in-depth studies of one or more selected writers. May be repeated for a maximum of nine credit hours. Farwell, I. Sherwood.

Literature: Graduate Courses

Consent of instructor is required for all 500-level courses.

Eng 501. Research. Credit hours to be arranged. A no-grade course.

Eng 502. Supervised College Teaching. Credit hours to be arranged. A requirement for English graduate students who do not have teaching experience and who intend to apply for teaching fellowships. Consent of instructor required. A no-grade course.

Eng 503. Thesis. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

Eng 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

Eng 507. Seminar. Credit hours to be arranged. Consent of instructor is required. Students in the structured M.A. program are required to take at least three courses at the 500-level, and students in the 55-hour M.A. program are required to take at least 10 hours at the 500-level. Doctoral candidates are required to take at least two seminars "beyond the M.A." All students should plan their programs judiciously, for only a selection of seminars, of which the following are representative, is offered in any given academic year.

Old English Literature and Criticism. S. Greenfield.

Arthurian Tradition in Medieval Literature. Boren, Malarkey.

Shakespeare Studies. Grudin, Maveety, Johnson.

Renaissance Drama. T. Greenfield, Grudin, Johnson.

Renaissance Nondramatic Literature. Farwell, T. Greenfield, Grudin, Maveety.

Metaphysical Poets. Rockett.

Restoration Drama. I. Sherwood, Boswell and Johnson. I. Sherwood.

18th-Century British Fiction, or Poetry. Taylor.

Topics in Romantic Poetry: Blake's Prophecies, etc. Strange.

Romantic Criticism. Teich.

19th-Century British Fiction. Stevenson.

Topics in American Literature. Griffith, Love, Newberry.

Contemporary British and American Drama. Ball.

Modern Criticism. Handy.

African and West Indian Literature. Coleman.

Topics in Folklore and Mythology: Ballad and Folksong. Folklore Field Work, etc.

Sherman, Toelken.

Henry James. Hynes.

James Joyce. J. Sherwood.

Modern Novel. Wickes.

Recent American Poetry. Weatherhead.

Prose Style. Love.

Eng 508. Composition Workshop. Credit hours to be arranged. A requirement for English graduate students who do not have teaching experience and who intend to apply for teaching fellowships. Consent of instructor required. A no-grade course.

Eng 510. Experimental Course. Credit hours to be arranged.

Eng 511, 512, 513. Old English. 4-5 Credit hours each term. Linguistic and literary study; selected readings in prose and poetry, including entire *Beowulf*. Consent of instructor is required. Dubs, S. Greenfield.

Eng 514, 515, 516. Old Icelandic. 4-5 credit hours each term. 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. Consent of instructor is required. Offered in alternate years. Dubs.*

Eng 519. The Pearl Poet. 4-5 credit hours. Detailed study of the works attributed to the Pearl-poet, with concentration on *Pearl*, and *Sir Gawain and the Green Knight*. Prerequisite: Eng 425, and consent of the instructor. Boren, Malarkey Not offered 1981-82.

Eng 520, 521, 522. History and Structure of the English Language. 4-5 credit hours each term. The study of English syntactic, semantic, and phonological systems, both modern and historical, from the perspective of current linguistic theory. Prerequisite: Ling 421 or Eng 490. Consent of instructor is required.

Eng 524. Chaucer's Canterbury Tales. 4-5 credit hours. A study of the complete *Canterbury Tales*. Prerequisite: English 428, or 425, or the equivalent; and consent of the instructor. Boren, Dubs, S. Greenfield, Malarkey Not offered 1981-82.

Eng 530, 531, 532. Shakespeare. 4-5 credit hours each term. Fall: representative comedies of Shakespeare's early, middle, and late periods; winter: historical plays; spring: tragedies. Consent of instructor is required. Grudin, T. Greenfield, Johnson. Not offered 1981-82.

Eng 535, 536, 537. Tudor and Stuart Drama. 4-5 credit hours each term. Fall: beginnings through Marlowe; winter: Dekker through Jonson; spring: Webster through Ford. Shakespeare not included. Consent of instructor is required. T. Greenfield.

Eng 540. Introduction to Literary Research. 3 credit hours. A study of bibliographical tools and methods of research. Practical training in research projects. Recommended for M.A. candidates with research interests. Required of Ph.D. candidates; to be completed not later than the first year of doctoral study. Consent of instructor is required. Boren, Newberry, Rockett.

Eng 588. Modern British Poetry. 4-5 credit hours. British poetry from Hardy to the present. Consent of instructor is required. Weatherhead. Not offered 1981-82.

Eng 589. Modern American Poetry. 4-5 credit hours. American poetry from the imagists to the present. Consent of instructor is required. Weatherhead. Not offered 1981-82.

Eng 590, 591, 592. Modern Fiction. 4-5 credit hours each term. Major tendencies of the fiction of the past hundred years. Fall: the rise and development of realism; winter: naturalism; spring: postnaturalism. Consent of instructor is required. Griffith, Wickes. Not offered 1981-82.

Eng 593, 594. Contemporary British Fiction. 4-5 credit hours each term. A chronological study of developments in British fiction since the late 1930s, with emphasis on particular works by important writers. Consent of instructor is required. Hynes.

Writing: Undergraduate Courses

Wr 40. Developmental Composition. 3 credit hours. A basic writing course which focuses on sentence construction, grammar, mechanics, and punctuation, beginning at the most fundamental level. Depending on performance, students who pass are advised by

their instructors to advance to Wr 120 or Wr 121 during the next term. Students who do not pass Wr 40 either re-enroll or receive individual tutoring at the Learning Resources Center. (The TSWE may be administered at the end of the term to facilitate placement.) Wr 40 carries 3 hours credit for enrollment (eligibility) but no graduation credit. It satisfies no University or college requirements. Staff.

Wr 91, 92, 93. English as a Second Language. 3 credit hours each term. Study of written and spoken English for students whose native language is not English. The emphasis is on written English in order to prepare students for the regular writing courses; also included is practice in pronunciation, vocabulary building, and reading. Staff.

Wr 120. Preparatory English Composition. 3 credit hours. A basic skills course; practice in sentence and paragraph construction, punctuation, usage, and organization. Required for those with low writing placement scores as a prerequisite to Wr 121. Does not satisfy the two-term writing requirement. Staff.

Wr 121. English Composition. 3 credit hours. Fundamentals of expository prose. Frequent written themes; practice in various rhetorical modes with special attention to the relation between substance and structure in written discourse. Prerequisite: TSWE 38, Wr 120, or equivalent. Staff.

Wr 122. English Composition. 3 credit hours. Advanced expository prose; frequent written themes; special attention to argument and the attendant concerns of audience and style. Prerequisite: Wr 121 or equivalent. Staff.

Wr 123. English Composition. 3 credit hours. Research paper. The techniques for compiling and writing academic and technical papers. Practice in writing a long paper based on the use of library resources and taking notes. Prerequisite: Wr 121 or equivalent. Staff.

Wr 185. Practical Grammar. 3 credit hours. The first half concentrates on the components of a sentence: parts of speech, immediate constituents, phrases, clauses, verbals, and sentence patterns. The second half deals with the problems of syntax, spelling, punctuation, diction, and sentence rhetoric. Staff.

Wr 199. Special Studies. 1-3 credit hours.

Wr 216. Expository Writing. 3 credit hours. Practice in various forms of expository writing. Frequent written themes. Prerequisite: A in Wr 121 or completion of writing requirement or equivalent. J. Sherwood, Malarkey, staff.

Wr 241, 242, 243. Introduction to Imaginative Writing. 3 credit hours each term. Introductory courses 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. Wr 241: fiction; Wr 242: drama; Wr 243: poetry. Staff.

Wr 320. Scientific and Technical Writing. 3 credit hours. Emphasis on form and style of scientific, professional, and technical writing, with practice through weekly assignments including reports, proposals, instructions, and correspondence. Use of graphics and documentation in publication. Prerequisite: completion of writing requirement and upper-division standing or permission of instructor. Staff.

Wr 321. Business Communications. 3 credit hours. Practice in writing and analyzing

internal and external messages common to business, industry, and professions. Suggested for students of business and management. Prerequisite: completion of writing requirement and upper-division standing or permission of instructor. Staff.

Wr 324, 325, 326. Short-Story Writing. 3 credit hours each term. An upper-level course for students interested in short-story writing. Examination of the basic techniques and structure of the short story; extensive analyses of student work and established models. Consent of instructor is required. Lyons, Salisbury, Taylor.

Wr 331, 332, 333. Play Writing. 3 credit hours each term. Creative experiment in the writing of plays, with incidental study of models. Analysis and discussion of student work. Consent of instructor is required. Mossberg. Not offered 1981-82.

Wr 341, 342, 343. Poetry Writing. 3 credit hours each term. Verse writing; study of various verse forms as media of expression. Analysis of class work. Consent of instructor is required. Haislip, Salisbury.

Wr 404. Writing and Conference. Credit hours to be arranged.

Wr 409. Supervised Tutoring Practicum. (G) 1-3 credit hours.

Wr 411. Advanced Composition. (g) 3 credit hours. A course in expository writing emphasizing the improvement of students' own prose style, with attention to the underlying principles of syntax and rhetoric. Intended for prospective secondary school teachers and others who want this training. Gage, Love, Teich.

Wr 420, 421, 422. Novel Writing. (G) 3 credit hours each term. Designed to provide apprentice training in writing novels and to develop a critical grasp of fiction problems. Sustained work on a writing project continued through the year. Individual assigned readings. Consent of instructor is required. Lyons. Not offered 1981-82.

Wr 430, 431, 432. Senior Creative Writing. 3 credit hours each term. An advanced sequence in short story, poetry, and play writing. Consent of instructor is required. Haislip, Lyons, Salisbury. Not offered 1981-82.

Wr 451, 452, 453. Projects in Writing. 3 credit hours each term. For students who desire advanced instruction and practice in writing short stories, novels, television dramas, nonfiction, etc. Consent of instructor is required. Haislip, Lyons, Salisbury.

Writing: Graduate Courses

Wr 503. Thesis. Credit hours to be arranged. A no-grade course. Consent of instructor is required.

Wr 504. Writing and Conference. Credit hours to be arranged. Consent of instructor is required.

Wr 530, 531, 532. Graduate Creative Writing. 3 credit hours each term. A graduate-level sequence required of M.F.A. candidates, but open to other graduate students with interest and talent. Concentration on student writing in a workshop approach. Consent of instructor is required. Haislip, Lyons, Salisbury.

Program in Folklore and Ethnic Studies

Participating Faculty

Barre Toelken, Ph.D., Director,
Professor of English (folklore).

Edwin L. Coleman II, Ph.D., Associate
Professor of English (Black literature,
music).

Sharon R. Sherman, Ph.D., Assistant
Professor of English (folklore,
folklore and film).

The Program in Folklore and Ethnic Studies offers students a way of broadening their perspectives on the ethnic and cultural dimensions of American society. Through the program, students can study and appreciate the extent to which culture-based traditions continue to enrich and express the ongoing dynamics of close groups in American life. The program is interdisciplinary and draws from the resources of many academic areas.

One aim of the program is to provide students with the academic tools and the intellectual rigor required to make fruitful inquiries into the contributions, issues, and concerns of their own and other ethnic, national, and traditional groups. Students are also encouraged to look into the historical, geographical, political, and economic factors which provide the backdrop for the identities of these groups and for their presence in America.

Another program goal is to encourage students to become more aware of the ethnic, traditional, culture-based dimensions and applications of their own particular major fields of study by taking a significant set of related courses for the completion of their general University requirements. Students in social sciences, education, social work, urban planning, art history, literature, prelaw, humanities, Asian (or any other international) studies—to name only a few—should find a clustering of folklore and ethnic studies courses helpful. Also, career opportunities for trained folklorists and ethnologists seem to be on the rise.

Certificate in Folklore and Ethnic Studies

Students may satisfy requirements for a folklore and ethnic studies certificate by 1) satisfactory completion (C or better) of 21 credit hours of related upper-division courses and 15 hours

of required lower-division courses, or 2) 21 credit hours of related upper-division courses which include 6 hours of Practicum in field experience and 9 hours of lower-division courses in folklore and ethnic studies.

Students seeking to qualify for such a certificate must consult the director well in advance of graduation for transcript evaluation or to arrange the practicum. Students must complete a major and degree requirements in another department or school of the University.

Only ethnic studies courses are described below. For courses cross-listed from other departments, see the course descriptions in the various department listings.

Lower-Division Requirements (9-15 credit hours)

ES 101. Ethnic Groups in American Society. 3 credit hours. Surveys the history and traditions of minority groups (both non-white and white) in the United States. The course will integrate resources from a number of arts and sciences disciplines and use speakers from the local community and elsewhere who are in touch with ethnic minority experiences and problems.

ES 102. Ethnic Groups and Contemporary America. 3 credit hours. Continuation of ES 101. Emphasis on contemporary issues.

ES 103. Ethnic Groups and the American Experience. 3 credit hours. Voices of the ethnic experience in America: literature, autobiography, and oral history.

Eng 151. Introduction to Black Literature. 3 credit hours.

[ES or Eng or other] **199. Special Studies. 1-3 credit hours.** By arrangement with instructor and approval of program director.

Ec 203. Race and Economics. 3 credit hours.

Anth 210. Selected Topics in Ethnology. 3 credit hours.

Soc 212. Race, Class, and Ethnic Groups in America. 3 credit hours.

Hst 221, 222, 223. Afro-American History. 3 credit hours each term.

Eng 240. Introduction to Native American Literature. 3 credit hours.

Eng 250. Introduction to Folklore and Myth. 3 credit hours.

Upper-Division Courses (21 hours required)

Anth 301, 302, 303. Society and Culture. 3 credit hours each term.

ES 310. Scandinavian Minorities in America. 3 credit hours. An examination of the socio-economic and cultural heritage of the Scandinavian peoples in the United States, their history of immigration and settlement, and their contribution to contemporary American society. Not offered 1981-82.

Eng 310. Black Prose. 3 credit hours.

Eng 311. Black Poetry. 3 credit hours.

Eng 312. Black Drama. 3 credit hours.

ES 315. Introduction to the Asian-American Experience. 3 credit hours. An introduction to the histories of Asian-American groups in the United States: Chinese, Filipino, Japanese, Korean, and other groups.

Sp 315. Spanish-American Literature. 3 credit hours.

Anth 317, 318, 319. The American Indian (G). 3 credit hours each term.

ES 320. Problems and Issues in the Native American Community. 3 credit hours.

A perspective on various Native American tribal groups in contemporary American society. Historical perspective on the cultural conflict between Native American and white-frontier world views; economic and political goals for territorial United States that led to unfavorable policies. The present legal status of native people, treaty rights, and the Bureau of Indian Affairs. The philosophy and effects of termination, economic, and health conditions on reservations, tribal traditions, and unity. Diversity and factionalism among native peoples.

Anth 326, 327, 328. Peoples of Africa (G). 3 credit hours each term.

Sp 328. Chicano Literature (G). 3 credit hours.

Anth 338, 339, 340. Peoples of Southern and Eastern Asia (G). 3 credit hours each term.

[ES or Eng or other] **405. Reading and Conference. Credit hours to be arranged.**

[ES or Eng or other] **407. Seminar. (g) Credit hours to be arranged.**

ES 409. Practicum. Credit hours to be arranged.

ES 410. Experimental Course. (g) Topics and credits to be arranged.

Eng 410. Native American Literature (G). Credit hours to be arranged.

Eng 410. Major Black Writers (G). 3 credit hours.

ArE 410. Art in the Multicultural Classroom (G). 3 credit hours.

Anth 414. Race and Culture (G). 3 credit hours.

Psy 415. Prejudice (g). 3 credit hours.

Eng 417. Studies in Mythology (G). 3 credit hours.

Eng 418. Folklore and Mythology of the British Isles (G). 3 credit hours.

Eng 419. American Folklore (G). 3 credit hours.

RhCm 426. Backgrounds of Black Protest Rhetoric (G). 3 credit hours. (See Speech).

Arch 441. Critical Issues in the Urban Environment (G). 3 credit hours.

PS 443. Politics of Multi-Ethnic Societies (G). 3 credit hours.

Anth 444. Religion and Magic of Primitives (G). 3 credit hours.

Anth 445. Folklore and Mythology of Primitives (G). 3 credit hours.

Anth 446. Art among Primitives (G). 3 credit hours.

Anth 450, 451, 452. Cultural Dynamics (G). 3 credit hours each term.

D 452. Dance Cultures of the World (G). 3 credit hours.

Mus 458. Music in World Cultures (g). 3 credit hours.

Note: Other upper-division courses with related subject matter may be included in individual folklore and ethnic studies certificate programs by arrangement with the instructor and the director of Folklore and Ethnic Studies.

Program in General Science

M. L. Fulton

Program Director : 218 Fenton Hall.

The curriculum in general science enables students to design interdisciplinary programs in science that meet the requirements for the baccalaureate 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 pursuing technical careers in one of these areas or planning to pursue graduate study might be better served by a well-designed interdisciplinary program than by a more specialized degree program.

Prehealth science students preparing for careers in medicine, dentistry, or other medically-related areas will find that the general science program allows them to meet the professional school admission requirements while gaining more breadth than allowed in a biology, chemistry, or physics major.

Careers

Students planning careers as high school teachers of general science, integrated science, and earth science may work toward certification with the integrated science endorsement while earning a baccalaureate degree in general science.

Preparation

High school students planning to major in general science should take as much mathematics as possible, including two years of algebra and trigonometry. They should also take science courses in their areas of interest.

Students planning to transfer into the general science program after two years at a community college or at another college or university should complete courses equivalent to the lower-division requirements listed below and as many as possible of the general graduation requirements for the baccalaureate degree listed on page 18.

Degree Requirements

Because of the flexibility of the general science requirements, it is important that all students design their programs carefully, in consultation with an adviser.

Majors and prospective majors should seek assistance in program planning from the program director at the time a career goal is identified, and whenever a change in that goal is contemplated. Appropriate members of the General Science Committee of the College of Arts and Sciences are available to devise individualized interdisciplinary programs consistent with student needs, and within the scope of the General Science Program.

Some examples of interdisciplinary programs, and the subject matter areas which might be combined in designing a program are given below:

Animal Behavior and Ethology : biology, psychology, anthropology.

Biophysical Sciences : biology, chemistry, physics.

Cognitive Sciences : psychology, computer and information science, mathematics.

Environmental Sciences : biology, chemistry, geology, physics.

Neurosciences : biology, chemistry, psychology.

All majors are encouraged to consult with the program director during the junior year to assure that their planned courses of study will complete all requirements of the general science major.

Lower-Division Requirements

(1) Proficiency in mathematics through second-term calculus (Mth 201, 202 or 207, 208); it is *strongly recommended* that students complete the year of calculus (addition of Mth 203 or 209).

(2) Completion of three of the sequences or three-term clusters listed below. At least two of these sequences must be accompanied by the appropriate laboratory sequence.

Biology : Molecular Basis of Life (Bi 201), Biology of Cells (Bi 202), and one course selected from The Nature of Plant Life (Bi 193), Animal Biology (Bi 204), Flowering Plants (Bi 233), and Experimental Botany (Bi 234).

Other three-term clusters may be used if approval is obtained prior to completion. Also, biology courses numbered Bi 311 to 351, excluding Bi 321, 322 may be substituted, but will not also count toward upper-division requirements.

Chemistry : Ch 104, 105, 106 (Laboratory : Ch 107, 108, 109) or Ch 204,

205, 206 (Laboratory : Ch 207, 208, 209).

Geology : Geol 101, 102, 103 (Laboratory : Geol 104, 105, 106) or Geol 201, 202, 203 (includes laboratory).

Physics : Ph 201, 202, 203 or Ph 211, 212, 213 (Laboratory : Ph 204, 205, 206).

Computer and Information Science : CIS 201, 202, 203 or another approved cluster.

Psychology : Psy 211, 212, 213 or Psy 217, 218, 219.

(3) These lower-division requirements must be completed with a minimum of a C grade point average (2.00). Courses graded N or F must be repeated.

Upper-Division Requirements

(1) To receive a baccalaureate degree in general science, a student must complete a minimum of 30 credit hours of courses numbered 300 and above from the fields and courses listed below.

(Courses numbered 310 or 400-410 may not be included unless approved.)

Anthropology : Anth 320-324; 470-479.

Biology : all courses

Chemistry : all courses

Computer and Information Science : all courses.

Geology : all courses *except* Geol 428. A maximum of three courses selected from Geol 301-303, 321, 352-354 may be counted toward the requirement.

Mathematics : all courses. Only one term from Mth 425-427 may be counted toward the requirement.

Physics : all courses

Psychology : Psy 302, 430-450.

(2) At least 24 of these credit hours must be in graded (pass-differentiated) courses. Only courses graded C and above or P will count toward these requirements.

(3) At least 12 hours must be completed in one department, and at least 9 hours in another department.

(4) Students majoring in general science and one or more other areas at the same time should be aware that upper-division credits used to meet minimum requirements of another designated major may not also be used in satisfying upper-division requirements in general science.

Prehealth Sciences

Prehealth science students who choose to major in general science should examine the admission requirements of the professional school of their choice carefully, and design their programs to meet these requirements while satisfying the general science requirements.

Such students should consult the Pre-health Sciences section of this catalog for more information.

Secondary School Teaching

The general science program offers work for preparation to teach general science, integrated science, and earth science in secondary schools. Certification as an Oregon secondary teacher with the integrated science endorsement requires satisfactory completion of a program of teacher preparation which includes subject matter preparation in the teaching specialty and in professional education, plus recommendation of the institution in which the preparation is completed. The general science program offers work toward basic and standard Oregon certification.

Students wanting to satisfy the requirements for basic certification with a baccalaureate degree in general science must meet the requirements listed above and complete the following specific courses with a minimum grade point average of 2.50.

(1) Lower-division sequences must include the following.

Biology: Bi 191, 192, 193. These three courses will be accepted as a three-term cluster in satisfaction of general science major requirements. Three terms selected from Bi 311, 313, 330, 351 is an acceptable substitute.

Geology: Geol 201, 202, 203.

Chemistry with laboratory *or* physics with laboratory.

(2) Climatology (Geog 486). This course will be counted toward the 30 required upper-division credit hours.

(3) Geology of Oregon (Geol 352) and Oceanography (Geol 353).

(4) In addition to the general science degree requirements, candidates for endorsement must complete Rocks and Minerals (Geol 291) and either Descriptive Astronomy (Ph 104, 105, 106) or Elementary Astronomy (Ph 108, 109).

For additional information regarding the requirements for the integrated science endorsement, students should consult the integrated science endorsement adviser for teacher education.

Courses Offered

Physical science courses previously listed under general science are now listed under physics as Physical Science Survey (Ph 154, 155, 156) and Physical Science for Elementary Education Majors (Ph 157, 158, 159). See page 123 for course descriptions.

Department of Geography

Faculty

William G. Loy, Ph.D., Department Head, Professor (cartography, interpretation of aerial imagery, geomorphology). B.A., Minnesota, 1958; M.S., Chicago, 1962; Ph.D., Minnesota, 1967.

Carl L. Johannessen, Ph.D., Professor (biogeography, Central America). B.A., 1950, M.A., 1953, Ph.D., 1959, California.

Jack P. Mrowka, Ph.D., Assistant Professor (geomorphology, hydrology, Latin America). B.A., 1966, State University of New York, Buffalo; M.A., 1969, Ph.D., 1974, California, Los Angeles.

Clyde P. Patton, Ph.D., Professor (climatology, Western Europe, cultural geography). A.B., 1948, M.A., 1950, Ph.D., 1953, California.

Edward T. Price, Ph.D., Professor (North America, cultural geography, historical geography). B.S., California Institute of Technology, 1937; Ph.D., 1950, California.

Gary H. Searl, M.S., Adjunct Assistant Professor (geographic education, Oregon). B.B.A., 1959, M.S., 1966, Oregon.

Everett G. Smith, Jr., Ph.D., Professor (social geography, urban geography). B.A., 1953, M.A., 1956, Illinois; Ph.D., Minnesota, 1962.

Alvin W. Urquhart, Ph.D., Professor (cultural geography, geographic landscapes, environmental alteration). B.A., 1953, M.A., 1958, Ph.D., 1962, California.

Ronald Wixman, Ph.D., Assistant Professor (Soviet Union, Eastern Europe, cultural geography). B.A., Hunter College, 1968; M.A., Columbia, 1972, Ph.D., 1978, Chicago.

Undergraduate Studies

Undergraduate students in geography develop an awareness of the landscapes of several regions of the world and investigate the physical and cultural processes which form landscapes. A major emphasis is given to the historical role of humans in changing the face of the earth. Any lower-division course is open to any student of 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 more specialized curricula which emphasize environmental studies, social science teaching, or urban studies. Both Bachelor of Arts and Bachelor of Science degrees are offered in the department. A grade of at least C or P is required on each of the fifteen geography courses used to fulfill a major in geography.

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.

General Geography

Fifteen courses, of which ten must be upper division, are required as follows.

(1) *Physical Geography*. Three courses selected from the following: The Natural Environment (Geog 101) Geomorphology (Geog 301) Climatology (Geog 302) Biogeography (Geog 303) Advanced Geomorphology (Geog 482) Geography of Water Resources (Geog 483) Geographic Hydrology (Geog 484) Regional Climatology (Geog 487) Advanced Biogeography (Geog 489).

(2) *Cultural Geography*. Three courses selected from the following: 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)

(3) *Regional Geography*. Three courses selected from the following: 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)

Eastern North America (Geog 467)
 The American West (Geog 468)
 Cultural Geography of Africa (Geog 466)
 The South American Tropics (Geog 461)
 Southern South America (Geog 462)
 Geography of Middle America (Geog 463)
 Geography of Western Europe (Geog 464)
 Mediterranean Landscapes (Geog 465)
 Ethno-Political Geography of the Soviet West (Geog 469)
 Ethno-Political Geography of the Soviet East (Geog 470).
 (4) *Techniques of Geographers*.
 Three courses from the following:
 Reading and Interpretation of Maps (Geog 180)
 Geographic Field Studies (Geog 313)
 Aerial Photo Interpretation and Remote Sensing (Geog 312)
 Cartographic Methods (Geog 311)
 Geographic Application of Quantitative Methods (Geog 314)
 Geographic Research Materials (Geog 315)
 Advanced Cartography (Geog 411).
 (5) Any research seminar for undergraduate majors, Geog 407.
 (6) Electives in Geography: courses, seminars, reading and conference, research.
 (7) Required for B.A.: two years of foreign language or equivalent proficiency.
 (8) Required for B.S.: one year of appropriate college-level mathematics courses or their equivalent.

Urban Studies Emphasis

Fifteen geography courses, of which ten must be upper division, are required.
 (1) *Basic Geography*
 The Natural Environment (Geog 101)
 Landscape, Environment, and Culture (Geog 103)
 Urban Environment (Geog 105)
 Reading and Interpretation of Maps (Geog 180)
 Geography of Oregon (Geog 206).
 (2) *Advanced Geography*
 Nine to be selected from:
 Political Geography (Geog 433)
 Economic Geography (Geog 434)
 Urban Geography (Geog 435)
 Cultural Geography (Geog 436)
 Geographic Landscapes (Geog 437)
 Geography of Water Resources (Geog 483)
 Cartographic Methods (Geog 311)
 Aerial Photo Interpretation (Geog 312)
 Field Methods (Geog 313)
 Geographic Application of Quantitative

Methods (Geog 324)
 Eastern North America (Geog 467)
 Western North America (Geog 468)
 (3) Any research seminar for undergraduate majors, (Geog 407).
 (4) Survey of Urban Planning (UP 350).
 (5) At least ten courses chosen in consultation with, and approved by, the faculty major adviser.

Secondary School Teaching

The Department of Geography offers work for preparation to teach 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, plus 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 Joe Searl, the department's endorsement adviser for teacher education, and the Office of Secondary Education in the College of Education.

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)
 Field Methods (Geog 313)
 Cultural Geograph (Geog 436)
 Geographic Landscapes (Geog 437)
 Junior and senior honors seminars;
 Senior honors thesis

Environmental Studies

The environmental studies emphasis in geography is broadly interdisciplinary, yet is integrated through individualized research, internships, and a senior seminar offered by the Department of Geography. The program specified below satisfies all arts and sciences group requirements. This program is effective with all students entering the program fall 1981 and thereafter.
 Approval of a separate major and degree in environmental studies is pending.

Preparation for Major

(1) *Science*: Natural Environments (Geog 101)
 Introduction to Physical Anthropology (Anth 104)
 Genetics and Man (Biol 222)
 Survey of General, Organic, and Biochemistry (Ch 101, 102, 103)
 General Geology (Geol 101)
 Calculus (Mth 207);
 (2) *Social Science*: Landscape, Environment, and Culture (Geog 103)
 Introduction to Cultural Anthropology (Anth 108)
 Economics of Current Social Issues (Ec 101)
 Economics of the Environment (Ec 206)
 Introduction to Political Science (PS 207)
 Community, Population, and Resources (Soc 210);
 (3) *Arts and Letters*: Fundamentals of Speech Communication (RhCm 121)
 Scientific and Technical Writing (Wr 320).
 Four other group-satisfying courses.

Major Requirements

(1) *Geography Geomorphology*: (Geog 301)
 Climatology (Geog 302)
 Biogeography (Geog 303)
 Environmental Alteration (Geog 370)
 Research: Environmental Studies (Geog 401)
 Field Studies (Geog 406)
 Seminar: Environmental Studies (Geog 407).
 Two of the following: Cartographic Methods (Geog 311)
 Aerial Photo Interpretation (Geog 312)
 Geographic Application of Quantitative Methods (Geog 314)
 Advanced Cartography (Geog 411).
 Three of the following: Geography of Energy (Geog 372)
 Economic Geography (Geog 434)
 Urban Geography (Geog 435)
 Cultural Geography (Geog 436)
 Geographic Landscapes (Geog 437)
 Advanced Geomorphology (Geog 482)
 Geography of Water Resources (Geog 483)
 Geographical Hydrology (Geog 484)
 World Regional Climatology (Geog 487)
 Advanced Biogeography (Geog 489).
 (2) *Supporting Fields*: Introduction to Social Research (Soc 327) or Introduction to Social Science Methods (PS 360)

Democracy and Public Policy (PS 458)
 Evolution and Ecology (Bi 314)
 The Human Environment (Bi 370)
 Mineral Resources and Environment (Geol 321)
 Public Service Management (CSPA 322).
 Three of the following : Critical Issues in the Urban Environment (Arch 441)
 Experiential Considerations in Design (Arch 451)
 Ecological Implications in Design (Arch 454)
 Introduction to Landscape Architecture (LA 225)
 Understanding Landscapes (LA 260)
 Living in the Environment (LA 290)
 Survey of Urban and Regional Planning (URP 350).
 Three other environmentally related courses approved by adviser.

Graduate Studies

Graduate work leading to both the Master of Arts and Doctor of Philosophy degrees is offered. The department also supervises an interdisciplinary Master of Science program with a major emphasis in 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 the University Admissions Office the original copy of the application for admission form and the application fee and transcripts as explained in the Graduate School section of this catalog.

The Department of Geography should receive (1) the four copies of the admission application; (2) official transcripts of all undergraduate and graduate college work; (3) three letters of reference; (4) score from the Miller Analogies Test or the Graduate Record Examination Aptitude Test; (5) a statement concerning interests to be pursued at the University; (6) if planning to apply for an assistantship or fellowship, the application for a graduate award. Preference for fall admission will be given applicants whose papers are received by March 1.

Master's 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 credit hours, at least 36 in geography. All courses in geography taken by M.A. candidates in geography are to be taken under the Pass/No Pass grade option. The program will include the following courses if not previously completed.

(1) These courses or their equivalent: Physical Geography (Geog 301, 302, 303)
 Cultural Geography (Geog 436, 437)
 Field Geography (Geog 313)
 Aerial Photographic Interpretation and Cartography (Geog 311, 312).

(2) Four graduate seminars in geography plus Advanced Cultural Geography (Geog 523).

(3) Reading skill in one foreign language equivalent to second-year university level. Students will be expected to translate relevant passages from foreign sources in their graduate courses and seminars. Competence will be determined by the geography faculty.

(4) Thesis approved by a geography faculty committee.

Interdisciplinary Program

The interdisciplinary M.S. degree program requires 36 credit hours of work in geography and 9 to 15 credit hours in education. Courses and seminars parallel those of the M.A. candidates. Teaching skills are substituted for foreign language competence. A final oral examination by a committee of the geography faculty is required.

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 Geog 501 (Research) and Geog 505 (Reading and Conference) 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 credit hours. Prospective candidates should pay particular attention to the systematic

specialization and regional interests of the staff before applying for admission.

All courses in geography taken by Ph.D. candidates in geography are to be taken under the Pass/No Pass grade option.

Ph.D. Requirements

(1) Completion of a M.A. degree in geography or equivalent study which include 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, including those taken for the M.A. degree plus Advanced Cultural Geography (Geog 523).

(3) Reading knowledge of two foreign languages at the second-year university level or speaking and reading knowledge of one foreign language.

(4) Passing comprehensive, written examinations in (a) regional geography of an area such as North America, Middle America, Arid Lands, or Western Europe; (b) a systematic field of geography such as geomorphology, climatology, biogeography, population and settlement geography, cultural geography, urban geography, or economic geography; (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 with stipends ranging from approximately \$2,000 to \$4,000 for the academic year, September to June, are available. A few fellowships, for smaller stipends, are also available for summer sessions. Fellows are charged reduced tuition fees. Graduate teaching fellows usually register for 9 to 12 credit hours of course work per term and are assigned duties limited to 10 to 15 hours a week. Applications for fellowships should be received by March 1.

The 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 per week and rate of approximately \$3.60 per hour. For

certification under work-study and for applications for loans or grants, a separate request for forms should be made to the Office of Financial Aids.

Courses Offered

Undergraduate Courses

Geog 101. The Natural Environment. 3 credit hours. An introductory physical geography of the earth with special emphasis on vegetation, landforms, climate, and soils. Mrowka, Johannessen, Patton.

Geog 103. Landscape, Environment, and Culture. 3 credit hours. An introductory cultural geography that focuses on the ways in which various cultures have evaluated, used, and modified the landscapes and environments they have occupied. Urquhart, Wixman.

Geog 105. Urban Environment. 3 credit hours. An introductory urban geography that examines the variable character of cities and ways of life in urban locations around the world. Smith.

Geog 180. Reading and Interpretation of Maps. 3 credit hours. Introduction to the interpretation of physical and cultural features on maps. Critical analysis of cartographic styles employed by atlas and map makers.

Geog 199. Special Topics in Geography. 3 credit hours.

Geog 200. SEARCH. 1-3 credit hours.

Geog 201. Geography of Europe. 3 credit hours. An introduction to geography through the study of the physical and cultural processes that have shaped the rural and urban landscapes of Europe. Patton.

Geog 202. Geography of Latin America. 3 credit hours. An introductory geography focusing on the ways in which major cultural groups have modified the environments of Latin America throughout history. Mrowka.

Geog 203. Geography of Asia. 3 credit hours. An introduction to the major physical and cultural realms of Asia, excluding Soviet Asia. Wixman. Not regularly offered.

Geog 204. Geography of the Soviet Union. 3 credit hours. Natural regions, major population groups, and the economic development of the U.S.S.R. Wixman.

Geog 205. Geography of Africa. 3 credit hours. An introduction to geography through the study of the physical and cultural processes that have shaped the rural and urban landscapes of Africa. Not regularly offered.

Geog 206. Geography of Oregon. 3 credit hours. The nature of Oregon: its natural and human resources, changing patterns of settlement, urbanization and economic development, and problems of environmental use. Searl, Loy.

Geog 207. Geography of the United States. 3 credit hours. Natural and cultural landscapes. Settlement patterns and urban systems. Regional divisions and integration. Price.

Geog 208. Geography of Eastern Europe. 3 credit hours. A survey of major physical, economic, historical, and ethnocultural features that have created the present distribution of people and the levels of socio-economic development in Eastern Europe. Wixman. Offered alternate years. Offered 1981-82.

Geog 301. Geomorphology. 3 credit hours. Systematic study of the landforming processes in the physical landscape with emphasis on processes and resulting landforms. Mrowka.

Geog 302. Climatology. 3 credit hours. Elements of climate: the heat and water balance at the surface of the earth, atmospheric processes that affect climate, factors of climatic change. Patton.

Geog 303. Biogeography. 3 credit hours. Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution, aerial photo interpretation. Johannessen.

Geog 311. Cartographic Methods. 3 credit hours. Introduction to map design, construction, and projections. Loy.

Geog 312. Aerial Photo Interpretation. 3 credit hours. Introduction to the use of aerial photographs and other forms of imagery. Loy.

Geog 313. Geographic Field Studies. 3 credit hours. Research techniques in geography applied to local areas and problems.

Geog 314. Geographic Application of Quantitative Methods 3 credit hours. An introduction to quantitative methods used in physical and cultural geography, their significance and limitations. Open to majors only. Patton.

Geog 315. Geographic Research Materials. 3 credit hours. Introduction to library materials in the University of Oregon libraries which are applicable to the fields of geography and urban planning. The course also studies statistical sources for geographic research and studies alternative means of gaining information throughout a state. Not regularly offered.

Geog 370. Environmental Alteration. 3 credit hours. The human alteration of natural systems and the environment. The consequences of human activity at different times and places in regard to soils, atmosphere, vegetation, landforms, and water. Urquhart.

Geog 372. Geography of Energy. 3 credit hours. Nature and geographical distribution of energy resources, production, conversion and facilities, and consumption. Patterns of energy transportation. Energy use in different societies. Not offered 1981-82.

Geog 400. SEARCH. 1-3 credit hours.

Geog 401. Research. Credit hours and topics to be arranged.

Geog 405. Reading and Conference. Credit hours and topics to be arranged.

Geog 406. Field Studies. Credit hours and topics to be arranged.

Geog 407. Seminar. Credit hours to be arranged. The following seminar topics will be offered 1981-82. Enrollment in each is limited to fifteen undergraduate majors in geography. Maximum of 3 credit hours for each.

Geography of City Centers. Smith.
Environmental Studies. Urquhart.
Ethnic Geography of United States. Wixman.
Topics in Geography of Oregon. Searl.

Geog 408. Workshop. Credit hours to be arranged.

Geog 409. Supervised Tutoring. Credit hours to be arranged. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

Geog 410. Experimental Course. (G) 3 credit hours.

Geog 411. Advanced Cartography. (G) 3 credit hours. Advanced map construction, preparation of graphs and diagrams, and a final individual project. Loy.

Geog 433. Political Geography. (G) 3 credit hours. Global political patterns and variable resources; impact of boundaries on the landscape; voting distributions; and locations and consequences of differing jurisdictions. Patton.

Geog 434. Economic Geography. (G) 3 credit hours. Description and analysis of economic locations in different parts of the world. Smith. Not offered 1981-82.

Geog 435. Urban Geography. (G) 3 credit hours. 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. Prerequisite: upper-division or graduate standing. Smith.

Geog 436. Cultural Geography. (G) 3 credit hours. Growth of man's exploitation of his habitat. Origin and spread of ways of living. Prerequisite: Geog 103. Price.

Geog 437. Geographic Landscapes. (G) 3 credit hours. Concepts and examples of the cultural landscape. Prerequisite: Geog 103. Urquhart.

Geog 438. Geography of Languages. (G) 3 credit hours. The present distribution of languages in the world—who, where, and how many. Sketches the historical evolution of the present mosaic of linguistic patterns and discusses the significance of the distribution of other cultural phenomena to languages. Patton, Wixman.

Geog 439. Ethnic Geography. (G) 3 credit hours. The distribution, demographic characteristics, migration, and assimilation of ethnic groups. Multi-ethnic states, immigrant patterns, especially the United States and Canada, and governmental ethnic policies are emphasized. Offered alternate years.

Geog 461. The South American Tropics. (g) 3 credit hours. The Andes and the Amazon: an analysis of tropical highland and tropical lowland natural environments in terms of their settlement history and present use. Mrowka. Not offered 1981-82.

Geog 462. Southern South America. (g) 3 credit hours. An analysis of the natural environments of Argentina, Chile, Uruguay, and Paraguay, their settlement history and present land use. Mrowka. Not offered 1981-82.

Geog 463. Geography of Middle America. (g) 3 credit hours. Physical, historical, and cultural processes that have shaped the landscapes of Mexico, Central America, and the Caribbean Islands. Prerequisite: 6 credit hours of lower-division geography. Johannessen.

Geog 464. Geography of Western Europe. (g) 3 credit hours. Natural environments, cultural groups, and distinctive regional landscapes of western Europe. Patton.

Geog 465. Mediterranean Landscapes. (g) 3 credit hours. The Mediterranean environments. Imprints of cultural groups on the landscape. Geographic problems of the area. Prerequisite: 6 credit hours of lower-division geography. Not regularly offered.

Geog 466. Cultural Geography of Africa. (g) 3 credit hours. Study of African cultural landscape. Prerequisite: 6 credit hours of lower-division geography. Not regularly offered.

Geog 467. Eastern North America. (g) 3 credit hours. Growth of major regions from Atlantic colonies. Agriculture, industry, population, and metropolitan centers. Smith. Not offered 1981-82.

Geog 468. Western North America. (g) 3 credit hours. Areas of attraction and aversion. Their development into modern regions. Smith.

Geog 469. Ethno-Political Geography of the Soviet West. (G) 3 credit hours. Survey of the demographic, social, cultural, and political situation of ethnic groups in the Western Borderlands of the U.S.S.R. Wixman.

Geog 470. Ethno-Political Geography of the Soviet East. (G) 3 credit hours. Survey of the demographic, social, cultural, and political situation of ethnic groups in the Islamic regions of the U.S.S.R. Wixman. Not offered 1981-82.

Geog 482. Advanced Geomorphology. (G) 3 credit hours. A detailed examination of one of the principal land-forming processes, their characteristics in time and space, and the resulting landforms. Prerequisite: Geog 301 or consent of instructor. Mrowka.

Geog 483. Geography of Water Resources. (G) 3 credit hours. Human interactions with and impacts on the hydrologic system, with emphasis on the spatial and temporal character of these interactions. Mrowka. Offered alternate years. Not offered 1981-82.

Geog 484. Geographical Hydrology. (G) 3 credit hours. The geography of water, the spatial distribution of water, and the factors which control this distribution on a global and regional scale. Mrowka. Offered alternate years. Offered 1981-82.

Geog 487. World Regional Climatology. (G) 3 credit hours. Problems in climatic classification. Description and explanation of the distribution of climates on the surface of the earth. Prerequisite: Geog 302. Patton. Not offered 1981-82.

Geog 489. Advanced Biogeography. (G) 3 credit hours each term. 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. Johannessen. Prerequisite: Geog 303.

Graduate Courses

Geog 501. Research. Credit hours and topics to be arranged. A no-grade course.

Geog 502. Supervised College Teaching. Credit hours to be arranged. No-grade course.

Geog 503. Thesis. Credit hours to be arranged. No-grade course.

Geog 505. Reading and Conference. Credit hours and topics to be arranged.

Geog 506. Field Studies. Credit hours and topics to be arranged.

Geog 507. Seminar. 5 credit hours. The following topics are offered in graduate seminars for 1981-82.

Modern Developments in Geomorphology. Mrowka

Land Agriculture, and Urbanization in the Willamette Valley. Smith

Landscape Studies. Urquhart

Domestication of Plants and Animals. Johannessen

Geog 508. Workshop. Credit hours to be arranged.

Geog 509. Supervised Tutoring. Credit hours to be arranged.

Geog 510. Experimental Course. Credit hours to be arranged.

Geog 521. Advanced Urban Geography. 3 credit hours. Overview of the basic literature and current developments in urban geography. Not offered 1981-82.

Geog 522. Advanced Physical Geography. 3 credit hours. Overview of the basic literature and current developments in physical geography. Not offered 1981-82.

Geog 523. Advanced Cultural Geography. 3 credit hours. Overview of the basic literature and current developments in cultural geography. Research paper prepared for publication. Required of all first-year graduate students.

Geog 555. History of Geographic Thought. 3 credit hours. Development of concepts of the earth and of man's relation to it; ends and means of geographic study. Not regularly offered

Department of Geology

Faculty

Norman M. Savage, Ph.D., Department Head, Professor of Geology (Paleozoic paleontology and stratigraphy). B.Sc., Bristol, 1959; Ph.D., Sydney, 1968.

Brian H. Baker, Ph.D., Professor of Geology (structural geology and tectonics). B.Sc., Birmingham (England), 1949; Ph.D., University of East Africa, 1971.

Sam Boggs, Ph.D., Professor of Geology (sedimentation and sedimentary petrology). B.S., Kentucky, 1956; Ph.D., Colorado, 1964. On leave 1981-82.

Gordon G. Goles, Ph.D., Professor of Chemistry and Geology (geochemistry). A.B., Harvard, 1956; Ph.D., Chicago, 1961.

William T. Holser, Ph.D., Professor of Geology (mineralogy and geochemistry). B.S., 1942, M.S., 1946, California Institute of Technology; Ph.D., Columbia, 1950.

M. Allan Kays, Ph.D., Professor of Geology (metamorphic and igneous petrology). B.A., Southern Illinois, 1956; M.A., 1958, Ph.D., 1960, Washington University.

Alexander R. McBirney, Ph.D., Professor of Geology (igneous petrology, volcanology). B.S., U.S. Military Academy, West Point, 1946; Ph.D., California, Berkeley, 1961.

William N. Orr, Ph.D., Associate Professor of Geology (micropaleontology and biostratigraphy). B.S., Oklahoma, 1961; M.A., California, Riverside and Los Angeles, 1963; Ph.D., Michigan State, 1967.

Mark H. Reed, Ph.D., Assistant Professor of Geology (mineral deposits,

hydrothermal geochemistry) B.A., Carleton College, 1971; M.S., 1974, Ph.D., 1977, California, Berkeley.

Gregory J. Retallack, Ph.D., Assistant Professor of Geology (paleobotany, paleosols). B.A., 1973, MacQuarie (Australia); Ph.D., 1978, New England University (Australia).

Jack M. Rice, Ph.D., Assistant Professor of Geology (geochemistry and petrology). A.B., Dartmouth, 1970; M.S., 1972, Ph.D., 1975, Washington.

Harve S. Waff, Ph.D., Associate Professor of Geology (experimental geophysics at high pressures). B.S., William and Mary College, 1962; M.S., 1966, Ph.D., 1970, Oregon.

Daniel F. Weill, Ph.D., Professor of Geology (experimental petrology and geochemistry). B.A., Cornell, 1956; M.S., Illinois, 1958; Ph.D., California, Berkeley, 1962.

Courtesy Faculty

Arthur J. Boucot, Ph.D., Professor of Geology, Oregon State; A.B., 1948, Harvard College; A.M., 1949, Ph.D., 1953, Harvard.

Jane Gray, Ph.D., Professor of Biology; B.A., 1951, Radcliffe; Ph.D., 1958, California, Berkeley.

Allan B. Griggs, Ph.D., Research Geologist (Regional and Economic Geology), U.S. Geological Survey, retired. B.S., 1932, Oregon; Ph.D., 1952, Stanford.

Special Staff

Michael B. Shaffer, B.S., Research Assistant in Geology (Electron Beam Microanalyst). B.S., Oregon, 1978.

Undergraduate Studies

The undergraduate program of the Department of Geology is designed to provide an understanding of the materials of the earth and the processes that have shaped the earth and generated our surface environment and mineral and energy resources. Geology is a science that applies all the basic sciences—biology, chemistry, mathematics, and physics—to the understanding of earth processes in an 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, science (physics, chemistry, biology, or general science).

Transfers from two-year colleges should have completed the basic requirements listed below for lower-division students and as many as possible of the University requirements for undergraduates.

Students transferring to the Department of Geology following two years of college work elsewhere should have completed a year of general chemistry with laboratories, a year of general physics, and a year of calculus. If available to the student, a year of general geology with laboratories is also recommended.

Career Opportunities

Career opportunities for geologists are best for students holding advanced degrees. A wide variety of professional positions are open to students with M.S. degrees, including work in applied geology with petroleum and mining companies, consulting firms, and state and federal agencies. Geologists with Ph.D. 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. With a baccalaureate degree, persons can qualify for positions as laboratory technicians, field assistants, and limited professional positions as junior geologists.

Geology Curriculum

In the geology program, lower-division students are required to take General Geology (Geol 201, 202, 203, 4 credit hours each, recommended; but Geol 101, 102, 103, 4 credit hours each, plus Geol 104, 105, 106, 1 credit hour each, may be substituted); a year-course in Calculus (5 Mth 201, 202, 203, 4 credit hours each); General Chemistry (Ch 104, 105, 106, 3 credit hours each); Introductory Chemistry Laboratory (Ch 107, 2 credit hours); Introductory Analytical Chemistry (Ch 108, 109, 2 credit hours each); and General Physics (Ph 201, 202, 203, or 211, 212, 213, 4 credit hours each).

Upper-division students are required to take Mineralogy (Geol 325, 326, 327, 4 credit hours each); Structural Geology (Geol 391, 4 credit hours); Stratigraphy and Sedimentation (Geol 392, 4 credit hours); Field Geology (Geol 480, 9 credit hours); Scientific and

Technical Writing (Wr 320, 3 credit hours); either Economic Mineral Deposits (Geol 423, 3 credit hours) or Thermodynamic Geochemistry (Geol 461, 3 credit hours); and Petrology and Petrography (Geol 414, 415, 416, 5 credit hours each).

Depending on individual interests and plans for graduate study, students are expected to take additional courses outside of the department, for example, Classical Mechanics (Ph 324, 325, 326, 3 credit hours each); Physical Chemistry (Ch 441, 442, 443, 4 credit hours each); Fundamentals of Statistics (Mth 346, 3 credit hours); or Elements of Statistical Methods (Mth 425, 426, 427, 3 credit hours each) and Introduction to Differential Equations (Mth 461, 3 credit hours).

Students who anticipate employment with the U.S. Geological Survey or other governmental agencies are advised to also take Paleontology (Geol 431, 432) and Geomorphology (Geog 481).

Geology-Paleontology Curriculum

Lower-division students are required to take General Geology (Geol 201, 202, 203, 4 credit hours each, recommended; but Geol 101, 102, 103, 4 credit hours each, plus Geol 104, 105, 106, 1 credit hour each, may be substituted); College Algebra (Mth 101, 4 credit hours); Elementary Functions (Mth 102, 4 credit hours); Concepts of Statistics (Mth 346, 3 credit hours); General Chemistry (Ch 104, 105, 106, 3 credit hours each); Introductory Chemistry Laboratory (Ch 107, 2 credit hours); Introductory Analytical Chemistry (Ch 108, 109, 2 credit hours each); General Physics (Ph 201, 202, 203, 4 credit hours each); and a minimum of 15 hours of biology courses chosen from Bi 242, Bi 301-307, and Bi 413-495.

Upper division students are to take Mineralogy (Geol 325, 326, 327, 4 credit hours each), Paleontology (Geol 431, 432, 3 credit hours each); Stratigraphy and Sedimentation (Geol 392, 4 credit hours); Petrology and Petrography (Geol 414, 415, 416, 5 credit hours each); Field Geology (Geol 480, 9 credit hours); Scientific and Technical Writing (Wr 320, 3 credit hours); Structural Geology (Geol 391, 4 credit hours). Students electing this option should be aware that Organic Chemistry (Chem 331, 332, 333, 3 hours each) is prerequisite for most of the courses Bi 301-307 (3-5 credit hours each) which are in turn prerequisite for the majority of the courses Bi 413-495.

Grade Options and Standards

Geology undergraduates must take for grade (pass/no pass not acceptable) all geology courses required in their option for graduation. Required courses taken outside the geology department (e.g., mathematics, chemistry, physics, biology, scientific and technical writing) must also be taken for grade. All required courses must be completed with a grade of C or better (D grade not acceptable).

Secondary School Teaching

Students interested in teaching earth sciences in the public schools of Oregon may obtain certification in this field through a major in either geology or general science. Certification as a teacher of science in Oregon public junior or senior high schools requires satisfactory completion of a program of teacher education which includes subject matter preparation in the sciences and in professional education, plus the recommendation of the institution in which the preparation is completed. The Department of Geology offers work leading toward an Oregon teaching endorsement in specified science fields at the basic and standard certification levels, as determined by the Oregon Teacher Standards and Practices Commission. For specific information regarding certification or endorsement requirements for earth science, students should see the geology department adviser and the Office of Secondary Education in the College of Education.

Graduate Studies

The Department of Geology offers programs of graduate study leading to M.S., M.A., and 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 program requires two years for completion.

Admission to the graduate program is competitive and based on earlier academic records, scores on the Graduate Record Examination (including the Advanced Test in Geology), and letters of recommendation. Foreign students should also submit scores on the Test

of English as a Foreign Language (TOEFL). Applications are welcome from students in related fields such as physics, chemistry, and biology who have an interest in applying their background to the solution of geologic problems.

Advising responsibility to graduate students is met by assigning each student to a guidance committee consisting of three faculty members. This committee meets with the student shortly after he or she arrives on campus and as often thereafter as necessary for planning purposes. Once a Ph.D. student has been formally accepted into the Ph.D. program and has chosen a thesis adviser, the guidance committee is dissolved and is replaced with the student's advisory committee. The guidance committee for master's candidates remains in operation during the residence of the student.

Requirements

Incoming graduate students will be expected to have an undergraduate preparation approximately equivalent to that of the baccalaureate degree in geology at the University of Oregon. As one measure of background, applicants for admission will have been asked to submit results of the GRE Advanced Test in Geology. Where these results fall below the departmental standard (65 percentile) in any of the three areas, the student's guidance committee will work out with the student a course schedule designed to correct that deficiency.

The primary basis for this schedule will be a comparison of the student's undergraduate course record in the pertinent area of geology with the undergraduate requirements for geology majors at the University of Oregon, as indicated in this catalog. A second specific measure of background is training in field geology, which is not covered by the GRE Advanced Geology examinations; a deficiency in this area will generally be corrected by taking Geol 480 or an equivalent course. Course work taken to correct deficiencies may be on a pass/no pass 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 catalog. The department sets additional examination, course work, seminar, foreign language (Ph.D. and M.A.), and thesis requirements. Applicants

should write directly to the Department of Geology for details of these requirements.

Programs

Graduate study in the department can be pursued in one or more of four broad areas: mineralogy-petrology-geochemistry, stratigraphy-sedimentary petrology-paleontology, structure-geophysics, and economic geology. A recommended core program of courses is available in each area, but 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 faculty for comment.

Mineralogy-Petrology-Geochemistry

The department has excellent analytical and other research facilities for petrologic and geochemical studies, and the volcanic and metamorphic terranes of Oregon offer an unsurpassed natural laboratory for research and graduate instruction in the broad field of igneous and metamorphic processes.

Active research programs include field and analytical study of metamorphic rocks in the Cascades and Klamath Mountains; investigation of lunar samples; experimental and theoretical study of igneous silicate systems including phase equilibria, trace-element partitioning, and rheological properties; studies of igneous petrogenesis; geochemistry of isotopes and trace elements in evaporites and related rocks as clues to the chemical history of the oceans and atmosphere.

Stratigraphy-Sedimentary Petrology-Paleontology

The research interests of the faculty 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 Southeast Alaska, the San Juan Islands, the Klamath Mountains, and Northwest Europe; Cretaceous and Cenozoic foraminifera, and Cenozoic diatoms and silicoflagellates. Opportunities for research in palynology are also available through cooperation with the Department of Biology.

Structure-Geophysics

Previous specialized research programs in these areas have included studies of the structural evolution of the Kenya rift valley and gravity and magnetic surveys in the Oregon High Cascades.

With the recent arrival of a geophysicist, several new research projects are underway. These include laboratory and theoretical studies pertaining to the nature of partial melts existing within the mantle and crust and to the distribution of active volcanism in the ocean basins; experimental and theoretical studies of the molecular structure of silicate melts; experimental studies of the physical properties of silicate melts under high pressures and their bearing on magma mobilization processes; and interpretation of electromagnetic induction profiles in terms of the distribution of partially molten zones within the mantle.

Economic Geology (Mineral Deposits)

The department has offered undergraduate instruction in economic geology for many years but has not previously had a graduate program in this field. However, a mineral deposits geologist with broad industry experience has now been added to the faculty, and a graduate program in economic geology is offered in conjunction with existing faculty who have research interests in related fields such as petrology, geochemistry, structural geology, geophysics, stratigraphy, and petroleum geology.

Related Research Activities

The Center for Volcanology consists of an informal, voluntary group of departmental faculty 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.

A departmental research committee promotes research in the earth sciences in general by seeking financial and technical support for faculty and students actively engaged in research projects.

The Condon Museum of Geology, housed in a building adjacent to the geology department, contains an extensive collection of vertebrate fossils, as well as a smaller collection of invertebrate fossils, paleobotanical specimens, and recent vertebrates which are

available to interested researchers. The museum has its own laboratory facilities for preparation and study of its fossil specimens.

Research Facilities

A variety of analytical facilities and equipment are available to students, including an electron microprobe, a scanning electron microscope, and facilities for neutron activation analysis, x-ray fluorescence, x-ray diffraction, atomic absorption and emission, and wet-chemical analysis. Equipment is also available for optical measurements from the far infrared and radio frequencies. In addition, piston-cylinder apparatus with pressure-temperature capability to 60 kilobars and 1500°C is available for studying crystalline, partially molten, and molten silicates under mantle-like conditions. Other equipment measures acoustic velocity, thermal conductivity, and viscosity in melts of rocks at high temperatures.

An experimental petrology laboratory covers a wide range of crustal temperatures and pressures and includes equipment for doing experiments under controlled atmospheres.

The sedimentological and paleontological laboratories have, in addition to standard laboratory equipment, an electronic particle-size analyzer, an x-radiography unit, photo-microscopes, a Leitz Aristophot unit, a fully maintained catalog of Foraminifera, 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 whose research is supported by grant funds. Current sponsors of grant-funded research include the National Science Foundation, NASA, and the Oregon State Department of Geology and Mineral Industries.

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.

Courses Offered

Undergraduate Courses

Geol 101. General Geology: The Face of the Earth. 4 credit hours. A general introduction to the earth as an evolving planet with emphasis on the earth's surface materials and processes. Topics include rocks and minerals, the building blocks of the earth; the geologic time scale; the earth's surface processes, weathering, erosion, sedimentation; and the earth's surface features, groundwater, streams, glaciers, deserts, oceans. Three lectures and one demonstration/discussion section per week and one optional field trip per term (for which there is a transportation charge). The complementary laboratory course (Geol 104) is recommended, but not required.

Geol 102. General Geology: The Earth's Dynamic Interior. 4 credit hours. Continuation of General Geology (Geol 101) with emphasis on internal processes and forces: the earth's internal heat engine; igneous rocks; volcanism; metamorphism; earthquakes and the earth's internal structure; gravity; geomagnetism; plate tectonics; geology of planets; resources of matter and energy. Three lectures and one demonstration/discussion section per week and one optional field trip per term (for which there is a transportation charge). Geol 101 is recommended as background but not required. The complementary laboratory course (Geol 105) is also recommended, but not required.

Geol 103. General Geology: Earth History. 4 credit hours. Evolution of the major features of the earth's surface and the development of life on earth. Topics include origin of continents and ocean basins and the history of mountain belts as related to sea-floor spreading and plate tectonics; the origin of life forms on earth and the relationship of evolution of life forms to the physical evolution of the earth; lunar origins and early development. Three lectures and one demonstration/discussion section per week and one optional field trip per term (for which there is a transportation charge). Geol 101 and 102 recommended as background, but not required. The complementary laboratory course (Geol 106) is also recommended but not required. Staff.

Geol 104, 105, 106. General Geology Laboratory. 1 credit hour each term. Laboratory studies recommended to supplement and complement the correlative parts of Geol 101, 102, 103. Identification and properties of minerals and rocks, how to read topographic and geologic maps and use aerial photographs, reproduction of geological processes by model studies, fossils as evidence of evolutionary processes. One two-hour session per week. Previous or concurrent registration in corresponding lecture course in Geol 101, 102, 103 is required. Staff.

Geol 199. Special Studies. 1-3 credit hours. Studies of special geologic topics that will combine background lectures with guided field trips to areas of particular geologic interest. Open to students in any field. Staff.

Geol 201, 202, 203. General Geology. 4 credit hours each term. An introductory course in geology that 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. Three lectures, one two-hour laboratory; optional weekend field trips in Geol 201, 202; required field trip in Geol 203 (transportation charge).

Geol 291. Rocks and Minerals. 3 credit hours. Common minerals and rocks; origin, and properties of precious, semiprecious and ornamental stones; economically important rocks and minerals. A course for nonmajors that does not require previous work in geology. Two lectures; one three-hour laboratory period. Prerequisite: chemistry at high-school level. Kays.

Geol 292. Volcanoes and Earthquakes. 3 credit hours. An elementary course for the general student as well as for majors in geology, designed to give the student an understanding of the forces and manifestations of volcanism and seismic activity. Emphasis on practical aspects, including the hazards of living in regions of strong earthquake activity, potentialities of geothermal resources, and the role of volcanism in forming the landscape of Oregon. Open to students in any field. Two lectures, one Saturday or Sunday field trip (transportation charge). Baker, Waff.

Geol 293. Mountains and Glaciers. 3 credit hours. An introduction to the nature and origins of alpine and andean mountain ranges and the types of glaciers that shape their topography. Deals with the geologic processes of crustal deformation, volcanism, and the causes of glacial episodes. Three lectures per week. No prerequisites. McBirney.

Geol 301. Fossils and the Origin of Life. 3 credit hours. Origins of the earth and solar system; a model for the origin of life in the Precambrian; Precambrian fossil evidence; evolution of plants and invertebrate animals. Intended for juniors and seniors majoring in areas other than geology. Savage.

Geol 302. Fossil Dinosaurs and Lower Vertebrates. 3 credit hours. The evolution of fish, amphibians, reptiles, and dinosaurs; discussion of evolution, migrations, and extinctions of the lower vertebrates. Intended for juniors and seniors majoring in areas other than geology. Savage.

Geol 303. Fossil Mammals. 3 credit hours. Appearance of the early mammals and their subsequent history; comparative morphology of mammals; discussion of evolution, migrations, and extinctions of the mammals. Intended for juniors and seniors majoring in areas other than geology. Orr.

Geol 311. Lithology. 3 credit hours. The origin, occurrence, and classification of rock types. Laboratory examination and classification of rocks in hand specimens. Two lectures, one laboratory. Prerequisite: Geol 326. Kays.

Geol 321. Mineral Resources and the Environment. 3 credit hours. The physical aspects of man's relation to his environment: sources, limits and hazards of resources of fossil fuels, nuclear energy, metals and nonmetals; and geological hazards. The scientific principles that underlie these central problems, and that are the basis for future planning, will be presented. Open to students in any field. Winter term. The complementary course Bi 370, The Human Environment, considers the biological and social aspects of man's environment. Three lectures (brief discussions welcomed during lectures), term projects. Goles.

Geol 325, 326, 327. Mineralogy. 4 credit hours each term. A general introduction to the minerals that constitute the common rocks and ore deposits: description, determination, and occurrence. Geol 325: crystal structure, symmetry, physical and chemical properties of minerals, X-ray powder diffraction; Geol 326: optical crystallography, polarizing microscope, description, identification, and occurrence of nonsilicate minerals; Geol 327: description, identification, and occurrence of silicate minerals. Two lectures, two labora-

tories. Prerequisite: Ch 104, 105, 106; Ch 107, 108, 109; Geol 201, 202, or 101, 102, high school trigonometry, or Mth 115 or Mth 102. Holser.

Geol 352. Geology of Oregon. 3 credit hours. Lectures, assigned reading, and field trips, to acquaint the student with some of the salient features of the geology of the state. Open to students in any field. Two lectures, two field trips (for which there is a transportation charge).

Geol 353. Oceanography. 3 credit hours. An introduction to the physical, chemical, and biological processes of the world's oceans. Emphasis on the history and geology of the ocean basins. Special section on ocean pollution, ecology and law. Open to students in any field. Two lectures, demonstration/discussion section. Orr.

Geol 354. Geology of the Moon and Planets. 3 credit hours. An introduction to the results of recent exploration of the lunar surface and of observations of the planets; inferences from the studies of meteorites; relations to the early history of the earth. Open to students in any field. Three lectures. Goles.

Geol 380. Geologic Field Methods. 3 credit hours. Introduction to geologic field methods. Use of Brunton compass, plane table and alidade, altimeters; elementary topographic mapping; field mapping of selected areas using base maps and aerial photographs; techniques for measuring stratigraphic sections. One hour of lecture and four hours of field work (Saturday) each week. Prerequisites: Geol 201, 202, 203 (or Geol 101 through 106), Geol 391, 392.

Geol 391. Structural Geology. 4 credit hours. Description, classification and origin of major and minor geologic structures; mechanics of rock deformation; use of stereographic projection in structural analysis; exercises on geologic maps and sections. Three lectures, one laboratory. Prerequisite: Geol 101, 102, 104, 105, or 201, 202. Baker.

Geol 392. Stratigraphy and Sedimentation. 4 credit hours. A general introduction to stratified rocks and the utility of integrating sedimentologic, paleontologic, and geochemical evidence to effect correlations and reconstruct paleoenvironments. Topics explored include the textural and mineralogical properties and field relationships of sedimentary rocks, concepts of physical stratigraphy and biostratigraphy, and modern and ancient depositional, sedimentary environments. Three lectures and one two-hour laboratory per week, one Saturday or Sunday field trip required (for which a transportation fee is charged). Prerequisites: Geol 201, 202, 203, or Geol 101, 102, 203.

Geol 401. Research. Credit hours to be arranged. A no-grade course.

Geol 405. Reading and Conference. Credit hours to be arranged. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

Geol 407. Seminar. (G) Credit hours to be arranged.

Geol 409. Practicum. (G) Credit hours to be arranged. Approval of department head required.

Geol 410. Experimental Course. (G) Credit hours to be arranged.

Geol 412. Written and Spoken Exposition of Geology. 1 credit hour. Practice in the

organization, preparation, and presentation of geological reports. Staff.

Geol 414, 415, 416. Petrology and Petrography. (G) 5 credit hours each term. Origins, occurrences, and classifications of rocks. Laboratory work in both megascopic and microscopic examination of rocks. Geol 414: igneous rocks; Geol 415: metamorphic rocks; Geol 416: sedimentary rocks. Three lectures, two laboratories. Prerequisites: Ph 201, 202, 203; Geol 325, 326, 327.

Geol 417. Electron Beam Analysis in Mineralogy and Petrology. (G) 4 credit hours. Theory and application of electron probe microanalysis and electron scanning microscopy in the analysis of minerals and rocks. Systematic description of instrumental functions and beam-sample interactions. Correction procedures for quantitative X-ray analysis according to Bence-Albee-Ray method and ZAF theoretical approach. Three hours of lecture and one laboratory. Prerequisite: Geol 325, 326, 327 and first-year physics or consent of the instructor. Weill. Offered alternate years. Not offered 1981-82.

Geol 421. Engineering Geology. (G) 3 credit hours. The application of geology to engineering problems, especially those related to landslides, foundations, dams, and tunnels. Three lectures; field trips. Prerequisite: Geol 325, 326, 327. Staff. Offered infrequently. Not offered 1981-82.

Geol 422. Petroleum Geology. (G) 3 credit hours. An introduction to the geology of petroleum deposits. Intended for geology majors but open to students in any field who have the necessary geology background. Topics covered include the importance of petroleum as an energy source; occurrence, distribution, and reserves; chemical and physical properties of petroleum and the geologic framework of petroleum entrapment and accumulation; origin and migration; exploration and drilling techniques; petroleum and global tectonics. Three lectures. Prerequisite: Geol 391, 392. Boggs. Offered alternate years. Not offered 1981-82.

Geol 423. Economic Mineral Deposits. (G) 4 credit hours. Survey of major metallic ore deposit types, including magmatic segregation, porphyry copper-molybdenum, hydrothermal veins, massive sulfides in volcanic rocks, and base and precious metals in sedimentary rocks; deposits and their geologic and tectonic settings, chemical processes of ore and alteration and mineral deposition, and constraints on deposit genesis. Readings from the current literature. Specimen suites from numerous mining districts studied in laboratory. Prerequisite: Geol 325, 326, 327; Geol 414. Reed.

Geol 425, 426. Properties of Crystals. (G) 3 credit hours each term. Continuing beyond elementary mineralogy, applying modern theory to explain physical properties of minerals in order to apply them to problems in petrology, geochemistry, and geophysics. Geol 425: packing and framework structures, crystal defects and dislocations, symmetry of points, lattices, space groups, and physical properties. Geol 426: general relations of physical properties in crystals and in rock textures, electrical and magnetic properties, optical and dielectric properties, thermal properties, elasticity, deformation of crystals, crystal growth. Three lectures. Prerequisite: Geol 325, 326, 327, or one year of college chemistry. Holser. Given in alternate years. Geol 425 offered 1981-82.

Geol 428. Materials and Processes of Ceramics. (g) 3 credit hours. Clays are studied as components of the geological land-

scape, the rock cycle, and geochemistry. Their composition and structure are explained as a basis for important properties: clay-water colloidal interactions in wetting and drying, firing reactions in the clay body, glass formation, crystal growth, thermal expansion and glaze fit. The course is designed for art majors without science background. Two lecture/discussion meetings each week; two half-day field trips. Holser Given in alternate years. Not offered 1981-82.

Geol 431, 432. Paleontology. (G) 3 credit hours each term. Geol 431: biostratigraphy, evolution, and paleoecology of invertebrates; systematic consideration of invertebrates with emphasis on groups abundant in the Paleozoic. Geol 432: systematic consideration of invertebrates with emphasis on groups abundant in the Mesozoic and Cenozoic. Two lectures, one laboratory. Prerequisite: Geol 103 or Geol 203. Orr, Savage.

Geol 451. Pacific Coast Geology. (G) 3 credit hours. The general geology of the west coast of the United States and Canada from Alaska to southern California; special problems of the region. Two lectures and two field trips (for which there is a transportation charge). Prerequisite: Geol 392; senior or graduate standing. Staff. Given in alternate years. Not offered 1981-82.

Geol 461. Thermodynamic Geochemistry. (G) 3 credit hours. An introduction to the basic concepts of thermodynamics as applied in mineralogy, petrology, and geochemistry. Recommended for students wanting an introduction to classical chemical thermodynamics and wanting to become familiar with its geological applications. Gibbs free energy and its temperature, pressure and composition derivatives; fugacity; activity; chemical potential; solutions, ideal and nonideal; phase equilibria under the physicochemical conditions in the earth; thermodynamic basis for phase equilibrium diagrams. Prerequisite: Geol 325, one year of college chemistry, elementary calculus, or consent of the instructor. Weill.

Geol 462. Tectonics. (G) 3 credit hours. Large-scale processes of orogeny, sea-floor spreading and plate tectonics with emphasis on current research. Three lectures. Prerequisite: Geol 391, 392, or consent of instructor. Baker. Offered alternate years. Not offered 1981-82.

Geol 463. General Geophysics and Planology. (G) 3 credit hours. Physics of the earth: origin and composition of the earth, elasticity and seismic waves, gravity and isostasy, body-wave seismology, surface waves, lateral variations in the crust and mantle, geomagnetism, heat flow, plate tectonics and convection. Prerequisite: one year of calculus and physics, or consent of instructor. Waff. Offered 1981-82 and alternate years.

Geol 464. Exploration Geophysics. (G) 4 credit hours. Theory and application of geophysical methods used in geologic mapping and resource exploration. Gravity and magnetic surveys and their interpretation; exploration seismology; electrical and electromagnetic methods; radioactivity surveys; remote sensing. Lectures and laboratory or field exercises. Prerequisite: one year of calculus and physics; Geol 391, Geol 463, or consent of instructor. Waff. Offered alternate years. Not offered 1981-82.

Geol 470. Geochemistry. (G) 3 credit hours. Introduction to applications of chemical principles to geologic systems and processes. Mathematics and analytical techniques of geochemistry; elements, isotopes, cosmic

abundances; brief summary of lunar and planetary geochemistry; review of thermodynamics; geochemical features of igneous, metamorphic, and sedimentary rocks, of ores, of the ocean and other natural waters, and of organic matter and the atmosphere; applications of stable and radiogenic isotopes. Three lectures. Prerequisite: Geol 325, 326, 327; or Ch 441, 442, 443; or consent of instructor. Goles.

Geol 473. Photogeology. (G) 3 credit hours. Geologic interpretation of air photographs, including simple photogrammetry, methods of photogeologic mapping, use of stereometers, introduction to remote sensing. Laboratory exercises in a variety of problems of photogeologic interpretation. Lectures and laboratories. Prerequisite: Geol 201, 202, or 101, 102. Geol 391, 392. Baker. Offered 1981-82 and alternate years.

Graduate Courses

Geol 501. Research. Credit hours to be arranged. A no-grade course.

Geol 503. Thesis. Credit hours to be arranged. A no-grade course.

Geol 505. Reading and Conference. Credit hours to be arranged. A no-grade course.

Geol 506. Field Studies. Credit hours to be arranged. Geologic field work principally in connection with graduate theses. Emphasis on individual problems. Prerequisite: graduate standing, consent of thesis adviser. A no-grade course.

Geol 507. Seminar. Credit hours to be arranged.

Geol 509. Practicum. (G) Credit hours to be arranged. Approval of department head required.

Geol 510. Experimental Course. Credit hours to be arranged.

Geol 511. Advanced Microscopy and Instrumentation. 4 credit hours. Methods of studying rocks and minerals by conventional laboratory techniques. Emphasis placed on optical and x-ray methods. During the course, students carry out a detailed study of all the mineral phases in a course-grained igneous rock and evaluate the relative merits of different techniques. Prerequisite: Geol 414, 415, 416. McBirney. Offered 1981-82 and alternate years.

Geol 514. Advanced Metamorphic Petrology. 4 credit hours. The origin and genetic relations of metamorphic rocks emphasizing especially factors and processes involved in metamorphic recrystallization, and study of well-defined equilibria for a range of metamorphic conditions; microscopic examination of rock suites selected for study of petrologic principles and problems. Two lectures; two laboratories. Prerequisite: Geol 415. Kays. Offered 1981-82 and alternate years.

Geol 515. Advanced Igneous Petrology I. 3 credit hours. Igneous rocks of differentiated basic intrusions and the oceans. Course content varies each year according to current research interests. Selected rock suites are examined microscopically. Lectures and laboratories. Prerequisite: Geol 414, 461 or equivalent. McBirney. Offered alternate years. Not offered 1981-82.

Geol 516. Advanced Igneous Petrology II. 3 credit hours. Orogenic igneous rocks, including calc-alkaline series, granites, and rocks of the stable continental interior. Course content varies each year according to current

research interests. Selected rock suites are examined microscopically. Two lectures and one laboratory each week. Prerequisite: Geol 414, 461 or equivalent. McBirney. Offered 1981-82 and alternate years.

Geol 520. Advanced Economic Geology. 3 credit hours. Investigation of hypotheses of origin of mineral deposits; geochemistry of hydrothermal and sedimentary deposits of precious and base metals. Students report on the chemistry and geology of ore-forming environments. Prerequisite: Geol 423. Reed. Offered alternate years. Not offered 1981-82.

Geol 523. Petrology of Detrital Rocks. 3 credit hours. Examination and interpretation of detrital sedimentary rocks, with emphasis on sandstones. Lectures deal with the processes that control the composition, texture, and structure of detrital rocks and include aspects of provenance, transportation, deposition and diagenesis. Laboratory work emphasizes use of the petrographic microscope and techniques for textural analysis. Two lectures and one laboratory each week. Prerequisite: Geol 392, 416, one term of statistics, or consent of instructor. Boggs. Offered alternate years. Not offered 1981-82.

Geol 524. Petrology of Carbonate Rocks. 3 credit hours. Study of the origin, composition, texture, and diagenesis of carbonate sedimentary rocks. Lectures emphasize the processes that control deposition and diagenetic alteration of limestones and include discussion of carbonate geochemistry. Laboratory work emphasizes petrographic microscope examination of mineral composition and texture of limestones and dolomites and interpretation of these rock properties. Two lectures and one laboratory period each week. Prerequisite: Geol 392, 416. Boggs. Offered alternate years. Not offered 1981-82.

Geol 525. Stratigraphy of North America. 3 credit hours. Stratigraphic framework of the United States and neighboring countries. Three lectures. Prerequisite: Geol 392. Staff. Offered alternate years. Not offered 1981-82.

Geol 526. Global Stratigraphy. 3 credit hours. An examination of the major stratigraphic events of geologic history from the Precambrian to the present. Possible relationships between orogenesis, continental drift, plate tectonics, geosyncline formation, marine transgression and regression, and climatic variation are discussed. The stratigraphic record in different parts of the world is examined in an attempt to form a global picture of these events. The major paleontologic changes are described and problems of evolutionary outbursts, extinction, faunal provinces, and migration are considered. Three lectures. Registration limited to seniors and graduate students. Savage. Offered alternate years. Not offered 1981-82.

Geol 531, 532. Advanced Paleontology. 3 credit hours each term. Applied problems in paleontology, principles of taxonomy. Problems and theory of biostratigraphy, manuscript preparation. Collection, preparation, and scientific illustration of fossil specimens. Survey of classical paleontological literature, readings on specific problems in paleontology, problems in ecology and paleoecology. Two lectures, one laboratory; field trips to collecting localities. Given in alternate years; Geol 531 offered 1981-82. Savage.

Geol 533. Micropaleontology. 3 credit hour. Survey of all major plant and animal microfossil groups. 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. Literature survey, field trips to collect microfossils. One lecture, two laboratory periods. Prerequisite: Geol 103, or 203. Orr. Offered 1981-82 and alternate years.

Geol 541. Archaeological Geology. 3 credit hours. Application of geology to the practices of archaeology. A review of the essential principles of mineralogy, petrology, and stratigraphy is followed by topical discussions of the various applications of geologic methods to archaeological investigation: petrologic examination of the materials of stone-tool industries, characterization and tracing of stone implements, geological stratigraphy, physical techniques of dating materials and deposits, alluvial deposits and stream terraces, interpretation of sediments, soils, stone resources, and environmental geology at archaeological sites. Intended for majors in archaeology. Lectures and laboratories. Prerequisite: graduate standing and consent of instructor; previous course work in a physical science recommended. Goles. Offered infrequently. Not offered 1981-82.

Geol 561. Advanced Geochemistry I. 3 credit hours. Alternates between discussions of cosmochemistry (origin of elements and the solar system, geochemistry and origin of meteorites, lunar geochemistry, available information on geochemistry of planets other than the earth and moon) and discussions of special topics closely related to the terrestrial research interests of the instructor (e.g., geochemistry of the Skaergaard intrusion, or origins of rocks of intercontinental rift zones, or applications of trace element geochemistry to problems of igneous petrogenesis in a more general sense.) Prerequisite: Ch 442 or Geol 461 or consent of instructor. Goles. Offered alternate years. Offered 1981-82.

Geol 562. Advanced Geochemistry II. 3 credit hours. Advanced topics in geochemistry and petrology; physical and thermodynamic properties of silicate melts, rock-forming minerals, and hydrothermal fluids; excess mixing functions, geothermometry, geobarometry. Prerequisite: Geol 414, 415, 416 or consent of instructor. Weill.

Geol 563. Advanced Geochemistry III. 3 credit hours. Advanced topics in low temperature and stable isotope geochemistry. The exogenic cycles of the elements; history of the ocean and atmosphere. Three lectures. Prerequisite: Geol 461 or consent of instructor. Holser. Not offered 1981-82.

Geol 571, 572, 573. Geophysics. 3 credit hours each term. Selected topics in geophysics. Given in alternate years with subject matter to be selected by the instructor (previous topics have included seismology and dynamics of the upper mantle); Lectures. Prerequisite: consent of instructor. Waff. Geol 571 offered 1981-82.

Geol 591. Advanced Structural Geology. 3 credit hours. Selected topics in structural geology and tectonics: theory of rock fracture; structural effects of pore fluids and magma bodies; structures of volcanic complexes and of volcanic fields and the influence of stresses; Cenozoic tectonics and volcanism of selected regions. Prerequisite: Geol 391. Baker. Offered alternate years. Not offered 1981-82.

Geol 592. Volcanology. 2 credit hours. The products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes. Two lectures. McBirney. Offered alternate years. Not offered 1981-82.



Geology Courses Offered Only in Summer Session

Geol 408. Workshop. (g) Credit hours to be arranged.

Geol 409. Practicum. (G) Credit hours to be arranged. Approval of department head required.

Geol 455. Studies in Physical Geology. (g) 3 credit hours. Topics include earth materials, geologic processes, and landform development. Classwork is supplemented with field trips. The course is not meant to satisfy course requirements in graduate degrees in science. Prerequisite: upper-division standing. Staff. Offered infrequently.

Geol 456. Regional Geology of North America. (g) 3 credit hours. A regional approach to the study of North American geology, rock units, structures, landforms, and geologic history. Field trips supplement classroom work. Survey course not meant to satisfy course requirements in graduate degrees in science; prerequisite: upper-division standing. Field trips on weekends; choice of several. Offered infrequently.

Geol 480. Field Geology. 9 credit hours. Geological field work in selected parts of Oregon, emphasizing mapping at several scales in sedimentary, igneous, and metamorphic terrains. Projects include mapping on topographic and airphoto bases, and plane table-alidade methods. Meets in the field for six weeks immediately after spring term. Prerequisite: Geol 201, 202, 203, or 101 through 106; Geol 391, 392; a course in mineralogy and lithology recommended. Baker, Kays.

Geol 509. Practicum. (G) Credit hours to be arranged. Approval of department head required.

Department of Germanic Languages and Literatures

Faculty

Peter B. Gontrum, Ph.D., Department Head, Professor of German (20th-century literature, poetry). A.B., Haverford, 1954; M.A., Princeton, 1956; Ph.D., Munich, 1958.

Edward Diller, D.M.L., Professor of German (20th-century literature). B.A., California, Los Angeles, 1953; M.A., Los Angeles State, 1954; D.M.L., Middlebury, 1961.

Walther L. Hahn, Ph.D., Professor of German (romanticism, 19th-century novel and *Novelle*). Dip., Teachers College, Berlin, 1949; M.A., Rice, 1954; Ph.D., Texas, 1956.

Wolfgang A. Leppmann, Ph.D., Professor of German (Goethe and 18th-century literature). B.A., 1948, M.A., 1949, McGill; Ph.D., Princeton, 1952.

Beth E. Maveety, Ph.D., Assistant Professor (teacher training and German literature). B.A., 1937, M.A., 1966, San Jose State; Ph.D., Oregon, 1969.

James R. McWilliams, Ph.D., Associate Professor of German (19th- and 20th-century literature). B.A., 1951, M.A., 1957, Ph.D., 1963, California.

Thomas R. Nadar, Ph.D., Visiting Assistant Professor of German (German language and area studies). B.A., Notre Dame, 1967, M.A., 1968, Ph.D., 1974, Michigan.

Roger A. Nicholls, Ph.D., Professor of German (drama, 19th-century literature). B.A., Oxford, 1949; Ph.D., California, 1953.

Helmuth R. Plant, Ph.D., Associate Professor of German (Germanic philology, paleography). B.A., Fairmont, 1957; M.A., 1961, Ph.D., 1964, Cincinnati.

Ingrid A. Weatherhead, M.A., Instructor in Scandinavian (Norwegian). B.A., 1950, M.A., 1951, Puget Sound.

Jean M. Woods, Ph.D., Associate Professor of German (16th-century, baroque, and 18th-century literature). B.A., Wellesley, 1948; M.A., 1965, Ph.D., 1968, Oregon.

Virpi Zuck, Ph.D., Associate Professor (Scandinavian literature). B.A., 1964, M.A., 1965, University of Helsinki; Ph.D., 1977, Wisconsin.

Undergraduate Studies

The Department of Germanic Languages and Literatures offers three programs leading to the B.A. degree in German: German language and literature; German area studies; and German and Scandinavian. All three programs require 45 credit hours (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 103, Ger 122, or Ger 216.)

Career Opportunities

A baccalaureate degree in Germanic in Languages and Literature or in German and Scandinavian 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 upon a student with a degree in the field of language and literature. Recent graduates of the department have had considerable success in entering such schools as law and business.

German Program Requirements

German Language and Literature

(1) 18 hours of upper-division German language courses, of which 3 hours must be on the 400 level.

(2) 27 hours of German literature courses, to include Ger 324, 325, 326 and 6 hours on the 400 level.

German Area Studies

(1) 18 hours of upper-division German language courses, of which 6 hours must be on the 400 level.

(2) 27 hours distributed as follows:
(a) 9 hours of upper-division German literature courses;
(b) 9 hours of German culture and civilization courses.

Note: 3 hours in either 2(a) or 2(b) must be on the 400 level.

(c) 9 hours chosen from appropriate courses in other departments. Examples of such courses follow:
Hst 432. German Reformation.
Hst 436 and 437. History of Germany.
Hst 438. Germany in the 20th Century.

Hst 440. Nietzsche to Freud.
Phl 423. Leibniz.
Phl 429 and 430. Kant.
Mus 451. Music of Bach and Handel.
Mus 452. The Classic Symphony and Sonata (Haydn, Mozart, Beethoven).
PS 336. Political Systems of Postwar Germany.

Other appropriate courses may be used to fulfill this requirement, subject to the approval of the undergraduate adviser.

German and Scandinavian

- (1) 27 hours of one Scandinavian language.
- (2) 6 hours of a second Scandinavian language.
- (3) 12 hours of upper-division German language or literature courses.

Additional Information

The Department of Germanic Languages and Literatures has no particular requirements for high school students beginning the language *but urges them to acquire a strong background in English grammar.*

Except in very unusual cases, the department will not accept a grade of D in any course counted towards fulfilling requirements for a major in German or German and Scandinavian.

Undergraduate students preparing for graduate work in German are advised to begin a second foreign language, and to take related courses in either English or other European literature or both, or in philosophy or history.

To gain a Bachelor of Arts with Honors, a student must maintain a 3.50 grade point average and write an honors essay or thesis approved by the department honors committee for 3 credit hours.

Undergraduate majors planning to teach English in Germany are advised to take Applied German Phonetics (Ger 498) and English grammar courses.

Study Abroad

Germany and Austria

The department encourages students in German to spend a year at the German Study Center in Stuttgart and Tübingen and to participate in the Oregon Summer Study programs in Austria and Germany, both operated by the Oregon State System of Higher Education. For further information students should consult the respective

departmental representatives, James McWilliams and Helmut Plant.

All students majoring or minoring in Germanic Languages and Literatures must consult with James McWilliams or Helmut Plant about their proposed courses of study in the Stuttgart-Tübingen program before they begin their year abroad.

All German majors are required to complete 9 hours of 400-level course work on the Eugene campus: 6 hours of literature and 3 hours of language for students taking Program I (German Language and Literature); 9 hours of language or literature for students taking Program II (German Area Studies).

Students may petition the Germanic languages and literatures department for exceptions to the above.

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 which includes subject matter preparation in the teaching specialty and in professional education, plus 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 endorsement, students should consult the departmental endorsement adviser for teacher education, Beth Maveety, and the Office of Secondary Education in the College of Education.

To be recommended for certification as a teacher of German, students must satisfy departmental requirements of a minimum of 45 hours in language and literature beyond the second-year level or proven proficiency in the language, and complete the state-approved professional education program, including secondary methods (CI 495), and the department's requirement for Applied Linguistics (Ger 407). To receive departmental approval for student teaching, these requirements must be completed satisfactorily; the student must also attain a 250-percentile rating in the MLA language proficiency test.

The department recommends that, when possible, students should complete the five-year program for standard certification before beginning to teach,

and 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 and Doctor of Philosophy in Germanic languages and literatures. For the master's degree in German, work in German literature is offered, which may be supplemented by courses in Germanic philology (Middle High German, History of the German Language, and others). The doctoral program may be centered on literature or on philology as the student prefers, but not on one to the exclusion of the other. Potential candidates should consult Jean Woods for information about institutional and departmental requirements. Applicants are encouraged to provide GRE test scores.

In addition to the regular Master of Arts degree, the department offers programs in German for a Master of Arts degree in teaching. The program provides the secondary school teacher with an opportunity to study literature at the graduate level, to achieve competence in the written and spoken language, and to study and practice methods of presenting classroom material. The program in German offers the student the option of an eight-week summer course in Germany to be completed immediately after the nine-month session at the University. Alternative courses will be available during the regular University summer session for students who cannot travel abroad. The program also fulfills the Oregon requirements for the standard secondary teaching certificate.

Courses Offered

German Undergraduate Courses

Lower-Division Language Courses

Ger 50, 51, 52. First-Year German. 4 credit hours each term. Designed to provide a thorough grammatical foundation and an elementary reading knowledge of German, as well as an understanding of the spoken language. McWilliams, staff.

Ger 53, 54. First-Year German. 6 credit hours each term, winter and spring. A two-term sequence covering the work of Ger 50, 51, 52. For students who wish to begin German in the winter term.

Ger 55, 56, 57. First-Year German "GUTEN TAG": Speaking. 2 credit hours each term. Three-term sequence. Audiovisual first-year German course based on film series *Guten Tag* and incorporating the use of tapes, movies, slides, and small conversation groups. To complete the 4-credit hour foreign language requirement for the B.A. degree, students may

in addition take the two-hour first-year German *Guten Tag*: Reading course (Ger 80, 81, 82), below. Students enrolled in First-Year German (Ger 50, 51, 52) may take *Guten Tag*: Speaking (Ger 55, 56, 57) to supplement their studies, but may not enroll in the *Guten Tag*: Reading section (Ger 80, 81, 82) for credit.

Ger 80, 81, 82. First-Year German "GUTEN TAG": Reading. 2 credit hours each term. Three-term sequence. Reading and grammar section to accompany first-year German *Guten Tag*: Speaking (Ger 55, 56, 57) above. Students enrolled in Ger 55 above may take this course to meet the 4-credit hour foreign language requirement for the B.A. degree. Not open for credit to students in First-Year German (Ger 50, 51, 52).

Ger 101, 102, 103. Second-Year German. 4 credit hours each term. Review of grammar and composition; reading of selections from representative authors; conversation. Open to students who have completed Ger 52, Ger 54, or Ger 57 and Ger 82, or the equivalent.

Ger 110, 111, 112. Second-Year German "GUTEN TAG." 2-4 credit hours each term. Three-term sequence. Continues first-year German *Guten Tag* (both Ger 57 and 82), but is open to all students who have taken first-year German (Ger 52 or Ger 54). The audiovisual part of this course may be taken separately for 2 hours of credit, and also by students enrolled in Ger 101. Students wanting to meet the foreign language requirement for the B.A. degree must take a total of 4 hours of credit.

Ger 214, 215, 216. Business German. 4 credit hours each term. Fall: introduction to German business letters. Winter and spring: beginning of a 2-term sequence conducted in German: German grammar review, correct pronunciation, practice in conversation and speaking in front of a group. Background information on Germany and the Common Market of Europe. Ger 215, 216 may be started without Ger 214. Meets the foreign language requirement for the B.A. degree and the Arts and Letters Group requirement. Prerequisite: 1 year of college German or instructor's consent. Plant.

Ger 229. Basic Writing in German. 3 credit hours. A systematic introduction to the writing of German prose focusing on simple grammatical structures and the orthography of German. First in a new vertical series of writing courses (the others: Ger 329 and Ger 429(G)). Prerequisite: placement by test. Not offered 1981-82.

Lower-Division Literature Courses

Ger 250. Goethe and His Contemporaries in Translation. 3 credit hours. Readings in German literature in English. A sampling of works from the classical age of German literature including those from Lessing, Schiller, and Kleist as well as the chief works of Goethe. No prior knowledge of German required.

Ger 251. Thomas Mann, Kafka, and Hesse in Translation. 3 credit hours. Representative readings of these three authors in English with the main emphasis on their shorter fiction. No prior knowledge of German required.

Ger 252. Brecht and Modern German Drama in Translation. 3 credit hours. A study of representative works of Bertolt Brecht as well as the works of other important dramatists such as Dürrenmatt and Frisch in English translation. No knowledge of German required.

Ger 255. Medieval German Literature in Translation. 3 credit hours. A study of the major German writers of the Middle Ages in English translation. The course will examine works by Wolfram von Eschenbach, Gottfried von Strassburg as well as the *Song of the Nibelungs*. No knowledge of German required. Not offered 1981-82.

Ger 257. Contemporary German Fiction in Translation. 3 credit hours. A study of the most recent German fiction in translation. The novels and short prose of such authors as Grass, Böll, Handke, Lenz, Walser, and Johnson will be discussed. No knowledge of German required. Not offered 1981-82.

Upper-Division Language Courses

Ger 321, 322, 323. German for Reading Knowledge. 3 credit hours each term. Intensive practice in grammar, followed by the reading of texts in the student's major field. Intended principally for graduate students. Does not count toward the German major.

Ger 327. Translation: German-English. 3 credit hours. General principles of translating, with collateral exercises in class. Prerequisite: Ger 323 or two years of college German or the equivalent.

Ger 329. Intermediate Composition in German. 3 credit hours. Use of more complex grammatical structures in writing; compound tenses, passive voice, subjunctive mood; more specialized vocabulary. Conducted in German. Prerequisite: placement by writing test. Not offered 1981-82.

Ger 334, 335, 336. German Composition and Conversation. 3 credit hours each term. Extensive practice in speaking and writing. Conducted in German. Prerequisite: two years of college German.

Ger 337. Intermediate Spoken German. 3 credit hours. Presentation of talks on both assigned and "free" topics. Exercises to increase vocabulary and idiomatic usage. Practice in comprehension of recorded material and in extemporaneous speaking. Conducted in German. Prerequisite: two years of college German or equivalent.

Ger 338. Intermediate Spoken German. 3 credit hours. Review of pronunciation and spelling of German. Reports on recorded materials in the language lab including German radio tapes. Production of a "live" radio program in German. Conducted in German. May be taken independently of Ger 337. Prerequisite: 2 years of college German or consent of instructor.

Ger 339. Intensive German Grammar Review. 3 credit hours. Intensive review of all grammatical structures of German. Copious exercises, supplemented by historical explanation. Prerequisite: two years of college German or equivalent.

Ger 450. Performance of German Drama. 3 credit hours. Performance of a play in German. Extensive practice in effective oral communication with emphasis on correct pronunciation. Prior to performance, reading of play and scene rehearsals in class. Public performance at end of term. Conducted in German. Prerequisite: two years of college German or consent of instructor. Nadar.

Upper-Division Language Courses Carrying Graduate Credit

Ger 428. Translation: English-German. (G) 3 credit hours. General principles of translating, with collateral exercises in class followed by translations of students' own texts.

Prerequisite: Ger 327 or three years of college German or the equivalent. Not offered 1981-82.

Ger 429. Advanced German Writing. (G) 3 credit hours. Writing of original compositions, with attention to idiomatic and figurative German usage and to special problems in German grammar. Introduction to stylistic analysis through close study of representative texts, their stylistic devices and typical vocabulary. Organization of ideas and information through précis-writing. Prerequisite: placement by writing test or consent of instructor. Not offered 1981-82.

Ger 434. History of the German Language. (G) 3 credit hours. Introduction to modern German dialects. Grammar, orthography and vocabulary of High German from the twelfth to the ninth century, based on early newspapers, pamphlets, travelogues, nature treatises, and religious tracts. Readings in the seminal works of German linguistic science. Prerequisite: 3 years of college German or the equivalent, or consent of the instructor. Not offered 1981-82.

Ger 437. Advanced Speaking Practice in German. (G) 3 credit hours. Practice in expressive reading, including effective delivery of papers prepared for other courses. Analyses of German radio broadcasts and other recorded materials. Ex tempore talks, one major oral presentation. Prerequisite: 3 years of college German or the equivalent, or consent of the instructor. Not offered 1981-82.

Ger 498. Applied German Phonetics. (G) 3 credit hours. 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. Required for teacher certification and for candidates for graduate degrees in German. Prerequisite: three years of college German, or consent of instructor. Plant. Not offered 1981-82, but see under Ling 407.

Upper-Division Literature Courses

Ger 301, 302, 303. Masterpieces of German Literature. 3 credit hours each term. A sampling of the major works of German literature designed to familiarize the student with the great authors in the German literary tradition. Emphasis will be placed on the literary experience and the appreciation of the works. Discussion in German. Prerequisite: Second-Year German or consent of instructor.

Ger 324, 325, 326. Introduction to German Literature. 3 credit hours each term. Introduction to basic critical concepts and methods of explication of German literary texts. Intensive practice in analysis of poetry, drama, and prose. Discussion in German. Recommended for majors. Prerequisite: Second-Year German or consent of instructor.

Upper-Division Literature Courses Carrying Graduate Credit

Ger 411. Age of Classicism. (G) 3 credit hours. The role of Lessing, Herder, Winckelmann in preparing the emergence of the main dramatic works as well as of lyric poetry by both Goethe and Schiller. Prerequisite: Ger 324, 325, 326 or consent of instructor. Not offered 1981-82.

Ger 413. Goethe's Faust. (G) 3 credit hours. The historical and literary tradition of the Faust legend; the genesis and intensive study of the work with particular emphasis on Part I. Prerequisite: Ger 324, 325, 326 or consent of instructor. Not offered 1981-82.

Ger 414. Beginning of the German Novelle. (G) 3 credit hours. 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. Prerequisite: Ger 324, 325, 326 or consent of instructor.

Ger 415. German Novellen: The Art of Fiction. (G) 3 credit hours. Readings from Gotthelf to Fontane with particular emphasis on narrative structure and technique. Prerequisite: Ger 324, 325, 326 or consent of instructor. Not offered 1981-82.

Ger 416. 19th-Century German Literature and Reality. (G) 3 credit hours. Selected readings from the wealth of Novellen displaying a reflection of and concern with contemporary conditions; the concept and role of the Novellen writer as a critic of society. Prerequisite: Ger 324, 325, 326 or consent of instructor. Not offered 1981-82.

Ger 418. German Literature from the Middle Ages Through the Enlightenment. (G) 3 credit hours. Readings in German literature from the Medieval Period (modern translations of works from Old High and Middle High German), the Reformation, the Baroque, and the Enlightenment. Background reading of literary history. Prerequisite: Ger 324, 325, 326 or consent of instructor. Not offered 1981-82.

Ger 431. Literature at the Turn of the Century. (G) 3 credit hours. Study of German prose, poetry and drama at the beginning of this century. Representative authors include Hauptmann, Hofmannsthal, and Schnitzler. Prerequisite: Ger 324, 325, 326 or consent of instructor. Gontum.

Ger 432. From Expressionism through Exile. (G) 3 credit hours. Selected readings from the works of Thomas Mann, Hesse, Rilke, Kafka and Brecht. Treatment of each author's position in German literature. Prerequisite: Ger 324, 325, 326 or consent of instructor. Not offered 1981-82.

Ger 433. Literature after 1945. (G) 3 credit hours. Study of the dramas of Frisch and Dürrenmatt and contemporary fiction such as Böll and Grass. Attention given to literary directions since the end of World War II. Prerequisite: Ger 324, 325, 326 or consent of instructor. Not offered 1981-82.

Ger 481. Major German Authors. (G) 3 credit hours. A study in depth of one of the major writers in German literary history. The course will focus on one of the following authors: Lessing, Heine, Hölderlin, Hauptmann, Rilke, Kafka, T. Mann, Hesse, Brecht, or Grass. Primarily for undergraduates. Course may be repeated for credit with different content. Prerequisite: Ger 324, 325, 326 or consent of instructor. Not offered 1981-82.

Open-ended Courses

The following open-ended courses are used in German language or literature courses, German Area Studies, or Scandinavian language or literature courses.

Ger 199. Special Studies. 1-3 credit hours.

Ger 200. SEARCH. 1-3 credit hours.

Ger 400. SEARCH. 1-3 credit hours.

Ger 401. Research. Credit hours to be arranged.

Ger 403. Thesis. Credit hours to be arranged.

Ger 405. Reading and Conference. Credit hours to be arranged.

Ger 406. Special Problems. Credit hours to be arranged.

Ger 409. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Ger 407. Seminar. (G) Credit hours to be arranged.

Ger 408. Workshop. (G) Credit hours to be arranged.

Ger 410. Experimental Course. (G) Credit hours to be arranged.

German Area Studies

Ger 240. Contemporary Germany. 3 credit hours. Survey of the cultural and historical heritage influencing contemporary life in the German-speaking countries of Central Europe, with emphasis on developments in the arts (especially painting, music, and architecture). Lecture format, including guest lecturers from other disciplines (e.g., History, Music, Film Studies, Political Science) and films. All lectures in English; no previous knowledge of German required. Leppmann. Not offered 1981-82.

Ger 340, 341. German Culture and Civilization. 3 credit hours each term. Introduction to the cultural, artistic, and intellectual development in Germany since 1871; significant German contributions in art, music, architecture, literature, theater, and film against the background of historical and social developments. Films and slides supplement lectures in German. Prerequisite: two years of college German or consent of instructor. Hahn.

Ger 440. Topics in German Culture and Civilization. (G) 3 credit hours. Political, social, economic, and cultural aspects of the Federal Republic and the German Democratic Republic. Students will write a term paper covering one of the topics dealt with in the lectures. Taught in German. Prerequisites: 340 and 341 or consent of instructor. Nadar.

German Graduate Courses

Ger 501. Research. Credit hours to be arranged.

Ger 503. Thesis. Credit hours to be arranged. A no-grade course.

Ger 505. Reading and Conference. Credit hours to be arranged.

Ger 507. Seminar. Credit hours to be arranged.

Ger 508. Workshop. Credit hours to be arranged.

Ger 509. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Ger 510. Experimental Course. Credit hours to be arranged.

Ger 512, 513. German Lyric of the 18th and 19th Centuries. 4 credit hours each term.

An examination of the poetry of Goethe, Schiller, Hölderlin, Mörike, Heine, and others. From the *Sturm und Drang* to the end of the 19th century. Normally each term would be devoted to a study in depth of two or three poets. Prerequisite: graduate standing or consent of the instructor. Gontum. Not offered 1981-82.

Ger 514. Introduction to Middle High German. 4 credit hours. Introduction to

Middle High German grammar; emphasis on a nonhistorical description of the language of manuscripts. Plant. Not offered 1981-82, but see under Ling 407.

Ger 515. Readings in Middle High German Literature. 4 credit hours each term. Study of an entire work, in facsimile edition where available. Reading of manuscript, and some manuscript copying. Texts will include the *Nibelungenlied*, *Iwein*, the Manesse Codex, and other works of Middle High German literature as they become available in facsimile editions. Prerequisite: consent of instructor. Plant. Not offered 1981-82.

Ger 517, 518, 519. German Romanticism. 4 credit hours each term. Readings in the works of Tieck, F. Schlegel, Novalis, Hoffmann, Mörike, and Eichendorff. The concept of romantic poetry and its underlying philosophical ideas. The romanticists' contributions to literary criticism. Hahn. Ger 518 offered 1981-82.

Ger 520. Research Methods in German. 3 credit hours fall term. Bibliography and methods of research in German language and literature as an introduction to graduate study. Woods. Not offered 1981-82.

Ger 524. German Literature of the Sixteenth Century. 4 credit hours. Humanism and the Reformation as reflected in German literature. The influence of Luther. Readings in works by Hans Sachs, Fischart, and Brant, as well as typical *Volksbücher*. Woods. Not offered 1981-82.

Ger 526. German Literature 1700-1750. 4 credit hours. The German Enlightenment and its relation to the Enlightenment in England and France. Readings from works by Gottsched, Klopstock, Wieland, and other typical figures of the period. Woods.

Ger 527, 528, 529. Goethe. 4 credit hours each term. Comprehensive examination of Goethe's works, including an intensive study of *Faust*, and Goethe's aesthetic and critical views. Leppman. Ger 529 offered 1981-82.

Ger 530, 531. Old High German. 4 credit hours each term. Nonhistorical description of the structure of Old High German; emphasis on syntax. Some reading of manuscripts. Representative selections from Old High German literature. Plant. Not offered 1981-82.

Ger 532. Introduction to Gothic. 4 credit hours. Introduction to Gothic grammar and script. Selected readings in the Gothic Bible, comparison with West-Germanic translations of corresponding passages of the New Testament. Of interest to students in Old English and Old Norse. Plant. Not offered 1981-82.

Ger 536. Lessing. 4 credit hours. Detailed study of Lessing's dramas, his theoretical and philosophical writings, and his contribution to German classicism. Nicholls. Not offered 1981-82.

Ger 537. Sturm und Drang. 4 credit hours. The dramatic works of the Storm and Stress writers, and their contribution to a new understanding of literature. Nicholls.

Ger 538. Schiller. 4 credit hours. An intensive study of Schiller as a dramatist and poet, with particular consideration also of his important critical essays. Nicholls. Not offered 1981-82.

Ger 539. Introduction to Old Saxon. 4 credit hours. Introduction to Old Saxon grammar, with emphasis on syntactic structures; some manuscript readings; critical translation of major portions of *Heland* and *Genesis*. Recommended for students of Old English. Plant. Not offered 1981-82.

Ger 540, 541, 542. German Drama of the Nineteenth Century. 4 credit hours each term. Analysis of the dramas of Kleist, Büchner, Grabbe, Grillparzer, and Hebbel; special emphasis on dramatic technique and on the individual contributions of these writers to the genre. Nicholls. Not offered 1981-82.

Ger 543, 544, 545. Twentieth-Century German Lyric. 4 credit hours each term. A study of the major poets of this century including Rilke, Trakl, and Benn as well as contemporary poets such as Enzensberger, Bachmann, and Celan. Prerequisite: graduate standing or consent of the instructor. Gontrum; Ger 545 offered 1981-82.

Ger 546, 547, 548. Modern German Novel. 4 credit hours each term. Detailed study of individual writers: Thomas Mann, Hesse, Kafka, Musil, Grass, Frisch, or others. Emphasis on the nature of the genre and its gradual transformation as well as on narrative style and technique. Gontrum, Diller, Leppmann, Nicholls. Ger 546 offered 1981-82.

Ger 550, 551, 552. Modern German Drama. 4 credit hours each term. Fall: Gerhart Hauptmann, Arthur Schnitzler; winter: Wedekind and the Expressionists; spring: Brecht, Dürrenmatt, Frisch. Intensive study of the dramatic works of these writers, particularly in terms of new dramatic techniques. Gontrum. Not offered 1981-82.

Ger 555, 556. German Novel of the Nineteenth Century. 4 credit hours each term. Detailed study of the novels of Jean Paul, Mörike, Immermann, Stifter, Keller, Raabe and Fontane. Emphasis on the *Bildungs* or *Erziehungsroman* through treatment of narrative structure and technique. Hahn. Not offered 1981-82.

Ger 558. German Lyric of the Seventeenth Century. 4 credit hours. Poetry by Weckherlin, Opitz, Spee, Dach, Gryphius, and Hofmannswaldau. Poetic theory of Opitz, Harsdörffer, and other theoreticians of the period. Woods. Not offered 1981-82.

Ger 559. German Drama and Prose of the Seventeenth Century. 4 credit hours. Dramas by Gryphius, Lohenstein, and Reuter. The baroque novel and the work of Grimmelshausen. Woods. Not offered 1981-82.

Ger 566. The Concept of the German Novelle. 4 credit hours. The literary historical background and development of the genre; the various theories of the Novelle from Schlegel to Musil; their critical assessment from Lukacs to Weinrich. Hahn. Not offered 1981-82.

Scandinavian Languages

Scan 60, 61, 62. First-Year Norwegian. 3 credit hours each term. Designed to give a thorough grammatical foundation in idiomatic Norwegian, with emphasis on both the reading and the speaking of the language. Weatherhead.

Scan 70, 71, 72. First-Year Swedish. 3 credit hours each term. Designed to give a thorough grammatical foundation in idiomatic Swedish, with emphasis on both the reading and the speaking of the language. Zuck.

Scan 104, 105, 106. Second-Year Norwegian. 3 credit hours each term. Review of grammar; composition, conversation, current newspapers; study of selections from representative authors. Weatherhead.

Scan 107, 108, 109. Second-Year Swedish. 3 credit hours each term. Review of

grammar; composition, conversation; reading of selections from contemporary fiction, essays, and newspapers. Zuck.

Scan 354, 355, 356. Third-Year Norwegian. 3 credit hours each term. Short introduction to the history of the language; study of modern literary texts describing social and cultural features of modern Norway with intensive practice in speaking and writing Norwegian. Conducted in Norwegian. Prerequisite: two years of college Norwegian or equivalent.

Scan 357, 358, 359. Third-Year Swedish. 3 credit hours each term. Historical survey of the language; intensive study of modern idiomatic Swedish with extensive practice in oral communication and written composition. Conducted in Swedish. Prerequisite: two years of college Swedish or equivalent. Zuck. Not offered 1981-82.

Scandinavian Literature

Scan 351. Ibsen to Hamsun in Translation. 3 credit hours. Intensive study of a limited number of outstanding Danish and Norwegian authors in the context of Scandinavian intellectual history. Readings and lectures in English. Offered fall term. No prerequisites. Zuck.

Scan 352. August Strindberg to Ingmar Bergman in Translation. 3 credit hours. A century of Swedish literature and film in transition and in revolt. Readings and lectures in English. Offered winter term. No prerequisites. Zuck.

Scan 353. Readings in Translation: Scandinavian Literature and Society. 3 credit hours. Close study of selected aspects of Scandinavian society, past and present, based on readings of major Scandinavian authors. Readings and lectures in English. Most recent topic: Image of Women in Scandinavian literature. Offered spring term. No prerequisites. Zuck.

Department of History

Faculty

Richard Maxwell Brown, Ph.D., Department Head, Beekman Professor of Northwest and Pacific History (American West), B.A., Reed, 1952; A.M., 1955, Ph.D., 1959, Harvard.

Gustave Alef, Ph.D., Professor of History (medieval Russia). B.A., 1949, M.A., 1950, Rutgers; M.A., 1952, Ph.D., 1956, Princeton.

Robert M. Berdahl, Ph.D., Associate Professor of History (Germany). B.A., Augustana, 1959; M.A., Illinois, 1961; Ph.D., Minnesota, 1965.

Edwin R. Bingham, Ph.D., Professor of History (cultural American history—Pacific Northwest). B.A., 1941, M.A., 1942, Occidental; Ph.D., California, Los Angeles, 1951.

Raymond Birn, Ph.D., Professor of History (Europe, 1600-1815). A.B., New York University, 1956; M.A., 1957, Ph.D., 1961, Illinois. (On leave spring 1982.)

Thomas A. Brady, Ph.D., Professor of History (renaissance and reformation). B.A., Notre Dame, 1959; M.A., Columbia, 1963; Ph.D., Chicago, 1968.

Roger P. Chickering, Ph.D., Associate Professor of History (Germany—20th century). B.A., Cornell, 1964; M.A., 1965, Ph.D., 1968, Stanford.

Joseph W. Esherick, Ph.D., Associate Professor of History (China). B.A., Harvard, 1964; M.A., 1966, Ph.D., 1971, California, Berkeley.

Mark Falcoff, Ph.D., Associate Professor of History (Spain, Latin America). B.A., Missouri, 1963; M.A., 1969, Ph.D., 1970, Princeton. (On leave 1981-82.)

G. Ralph Falconeri, Ph.D., Associate Professor of History (Japan and modern China). B.A., Nevada, 1949; M.A., 1958, Ph.D., 1967, Michigan.

William S. Hanna, Ph.D., Associate Professor of History (colonial America). A.B., 1949, M.A., 1954, Ph.D., 1959, California, Berkeley.

Paul S. Holbo, Ph.D., Professor of History (American foreign relations). B.A., Yale, 1951; M.A., 1955, Ph.D., 1961, Chicago.

R. Alan Kimball, Ph.D., Associate Professor of History (modern Russia). B.A., Kansas, 1961; M.A., 1963, Ph.D., 1967, Washington.

Robert G. Lang, Ph.D., Associate Professor of History (Tudor and Stuart England). A.B., Columbia, 1955; D.Phil., Oxford, 1963.

Jack P. Maddex, Ph.D., Associate Professor of History (Civil War). B.A., Princeton, 1963; Ph.D., North Carolina, 1966.

Mavis Howe Mate, Ph.D., Associate Professor of History (medieval, women's history). B.A., 1956, M.A., 1961, Oxford; Ph.D., 1967, Ohio State. (On leave 1981-82.)

John Nicols, Ph.D., Associate Professor of History (Ancient History). A.B., 1966, M.A., 1968, Ph.D., 1974, California, Los Angeles.

Stanley A. Pierson, Ph.D., Professor of History (cultural and intellectual, European). B.A., Oregon, 1950; A.M., 1951, Ph.D., 1957, Harvard.

Daniel A. Pope, Ph.D., Assistant Professor of History (American economic history). B.A., Swarthmore, 1966; M.A., 1968; Ph.D., 1973, Columbia. (On leave 1981-82.)

George J. Sheridan, Jr., Ph.D., Assistant Professor of History (France, European social-economic). B.A., Princeton, 1969; M.A., 1974, Ph.D., 1978, Yale. (On leave, fall 1981.)

Lloyd Sorenson, Ph.D., Professor of History (history of civilization). B.A., North Dakota, 1938; M.A., 1945, Ph.D., 1947, Illinois.

Louise Carroll Wade, Ph.D., Associate Professor of History (U.S. social, urban, and labor history). B.A., Wellesley, 1948; Ph.D., Rochester, 1954.

Allan M. Winkler, Ph.D., Assistant Professor of History (U.S. 20th Century). B.A., Harvard, 1966; M.A., Columbia, 1967; Ph.D., Yale, 1974. (On leave 1981-82.)

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. Through examining social changes in the past, they develop a broad perspective and the ability to weigh evidence and argument.

Careers and Employment

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 baccalaureate degree is required in many of these fields.

Preparation

Students planning to major in history should include in their high school preparation four years of social studies, four years of language arts, 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 have taken a year of Western Civilization and a year of United States history.

The Department of History offers programs sufficiently structured to guide the student, yet flexible enough to encourage the development of individual interests. The department strongly urges history students to take

two years of a foreign language. Upon deciding to major in history, students must get approval of their program from department advisers, who are available for periodic review. They may choose one of the three options presented below.

History courses that satisfy departmental major requirements must be taken on a graded basis. Fifteen upper-division hours, including Hst 407, must be taken at the University of Oregon.

General Major

This option is recommended for students who want a balanced program of historical study; it combines a wide range of courses with specialized inquiry by means of departmental seminars and colloquia. The department strongly recommends satisfying University requirements for the Bachelor of Arts degree. Specific requirements follow.

(1) Satisfaction of the University requirements for the Bachelor of Arts or the Bachelor of Science degree.

(2) Forty-five credit hours in history courses, of which 27 must be upper-division. Students declaring a history major after September 1978 must take at least 18 credit hours in history courses numbered 400 to 499. Students declaring a history major prior to September 1978 must take at least 12 credit hours in history courses numbered 400 to 499. Majors are required to complete 6 credit hours of work in European history before 1800.

(3) Six hours of upper-division credit in each of three fields selected from the following: (a) European history before 1600; (b) European history after 1600; (c) United States history; (d) either East Asian or Latin American history.

(4) A research paper written in a Seminar (Hst 407). 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 credit hours.

(5) A grade point average of 2.25 or higher in history courses.

Attention is called to the existence of a five-year program combining an undergraduate departmental major and a master's in business administration. Early planning of courses to meet requirements of this combined program is essential.

Concentration on Time Period, Geographical Area, or Important Theme

In these programs, courses outside of history which relate to the student's theme, period, or area will be an integral part of the program. Examples of such programs are available in the departmental office. A student pursuing a program of this kind will need the continuing guidance of a faculty member. Specific requirements are as follows.

(1) Satisfaction of the University requirements for the Bachelor of Arts degree.

(2) No later than the second term of the junior year, the student and adviser will plan a program of courses in history and related fields centering upon the study of a theme, period, or area, and submit it to the department for approval.

A thematic approach may, for example, focus on revolutions, warfare, the city, or the development of science. A period approach may concentrate on a span of time in one country such as post-Meiji Japan or colonial America, or in several countries as in the study of Early Modern Europe. An area approach may deal with the common historical problems found, for example, in Latin America, Central and Eastern Europe, or the Atlantic Community.

(3) A grade point average of 2.25 or higher in courses counted towards satisfaction of major requirements.

Secondary School Teaching

Specific requirements for the history major with certification as an Oregon secondary teacher with social studies endorsement are as follows.

(1) Satisfaction of the University requirements for the Bachelor of Arts or Bachelor of Science degree.

(2) Forty-five credit hours in history courses of which 27 must be upper-division, including at least 12 credit hours in courses numbered 400-499.

Upper-division courses are distributed as follows: (a) 9 credit hours in European history; (b) 9 credit hours in United States history; (c) 9 credit hours in one of the following: Asian history, or African history, or Latin American history (with the approval of the adviser, 9 credit hours of upper-division anthropology, geography, political science, religion, or art history courses dealing with Asia, Africa, or Latin America may be substituted for history courses in meeting this requirement and will count toward the major); (d) A research paper written in a

Seminar (Hst 407). 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 credit hours.

(3) Thirty credit hours, including 12 upper-division hours, of planned study in other social sciences chosen from at least four of the following: anthropology, economics, geography, political science, psychology, religion, sociology.

(4) Work in the major and other social sciences must include (a) 24 credit hours in three of the following: world history, geography, political science, sociology, psychology, anthropology; (b) 6 credit hours in economics, including principles and workings of the U.S. economy; (c) 12 credit hours in United States history; (d) 6 credit hours in state and local government; (e) 6 credit hours in interdisciplinary preparation relating the course of study identified above to contemporary social issues or problems.

(5) A grade point average of 2.75 or higher in history and social science courses. Sixty hours of history and social science must be graded.

(6) Forty-two to 48 hours of professional education courses.

Nonsocial science majors may obtain social studies endorsements with a concentration of only 36 hours in history. Except for the reduction in total history hours, requirements for social studies endorsements with a concentration in history are the same for nonmajors as for majors.

For additional information students should consult the departmental adviser, Lloyd R. Sorenson, and the Office of Secondary Education in the College of Education.

Model Programs

The following program is typical of courses taken by first-year students:

<i>Courses</i>	<i>Credits</i>
History of Western Civilization or Making of Modern Europe or World Civilizations	9
Arts and letters group requirement	9
Foreign language	12
English Composition	3 or 6
Physical education	3
Science group requirement or elective	9 or 12

History Scholars Program

The history scholars program provides an opportunity for able and highly motivated students majoring in history to develop their interests in historical inquiry through an Honors Colloquium and independent reading, research, and writing.

Each spring, the department will invite junior majors with a grade point average of 3.50 or higher to participate in this program. Other students may be admitted on application to the program director.

Students admitted in the fall will enroll in the Honors Colloquium (3 credit hours) given winter term, after which they will begin preparatory work for a thesis to be completed in the senior year. Those who complete satisfactorily the colloquium, (Hst 408, 3 credit hours), a program of thesis-related reading (Hst 405, 4 credit hours), and a senior thesis (Hst 403, 3 credit hours); who pass an oral examination on the thesis and related work; and who satisfy the requirements of one of the three history major options (toward which courses taken as part of the history scholars program will count), will be eligible for the baccalaureate degree with honors in history.

Graduate Studies

The department offers graduate instruction leading to the degrees of Master of Arts in United States, European, East Asian, and Latin American history, and Doctor of Philosophy in United States, European, and East Asian history.

Admission

Procedures for admission to graduate work in history include the following.

- (1) A completed graduate application for admission form.
- (2) Transcripts of all college work.
- (3) Three letters of recommendation.
- (4) Scores on the verbal and quantitative sections of the Graduate Record Examination.
- (5) TOEFL scores for foreign students.

A number of graduate awards in the form of assistantships are available each year to entering graduate students.

Master of Arts

Graduate students in history are expected to have completed a well-rounded course of study in the liberal

arts with emphasis upon history. Students must demonstrate a basic foreign language ability either through satisfactory completion of the second year of college study or by passing a Graduate Students Foreign Language Test (GSFLT), or a comparable examination, in French, German, Russian, Spanish, Chinese, Japanese, Latin, Greek, or other language as approved by the candidate's adviser and the Graduate Review Committee of the Department of History.

A candidate must complete the work for the degree within two years of residence. Each student must complete at least two terms in the standing field seminar in American or European history, (or East Asian history when offered). Students must complete at least 9 credit hours in Seminar (Hst 507), Colloquium (Hst 508), or Reading and Conference (Hst 505).

Field Studies

Students must demonstrate competence, through written examinations, in two of the fields listed below. Candidates for the degree with thesis may substitute for one of the written examinations an oral examination to be taken at the time of the examination on the thesis. One of the fields selected must include the area of European History before 1815, or East Asia, or Latin America.

(1) Ancient History; (2) Europe to 1500; (3) Europe 1400-1815; (4) Europe 1789 to the present; (5) United States History; (6) England since 1485; (7) Russia; (8) East Asia; (9) Latin America; (10) A general field in history devised by the student in consultation with the student's adviser and approved by the Graduate Review Committee.

In addition, candidates must choose one of the following plans.

Master's Degree with Thesis

The candidate must submit a thesis demonstrating ability to utilize and interpret historical material. The candidate must register for 9 hours of Thesis (Hst 503) and may register for 6 hours of Research (Hst 501) for which credit will be received upon passing the final oral examination covering the thesis.

Master's Degree without Thesis

The candidate must submit two research papers that have been recommended by the instructors of seminars or other courses in which they were presented. The candidate's adviser should be the supervisor of one of the papers. Since the papers and examina-

tions require additional work beyond credit earned in courses, the candidate may register for up to 12 hours of Research (Hst 501) for which credit will be received upon passing the final oral examination covering the research papers.

Interdisciplinary Master's Degree for Secondary Teachers

The department administers an interdisciplinary master's program for holders of basic teaching certificates who are also working toward the Oregon Standard Teaching Certificate.

The student must (1) complete 36 credit hours in history and 9 or more in education; (2) satisfy Graduate School requirements for the Interdisciplinary Master's Program for Teachers (see Graduate School section); (3) satisfy requirements for the Oregon Standard Teaching Certificate with an endorsement in social studies. For additional information, students should see the departmental adviser, Lloyd R. Sorenson.

Doctor of Philosophy

For the Ph.D. degree, the entering student must pass an oral qualifying examination. Preparation in four fields of history is required (a related field outside history may be substituted for one history field).

Each student must offer either a minor field or supporting work in another department; complete 18 hours of research seminars; pass reading examinations in two foreign languages (approved work in statistics or computer science may be substituted for one language); and pass a series of comprehensive field examinations. The dissertation must show evidence of originality and ability in independent investigation.

Students interested in the doctoral program should request details from the departmental secretary.

Courses Offered

Undergraduate Courses

Note: Since we cannot guarantee that every course listed here will be offered every year, students are advised to consult the most recent *Time Schedule of Classes*.

Hst 101, 102, 103. History of Western Civilization. 3 credit hours each term. An introduction to the historical development of the Western world. Lectures and readings deal with the major changes in value systems, ideas, social structures, economic institutions, and forms of political life. Fall: Ancient and

Medieval societies; winter: from the Renaissance to Napoleon; spring: 19th and 20th centuries. Hst 102, 103 not open to students in Hst 104, 105, 106.

Hst 104, 105, 106. The Making of Modern Europe. 3 credit hours each term. An introductory course in the history of modern Europe, 1450 to the present, designed especially for freshmen and sophomores. A survey of the main themes of European history from the Renaissance and Reformation to the present: fall, the Renaissance to 1713; winter, enlightenment, French Revolution, and 19th century to 1848; spring, 1848 to the present. Not open to students who have credit in Hst 102, 103. Brady, Kimball.

Hst 107, 108, 109. History (Honors College). 3 credit hours each term. Significant events, ideas, and institutions in the development of Western civilization.

Hst 110, 111, 112. World Civilizations. 3 credit hours each term. An introduction to the major world civilizations and their historical interaction. Lectures and readings deal with political, religious, and social thought, institutions, and developments. Fall: origins of civilizations in the Middle East, the Mediterranean area, the Indian subcontinent, and China to the end of the ancient era. Winter: modern civilizations during the era of Western imperialism. Spring: modern civilizations during the present century of world crisis. Sorenson.

Hst 199. Special Studies. 2-3 credit hours each term. Lower-division problem-oriented courses rarely enrolling more than thirty students. Designed for students interested in history who may or may not become majors.

Hst 201, 202, 203. History of the United States. 3 credit hours each term. A basic survey of economic and social change in America; the development of political, diplomatic, and cultural traditions; and the rise of urbanization and industrialization. Fall: Native Americans, Settlement, Puritanism, Enlightenment, Revolution, and Republic. Winter: Jacksonian Era, Expansion, Slavery, Disunion, Reconstruction, and Gilded Age. Spring: Progressivism, the Twenties, New Deal, World Wars and Cold War, Social and Intellectual Change.

Hst 216. War and the Modern World. 3 credit hours. The evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments. The end of classical warfare, Napoleon, Clausewitz, American Civil War, industrialization of warfare, militarism, World War I, World War II, guerrilla warfare. Chickering.

Hst 221, 222, 223. Afro-American History. 3 credit hours each term. Survey of African civilizations; the slave trade; development of the blacks, free and slave, as a subculture.

Hst 231. History of Southern Africa. 3 credit hours. South Africa and her neighbors since the 16th century. Conflict and cooperation among Bantu, Boers, and Britons; growth of the first modern industrial society in Africa; apartheid and authoritarian government. Smith.

Hst 290. Foundations of East Asian Civilization. 3 credit hours. A thematic, interdisciplinary introduction to traditional China and Japan. Literature and art as well as materials drawn from social and political history will be used to present East Asian civilization as a coherent whole, while a thematic approach will offer unity and depth. Some typical themes: mankind and the universe; individual, family and state; women; the common man; center and periphery.

Hst 291. China, Past and Present. 3 credit hours. An introduction to key aspects of traditional and contemporary China, structured around the problem of continuity and change. Chinese values and social structure, both Confucian and Communist; the Chinese state system, under the Emperors and under Mao Tse-tung; the family village, city, economy, and foreign relations of China in both traditional and contemporary times. Esherick.

Hst 292. Japanese Society Past and Present. 3 credit hours. A first introduction to Japanese culture emphasizing persistence and change in value and social behavior. Topical and analytical approach stressing interdependence of peculiarly Japanese institutions and processes for understanding this unique people. Falconeri.

Hst 301, 302, 303. Europe since 1789. 3 credit hours each term. Political, social, economic, and cultural trends from the French Revolution to the present. Fall: 1789 to 1870; winter: 1870 to 1918; spring: 1918 to the present. Berdahl, Pierson.

Hst 304, 305, 306. English History. 3 credit hours each term. A survey of British history from Roman times to the 20th century. Fall: institutional, constitutional, and economic development of England from the Romano-British period to the 16th century. Winter: political, religious, economic, and social change from the Tudor age to the Industrial Revolution. Spring: the Victorian age and the 20th century with emphasis upon the background of modern Britain's social and economic problems and position in Europe and the world. Lang, Smith.

Hst 307, 308. American Radicalism. 3 credit hours each term. Motives, strategies, successes and failures of radical movements, and their significance for American society. First term: American Revolution, slave revolts, abolitionism, utopian communities. Second term: Populism, Marxist groups, labor organizing, New Left and counter-culture. Pope.

Hst 311. Reformation Europe. 3 credit hours. Europe in the 16th century with emphasis on the Reformation and Counter-reformation as the last great crisis of feudal Europe; the end of Mediterranean economic and cultural supremacy and the rise to hegemony of Atlantic Europe. Brady.

Hst 312. The Crisis of the 17th Century. 3 credit hours. Seventeenth-century Europe seen in terms of a prolonged crisis. Economic depression, warfare, social dislocation, mid-century revolutions; the plight of peasants and townspeople; the attempts of absolutist regimes to offer ways out of crisis; traditional culture and the challenge of science and rationalism. Birn.

Hst 313. Enlightenment to Revolution: Europe, 1715-1789. 3 credit hours. Eighteenth-century Europe: the Golden Age of aristocratic society, the liberal-bourgeois challenge, and the coming of the French Revolution; the Enlightenment and its effects upon both elite and popular culture; European expansion and the demographic revolution. Prerequisite: Hst 102 recommended. Birn.

Hst 321, 322. History of American Foreign Relations since 1941. 3 credit hours each term. Hst 321: Second World War and background of the Cold War, 1941-1945. Military, political, and diplomatic developments. Hst 322: Origins of the Cold War. Diplomacy and politics, 1945-1949, and the Korean War. Holbo.

Hst 324, 325, 326. Byzantium and the Slavs. 3 credit hours each term. Fall: from Rome

to Byzantium, 284-610; winter : the Byzantine Apogee, 610-1071; spring : Byzantium and the Slavs. Offered alternate years. Alef.

Hst 331. Perceptions and Roles of Women from the Greeks through the 17th Century. 3 credit hours. The way in which perceptions about women's role in society in part reflected and in part contrasted with their actual role in society. Mate.

Hst 332. Women and Social Movements in Europe from 1750 to the Present. 3 credit hours. Methods used by women to improve their position in society, including participation in revolution, voting, and practicing birth control. Reasons for the success or failure of these methods and analysis of the merits of other solutions proposed by various writers. Mate.

Hst 350, 351, 352. Hispanic America. 3 credit hours each term. A three-part survey of Latin American history emphasizing major economic, political, and cultural trends and continuities. The first term deals with the background and colonial period; the second, problems of nationhood in the 19th century; the third, developments since 1914. Falcoff.

Hst 363. History of Canada. 3 credit hours. A survey of the 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. Smith.

Hst 370. History of the South. 3 credit hours. A survey of the 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.

Hst 375. American Towns and Cities to 1900. 3 credit hours. Settlement and growth of urban centers; economic functions of port, river, canal, and railroad towns; expanding role of municipal government; origins of city planning; urban corruption and reform movements; opportunities for rural Americans and immigrants in 19th-century towns and cities. Wade.

Hst 376. The American City in the 20th Century. 3 credit hours. The urban dimension of 20th-century American life: reasons for continued growth of towns and cities after 1900; Progressive municipal reforms; evolution of urban planning and social controls; effects of the Depression and federal involvement in cities; urban experiences of blacks, immigrants, and rural Americans, suburban expansion and challenge; recent crises and the urban prospect. Wade.

Hst 391, 392, 393. East Asia in Modern Times. 3 credit hours each term. Political, social, and diplomatic history of China and Japan, with some attention to Korea and Southeast Asia, from 1800 to the present. Falconeri.

Hst 403. Thesis. Credit hours to be arranged. A no-grade course.

Hst 405. Reading and Conference. Credit hours to be arranged.

Hst 409. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

Hst 407. Seminar. (G) Credit hours to be arranged. Recent topics: American Biography, Pacific War, Nineteenth-Century France, American West.

Hst 408. Colloquium. (G) Credit hours to be arranged. Recent topics: English Reformation, Anti-Semitism in European History, Recent American Radicalism, French Enlightenment.

Hst 410. Experimental Course. (G) 3 credit hours. Upper-division problem-oriented courses.

Hst 411. History of Greece. (G) 3 credit hours. Political, social, and cultural history of the Hellenic world from the Mycenaeans to Alexander the Great. Nicols.

Hst 412, 413. History of Rome. (G) 3 credit hours each term. Winter: political, social, and constitutional history of Rome from its earliest beginnings to the end of the Republic; spring: the period of the Empire. Nicols.

Hst 421, 422, 423. Middle Ages. (G) 3 credit hours each term. Social, political and economic conditions in Western Europe from 476-1450. Fall: from 476-1000; the collapse of the Roman Empire and the rise of Carolingian Europe. Winter: 1000-1250; the development of the French and English monarchies, the growth of towns and trade, and the flowering of the 12th-century renaissance. Spring: 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.

Hst 430. Renaissance Italy. (G) 3 credit hours. Renaissance humanism and its social foundations; the rise and fall of the urban republics and the building of the city-states; social and political basis of the Florentine Renaissance; civic humanism from Petrarch to the mid-15th century; humanism and neo-Platonism and the resurgence of the aristocracy; the Italians around 1500; Machiavelli and Castiglione. Brady.

Hst 432. Problems in the German Reformation. (G) 3 credit hours. The German Reformation as an ideological and social movement; Hussitism and the anti-feudal movement in Germany; nominalism, mysticism, humanism and the revolt of Luther; the Peasants War, Anabaptism and the lost revolution; the urban reform; the princes' reform and the rise of Protestantism. Brady.

Hst 433. The French Revolution and Era of Napoleon. (G) 3 credit hours. The background, course, and immediate consequences of the great 18th-century revolution. The crisis of the *ancien regime* in France and Europe, the liberal revolution of 1789-92, revolutionary warfare, radicalization; the Thermidorian Reaction, Directory, and spread of an international revolutionary ideology; the rise of Bonaparte, Napoleonic Empire, Waterloo, and reconstruction of Europe in 1815. Prerequisite: Hst 102 or Hst 105, or the equivalent. Birn.

Hst 434, 435. Making of the Western Mind. (G) 4 credit hours each term. Foundations and development of Western thought. Hst 434: Classical and early Christian thought and the Medieval synthesis; Reformation ideas; the Scientific Revolution; Enlightenment and French Revolutionary Thought. Hst 435: Conservatism and reaction; romanticism and idealism; liberalism, Darwinism, republicanism, Marxism. Sorenson.

Hst 436, 437. History of Germany. (G) 3 credit hours each term. First term: from the Peace of Augsburg (1555) to the death of Frederick the Great (1786). Second term: to the fall of Bismarck (1890). Berdahl, Chickering.

Hst 438. Germany in the Twentieth Century. (G) 3 credit hours. Domestic tension and outward pressure during the Wilhelmine empire; the German Revolution;

the Weimar Republic; National Socialism; Germany since 1945. Chickering.

Hst 439. From Wordsworth to Marx. (G) 3 credit hours. Major issues in the cultural and intellectual life of Europe 1790-1850. Pierson.

Hst 440. From Nietzsche to Freud. (G) 3 credit hours. Major issues in the cultural and intellectual life of Europe 1870-1920. Pierson.

Hst 441, 442, 443. History of France. (G) 3 credit hours each term. Survey of French history from the Old Regime to the Present. Fall (from the end of the Middle Ages to the French Revolution): The establishment of centralized monarchy; society in the Ancien Regime; 17th-century classicism; the collapse of the old order. Winter (1789-1870): The French Revolutions of 1789, 1830 and 1848; the Napoleonic Empire; monarchy, republicanism and dictatorship after 1815; society, art and religion in post-revolutionary France. Spring (1870-present): The Paris Commune and Third Republic; the Dreyfus Affair; Popular Front, Fall of France and Resistance; Algeria, de Gaulle and the student movement of 1968. Birn, Sheridan.

Hst 444. Europe in the "Golden Age," 1890-1914. (G) 3 credit hours. European society and politics on the eve of war: the social foundations of power; expansion of politics and the public sector; the challenge of the labor movement; trends in thought and the arts; the coming of war. Prerequisite: Hst 103 or 302, or the equivalent. Chickering.

Hst 445. Europe in the Era of Total War, 1914-1929. (G) 3 credit hours. The Great War and its impact on society and politics; revolution in Russia and central Europe; temporary stabilization in the 1920s. Prerequisite: Hst 103 or 303, or the equivalent. Chickering.

Hst 446. Europe in the Era of Total War, 1929-1945. (G) 3 credit hours. The 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. Prerequisites: Hst 103 or Hst 303, or the equivalent. Chickering.

Hst 447, 448, 449. History of Russia. (G) 3 credit hours each term. Fall: the Kievan state and the emergence of Muscovy; winter: creation of the Russian Empire, political, social and economic developments; spring: revolutionary Russia, 1861 to the present. Alef, Kimball.

Hst 450, 451. History of Spain. (G) 3 credit hours each term. A survey of Spanish history from the earliest settlements through the most recent period. First term: rise of the Spanish nation, the Golden Age and the Overseas Empire, the causes of decline, and the Bourbon reforms. Second term: the land question, church-state relations, separatist movements, and the civil war. Falcoff.

Hst 452, 453. The Russian Revolution. (G) 3 credit hours each term. The 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.

Hst 454. The Recovery of Europe, 1945-Present. (G) 3 credit hours. Recovery and ferment in west and east Europe since the end of the Second World War; the effects of the Cold War and its abatement; the development of the Common Market; the German problem; Communism; intellectual trends; the role of the United States. Prerequisites: Hst 103, Hst 303, or PS 101, or the equivalent. Chickering.

Hst 455, 456. Economic History of Modern Europe. (G) 3 credit hours each term. The economic development from 1500 to the present. Hst 455: (1500-1830) economic expansion and contraction in pre-industrial Europe; growth of trade, overseas discoveries and their impact on the European economies: mercantilism, capitalism and religion; the Industrial Revolution in Britain. Hst 456: (1800-present) industrialization of continental Europe; imperialism and capitalism; the depression of the 1930s; Nazi and Soviet economics; Common Market; multinational corporations; and economic planning in postwar Europe. Sheridan.

Hst 457. The Era of Jacksonian Democracy. (G) 3 credit hours. United States politics and society from the War of 1812 to the Mexican War, focusing on the rise of Jacksonian Democracy. Political realignment, rise of competitive individualism, sectional influences, and emergence of the slavery issue. Maddex.

Hst 458. The Era of the Civil War. (G) 3 credit hours. The ascendancy of slavery-related issues in the United States from 1846 until the division of the Union in 1861, and the conflict between the Union and the Southern Confederacy, culminating in Union victory and emancipation in 1865. Maddex.

Hst 459. The Era of Reconstruction. (G) 3 credit hours. The Reconstruction of the Union after 1865, with emphasis on sectional and racial conflicts, until the arrival of political and cultural equilibrium in the 1880s and the eclipse of Reconstruction issues. Maddex.

Hst 460. Origins of American Culture, 1740-1830. (G) 3 credit hours. Will examine 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.

Hst 461, 462. History of Modern American Thought and Culture. (G) 3 credit hours each term. Hst 461: 1828-1898, Jacksonian society; Manifest Destiny; Transcendentalism and reform; romanticism and realism in American art; Social Gospel; Darwinism; Mark Twain's America. Hst 462: 1898-1970s, Manifest Destiny revived; rationale of Progressive Movement; the Golden Twenties; New Deal society; arts and values in wartime; counter cultures; civil rights; ecology. Bingham.

Hst 464. History of Mexico. (G) 3 credit hours. A survey of Mexican history from 1810 to 1946. Special attention is given to the problems of nationhood, economic development, church-state relations, the quest for a Mexican identity, and the origins and course of the Revolution of 1910. Falcoff.

Hst 465. Cuba in the Modern World. (G) 3 credit hours. A survey of Cuban history from the fall of Havana to the British in 1762 to the Missile Crisis of 1962. Special emphasis is given to the development of social and economic institutions—monoculture, slavery, economic dependency on outside areas—and to the intellectual and cultural tensions in the late 19th and 20th centuries. Falcoff.

Hst 466. Tudor England. (G) 3 credit hours. The political, social, economic, and intellectual development of England through the reigns of the Tudor sovereigns, 1485-1603. Lang.

Hst 467. Stuart England. (G) 3 credit hours. A survey of England in the period 1603-1714, with attention to political, economic, social, and intellectual change. Special emphasis is given to the English Revolution of 1640-1660. Lang.

Hst 468. Victorian England. (G) 3 credit hours. Britain 1815 to 1901. Evangelicalism, Benthamism, population growth; Victorian social controls; political and economic problems of industrialization and urbanization; growth of empire. Smith.

Hst 469. Twentieth-Century England. (G) 3 credit hours. Decline of liberalism and rise of labor; consequences of two world wars upon Britain's domestic and international affairs; new policies toward education, public welfare; loss of Ireland and the Empire. Smith.

Hst 470, 471. American Social History. (G) 3 credit hours each term. A study of American society in the 19th and 20th centuries; population changes due to immigration and internal migration; ethnic and religious organizations; adaptations to industrialization and urbanization; changes in class structure and the status of women; social reform and social legislation; definitions of the American character. First term: 19th century; second term: 20th century. Wade.

Hst 472. The Negro in American History. (G) 5 credit hours. Afro-American history from West Africa in the days of the slave trade to the "black revolution" of the 1960s. Not offered 1981-82.

Hst 473, 474, 475. American Foreign Relations. (G) 3 credit hours each term. Foundation of American foreign policy; America's wars; peace negotiations; diplomacy; major treaties; expansion; economic and political influence; presidential leadership; Congress and the public; arms limitation; isolation and involvement. Three terms, from the Revolution through the Second World War. Holbo.

Hst 476, 477. The American West. (G) 3 credit hours each term. The American frontier. First term: the early American frontier; second term: the Great Plains and the Far West. Brown.

Hst 478. Pacific Northwest. (G) 3 credit hours. Survey of the region's history from before European contacts to the mid-20th century. Examination of the degree to which the history of the Pacific Northwest mirrors the national experience and the degree to which the region has a distinctive history and culture. Bingham.

Hst 479. American Labor Movement. (G) 3 credit hours. A survey of the trade union movement from the 1880s to the present, with emphasis upon varieties of employment and work experience; relationships between organized and unorganized, male and female workers; philosophies of labor leaders; causes and results of major strikes; state and federal labor legislation; and political activities of organized labor. Wade.

Hst 480, 481, 482. The United States in the Twentieth Century. (G) 3 credit hours each term. A study of 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. Fall: from 1900-1921; industrialization; urbanization; immigration; Progressive movement; World War I. Winter: 1921-1945; the Twenties; depression and New Deal; World War II and its social consequences. Spring: 1945 to present; cold war; consumer culture; civil rights; the Sixties; politics after Vietnam and Watergate. Winkler.

Hst 485, 486. American Social Formation: 17th and 18th Centuries. (G) 3 credit hours each term. An examination of the interaction of European peoples and culture with the American environment, the formation of American society, and colonial ideas and in-

stitutions that have persisted. First term: European contribution and American beginnings to 1760; second term: American Revolution, Constitution, and Nationalism to the 1790s. Hanna.

Hst 487, 488, 489. American Economic History. (G) 3 credit hours each term. The economic development of the United States. First term: European settlement to 1861: Colonial America as pre-industrial society; economic significance of independence; growth in the pre-Civil War era; economics of slavery and sectional conflict. Second term: 1861-1914: Causes, costs and benefits of rapid industrialization; economic development and social conflicts; government regulation and coordination. Third term: Growth, cycles and crises; impact of war; the Great Depression; post-World War II boom; current problems in historical perspective. Pope.

Hst 491, 492. Thought and Society in East Asia. (G) 3 credit hours each term. Key issues in the intellectual life of China and Japan, with emphasis on the interaction between ideas and their social and political context. First term: to 1800; second term: 1800 to the present.

Hst 494, 495, 496. History of China. (G) 3 credit hours each term. Fall: from the city-state of Shang through the feudal age to the cultural, economic and bureaucratic heights of the Sung (960-1279); winter: quickly through the Mongols and the Ming to a consideration of the impact of imperialism in the Ch'ing (1644-1911); spring: the Chinese revolutionary experience in the 20th century. Esherick.

Hst 497, 498, 499. History of Japan. (G) 3 credit hours each term. Fall: 660 B.C. to 1600; mythology, Shinto, Buddhism, courtly aesthetics and the warrior in the formation of a unique cultural tradition; winter: to World War I; confrontation with the West, emergence from isolation, Japanese imperialism; spring: to the present; democracy, ultra-nationalism and the New Order, World War II disaster, U.S. occupation, and postwar surge to superstate status. Falconeri.

Graduate Courses

Hst 501. Research. Credit hours to be arranged.

Hst 502. Supervised College Teaching. Credit hours to be arranged.

Hst 503. Thesis. Credit hours to be arranged. A no-grade course.

Hst 505. Reading and Conference. Credit hours to be arranged.

Hst 507. Seminar. Credit hours to be arranged. The seminars offered vary from year to year, depending on interests and needs of students and availability of faculty.

Three regularly offered seminars of 3 credits each emphasize historical method and historiography and require a major research paper based on primary sources:

European History. Lang.
United States History. Brown.
East Asian History.

Hst 508. Colloquium. Credit hours to be arranged. The colloquia offered vary from year to year, depending upon interests and needs of students and upon availability of faculty.

Hst 509. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Program in Humanities

Steven Lowenstam, Ph.D., Classics, Chairman, Humanities Committee.

Humanities is an interdisciplinary, baccalaureate program built around a core of literature, philosophy, and history. Its aim is to provide students with a knowledge of the ideas and institutions which form the basis of our culture. Majors in their junior year, in consultation with their advisers, choose a particular topic in the humanities on which to concentrate: a chronological period, geographical area, or important theme. In their senior year, students synthesize their topics in some form agreed upon with their advisers. The program is designed to give adequate preparation for work in literature, law, government, religion, or the social sciences. It also seeks to aid students in developing an informed and intelligent response to problems in modern society.

Lower-Division Requirements

Hum 101, 102, 103. Introduction to Humanities.

Satisfaction of the University language requirements for the Bachelor of Arts degree.

History 101, 102, and 103 (History of Western Civilization).

English 204, 205, and 206 (Survey of English Literature).

Nine credit hours in the history of art or in the history of music or both.

Upper-Division Requirements

Nine credit hours of history relating to the field of concentration.

Three of the following courses: Classics 301, 302, 303, 304, 305 (Classical Literature)

Philosophy 301, 302, and 303 (History of Ancient Philosophy).

or
Philosophy 304, 305, and 306 (History of Modern Philosophy).

Nine credit hours of Humanities courses at the upper-division level.

Twelve additional credit hours of courses (in any area) relating to the field of concentration.

Courses Offered

Hum 101, 102, 103. Introduction to the Humanities. 3 credit hours each term.

A chronological survey of the ideas and modes of vision which form the basis of Western culture. Readings and discussions will focus on literature, philosophy, history, the arts, religion, and science. Lowenstam, Mossberg. Mossberg.

Hum 131. Ascent of Humanity. 3 credit hours. Built around J. Bronowski's series of television programs "The Ascent of Man," and on his book of the same title, this course will examine human beings' developing understanding of their own universe. Lectures, discussions, and weekly television tapes. Goles.

Hum 199. Special Studies. 1-3 credit hours. Topics currently offered:

Soviet Union Today. 2 credit hours. An analysis of modern Russia. Among other topics to be discussed: the new Soviet constitution, the dissidents (Sakharov, Medvedev, Solzhenitsyn); the KGB inside the country and overseas; Andrei Sakharov and the freedom of ideas; uncensored literature and art. Yurevich.

Hum 403. Thesis. Credit hours to be arranged.

Hum 405. Reading and Conference. Credit hours to be arranged.

Hum 407. Seminar. (g) May be taken for graduate minor credit. Recent topics include:

Literature and the Arts in Renaissance Florence. 3 credit hours spring term. Florence, the source of Renaissance learning and the "Renaissance Man," is examined by way of the many-faceted work of such archetypal figures as Leon Battista Alberti, Leonardo Da Vinci, Michelangelo, and Benvenuto Cellini. Hatzantonis.

Hum 410. Experimental Course. (g) May be taken for graduate minor credit. All readings may be done in English translation. Several courses offered each term. Recent topics include the following:

Romanticism and Social Science. 3 credit hours fall term. An analysis of the relationship of the romantic movement to the social sciences; the romantic critique of political economy, sociology, and politics; and the romantic's own conception of society. Readings will include Burke, Wordsworth, Coleridge, Carlyle, Ruskin, and Marx. Ryan.

Western Images of East Asia. 3 credit hours winter term. An examination of the changing images of China and Japan prevalent in the West from the time of Marco Polo to the present. Nakai.

The Social and Economic Thought of Karl Marx. 3 credit hours. Marx's intellectual development is presented as a series of stages in which he progressively adopted individualism, humanism, and deterministic materialism. Wolfson.

Sport and Society. 3 credit hours. Examines the function of athletics in contemporary society from philosophical, cultural, and socio-economic perspectives. Santomier, Broekhoff.

Humanism and the Renaissance Hero. 3 credit hours. Ideas of heroic virtue as propounded by Renaissance humanists and developed by Renaissance poets and dramatists. Grudin.

German Society and the Arts: 1871-1945. 3 credit hours. A survey of major movements in German art and culture from the founding of the Second Reich to the end of the Third Reich: *Gründerzeit*, Naturalism, Impressionism, *Jugendstil*, Expressionism, New Objectivity, the *Bauhaus* school, and directions under National Socialism.

Nonmuseum Art. 3 credit hours. An analytic survey of functional art and its social value. Lanier.

Early Chinese Perceptions of Landscape. 3 credit hours. A study of the Chinese idea of landscape and space in general as symbolic of philosophical and religious concepts. Jacobson.

Disaster and Society. 3 credit hours. Analyzes medieval responses to disaster and their historical and social significance. Mate.

Nature of Man. 3 credit hours. Alexander.

Romanticism, Philosophy, and the Arts 3 credit hours. Interrelationship of philosophy, music, and literature, as reflected in the nineteenth-century ideal of the Romantic hero. Zweig.

Political Drama. 3 credit hours. Zaninovich.

Venice: Melting Pot of East and West. 3 credit hours. The development of the political, economic, and artistic aspects of Venetian society during its 700 years as a republic, and the portrayal of this society in the works of such authors as Beolco, Goldoni, and Mann. Giustina.

Additional Studies

Humanities students may also be interested in the following courses from other disciplines:

Bi 370. The Human Environment. 3 credit hours.

Cl 307, 308, 309. Classical World. 3 credit hours each term.

Cl 321. Classic Myths. 3 credit hours.

Hst 313. Enlightenment and Revolution. 3 credit hours.

Hst 411. History of Greece. (G) 3 credit hours.

Hst 412, 413. History of Rome. (G) 3 credit hours each term.

Hst 434, 435. Making of the Western Mind. (G) 4 credit hours each term.

Hst 439. From Wordsworth to Marx. (G) 3 credit hours.

Hst 440. From Nietzsche to Freud. (G) 3 credit hours.

LA 407. Seminar in Landscape Perception. (g) 3 credit hours.

Mth 152. Mathematical Symmetry. 3 credit hours.

Program in International Studies

Committee on International Studies

Clarence E. Thurber,* Ph.D., CSPA, Chairman
 Charles E. Duncan,* M.A., Journalism
 Ralph Falconeri, Ph.D., History
 Jon Jacobson,* J.D., Law School
 Judith Merkle,* Ph.D., Political Science
 Stephen Haynes, Ph.D., Economics
 Ross Anthony, Ph.D., Economics
 George Zaninovich,* Ph.D., Political Science
 Michael Moravcsik,* Ph.D., Theoretical Physics
 William J. Robert, LL.M., Marketing, Business
 Norman Sundberg, Ph.D., Psychology, CSPA
 Michael Fish, Ph.D., East Asian Languages
 Peter Gontrum, Ph.D., Germanic Languages
 Larry Jones, Ph.D., CSPA
 Clyde Patton, Ph.D., Geography (West European studies)
 Philip Young, Ph.D., Anthropology (Latin American studies)
 David Milton, M.A., Sociology (Asian studies)
 Gerald Albaum, Ph.D., Marketing
 Vernon Dorjahn, Ph.D., Anthropology (African studies)
 Warren Smith, Ed.D., Health Education
 Edward Comstock,* International Studies
 Robert Donia, Ph.D., History (executive secretary)

Undergraduate Studies

The undergraduate international studies program offers an interdisciplinary 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 and Admission

The role of the faculty adviser is central to the program. Students admitted to international studies should consult with their advisers on progress at least once each term. Students interested in applying to the program should seek an appointment with an appropriate adviser to the program, generally one of the committee named above.

Application for Admission

In consultation with the adviser, the student draws up a proposed course of study, following one of the model programs as an example. The proposal and a statement of academic and career objectives is then submitted to the committee through the office of the committee chairman.

The Core Program and Major Requirements

The major consists of work in three core clusters: international relations, regional cultures and area studies, and global perspectives and issues. Required work in these clusters, together with a final seminar, total a minimum of 45 credits. In addition, three years of a foreign language or the equivalent are required.

Each cluster in the core program contains courses from a number of departments. The minimum requirement is 18 credits from Cluster A; and 24 credits from Clusters B and C combined, with a minimum of 9 credits in each.

Cluster 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.

Cluster B: Regional Cultures and Area Studies

This cluster pertains to groups of nations or peoples sharing common historical, geographic, linguistic, and religious experiences. In satisfying the Cluster B requirement, students are expected to concentrate on one regional culture or area.

Areas with common experiences include Asia, Russia and Eastern Europe, and Latin America, in which the University has committees with curricular offerings from various departments. (Please see Asian Studies,

Latin American Studies, and Russian and East European Studies.) In developing a program of study, a student may want to consult with members of these committees.

For Western European Studies, American Studies, or African Area Studies, the student may develop a program of courses by consulting an academic adviser and the appropriate department head.

Students may make special arrangements through the Middle East Studies Center at Portland State University to take courses relating to that area.

Cluster C: Global Perspectives and Issues

International relations, including the question of conflict or harmony among major world cultures, must be viewed within a global context. To fulfill the requirements for Cluster C, a student is expected to concentrate on one of four groups: world cultures, problems of development, population and resources, or special topics. The last alternative allows the student, in consultation with an adviser, to concentrate on a special theme or topic as an integrating device. Such topics may be, for example, revolutions and international studies, science development and international relations, or the international system in a certain historical period. Proposals under special topics must also be submitted to the committee for approval.

Senior Seminar

The required senior seminar is an advanced inquiry taught by a member of the committee on international studies. The student writes a research paper or completes a senior project for a total of 3 credits.

Language Requirements

Students normally are required to have achieved the proficiency level associated with three years of study of a single foreign language. This may be achieved by classroom study including advanced placement, or be demonstrated by examination. Students may, with the consent of an adviser, substitute one year of a closely related foreign language (for example Spanish-Portuguese, or Russian-Polish) for the third year. Science majors who plan to take a minimum of 72 credits in the major may substitute one year of mathematics for the third year of foreign language.

Study Abroad

Study in a foreign country is highly recommended to students in the international studies major. For details, please see page 32 of this catalog.

*Executive Committee

Advice is available from the director of International Student Services, 172 Oregon Hall.

Other Considerations

A maximum of 9 credits in courses taken to fulfill the group requirements may be applied toward the international studies major.

A maximum of 21 credits for 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 joint majors.

Course Clusters

Students select courses from the following clusters to fulfill the requirement of 45 credit hours of specialized study. (Courses are illustrative only.)

Cluster A: International Relations

War and the Modern World (Hst 216), 3 credits
 Europe Since 1789 (Hst 301, 302, 303), 3 credits each term
 Modern World Governments (PS 101), 3 credits
 Crisis and Response in International Politics (PS 105), 3 credits
 International Relations (PS 205), 3 credits
 American Foreign Policy (PS 325), 3 credits
 Theories of International Politics (PS 326), 3 credits
 International Organization (PS 420), 3 credits
 International Law (PS 422), 3 credits
 Comparative Foreign Policy (PS 440, 441), 3 credits each term
 Comparative Public Policy (PS 489), 3 credits
 International Finance (Ec 323), 3 credits
 International Economics (Ec 440, 441), 3 credits each term
 The Multinational Corporation (Ec 462), 3 credits
 Seminar: International Economic Agencies (Ec 407), credits arranged
 Systems of War and Peace (Soc 464), 3 credits
 International Transportation and Distribution Management (Trn 351), 3 credits*
 Seminar: International Taxation (Fin 407), credits arranged*
 Financial Management of Multinational Corporations (Fin 474), 3 credits*

*Consent of instructor required.

Seminar: Foreign Commercial Law (BE 407), credits arranged.*
 Case Problems in International Business (Mgt 476), 3 credits*
 International Business Transactions (L 570), 3 credits*
 International Law (L 571), 2-3 credits*
 Transnational Legal Problems (L 572), 4 credits*
 Political Geography (Geog 433), 3 credits
 Economic Geography (Geog 434), 3 credits
 International Journalism (J 491), 3 credits

Cluster B: Regional Cultures and Area Studies

Asian Studies

See this catalog, p. 40.

Russian and East European Studies

See this catalog, p. 153.

Latin American Studies

See this catalog, p. 109.

African Studies

Geography of Africa (Geog 205), 3 credits
 Cultural Geography of Africa (Geog 466), 3 credits
 Problems of Contemporary Africa (Anth 210), 3 credits
 Peoples of South Africa (Anth 426), 3 credits
 Peoples of Central and East Africa (Anth 427), 3 credits
 Peoples of West Africa and the Sahara (Anth 428), 3 credits
 History of Southern Africa (Hst 231), 3 credits
 Afro-American History (Hst 380, 381, 382), 3 credits each term
 Black Prose (Eng 310), 3 credits
 Black Poetry (Eng 311), 3 credits
 Black Drama (Eng 312), 3 credits

Western European Studies

Geography of Europe (Geog 201), 3 credits
 Europe Since 1789 (Hst 301, 302, 303), 3 credits each term
 Europe in the "Golden Age," 1890-1914 (Hst 444), 3 credits
 Europe in the Era of Total War, 1914-1929 (Hst 445), 3 credits
 The Recovery of Europe, 1945-Present (Hst 454), 3 credits
 Economic History of Modern Europe (Hst 455, 456), 3 credits each term
 Politics of Western Europe (PS 424, 425), 3 credits each term

French

French Culture and Civilization (Fr 429, 430, 431), 3 credits each term.

Italian

Dante and His Times (It 464, 465, 466), 3 credits each term
 20th-Century Italian Literature (It 486, 487, 488), 3 credits each term.

Spanish

Cervantes (Sp 360), 3 credits
 Post-Civil War Narrative (Sp 457), 3 credits
 Literature and the Spanish Civil War (Sp 459), 3 credits

German

Contemporary German Fiction in Translation (GL 257), 3 credits
 Masterpieces of German Literature (GL 301, 302), 3 credits each term
 Readings in Translation: Scandinavian Literature and Society (GL 353), 3 credits

English

Survey of English Literature (Eng 204, 205, 206), 3 credits each term
 20th-Century Literature (Eng 394, 395, 396), 3 credits each term
 Existentialism and Modern Literature (Eng 494), 3 credits

Cluster C: Global Perspectives and Issues

World Cultures

Landscape, Environment, and Culture (Geog 103), 3 credits
 Cultural Geography (Geog 436), 3 credits
 World Literature (Eng 107, 108, 109), 3 credits each term
 World Civilizations (Hst 110, 111, 112), 3 credits each term
 Great Religions of the World (R 201, 202, 203), 3 credits each term
 Science and Humanity (Phl 206), 3 credits
 Social and Political Philosophy (Phl 309), 3 credits
 Political Ideologies (PS 225), 3 credits
 Political Theory: 19th and 20th Centuries (PS 432), 4 credits
 Marxist Political Theory (PS 433), 3 credits
 Politics of Multi-Ethnic Societies (PS 443), 3 credits
 Prejudice (Psy 415), 3 credits.
 Group and Individual Differences (Psy 419), 3 credits
 Ethnology of Hunters and Gatherers (Anth 301), 3 credits
 Ethnology of Tribal Societies (Anth 302), 3 credits
 Ethnology of Peasant Societies (Anth 303), 3 credits
 Exploring Other Cultures (Anth 310), 3 credits
 Cultural Transmission (Anth 415), 3 credits
 Race and Culture (Anth 414), 3 credits
 Music and World Literature (GHum 410), 3 credits

Dance Cultures of the World (D 452),
3 credits
Music in World Cultures (Mus 458),
3 credits
Sociology of Religion (Soc 461)
3 credits
Comparative Education (EdP 598),
3 credits

Development Problems

Marxian Economics (Ec 450), 3 credits
Planned Economies (Ec 451), 3 credits
Economic Development (Ec 457, 458,
459), 3 credits each term
Communist Political Systems (PS
335), 4 credits
Political Development and Revolution
(PS 475), 5 credits
National Development (CSPA 370),
3 credits
International Community Development
(CSPA 371, 372), 3 credits each
term
Behavioral Ecology (CSPA 420),
3 credits
Comparative Bureaucracy in Develop-
ing Countries (CSPA 470), 3 credits
National Planning (CSPA 472), 3
credits
Aid to Developing Countries (CSPA
474), 3 credits
Marxist Sociological Theory (Soc 375),
3 credits
Sociology of Developing Areas (Soc
450), 3 credits

Population and Resources

Physics of Energy and Environment
(Ph 114), 3 credits
Chemistry, Nutrition, and World Food
(Ch 121), 3 credits
Community, Population, and Resources
(Soc 210), 3 credits
World Population and Social Structure
(Soc 303), 3 credits
Genetics and Man (Bi 222), 3 credits
Human Environment (Bi 470), 3
credits
Marine Ecology (Bi 478), 4 or 8 credits
Marine Environment (Bi 479), 4-8
credits
Food and Culture (Anth 333), 3 credits
Human Population Genetics (Anth
470), 3 credits
Oceanography (Geol 353), 3 credits
Ocean Politics (Ps 423), 3 credits
Environmental Politics (PS 479),
3 credits
Environmental Psychology (Psy 417),
3 credits
Geography of Water Resources (Geog
483), 3 credits
Geographic Hydrology (Geog 484),
3 credits
World Health Problems (HE 571),
3 credits
Ocean Resources Law (L 577), 3
credits.

Program in Latin American Studies

Committee on
Latin American Studies

Philip Young, Ph.D., Anthropology,
Chairman

Participating Faculty

Anthropology: Don Dumond,
William Ayres, Philip Young
Geography: John Mrowka,
Carl Johannessen
Economics: Raymond Mikesell
History: Mark Falcoff, Paul Holbo
Linguistics: Colette Craig
Sociology: Richard Gale
Spanish: George Ayora, David Curland
Library: George Shipman
Political Science: Daniel Goldrich
CSPA: Clarence Thurber ·

The University 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 in the International Studies major. See page 113ff of this catalog.)

One option available is to develop a Latin American speciality within the framework of the Program in International Studies.

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 extra-curricular 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 the program for Latin American studies.

Career Opportunities

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

To pursue an undergraduate program in Latin American studies, students must complete the following course work.

(1) The following geography and history courses: Geog 202, Latin America; Hst 350, 351, 352, Hispanic America.

(2) The equivalent of two years of college-level Spanish or Portuguese, or both.

(3) A major concentration in one of the following areas (requirements for each are listed below): anthropology, geography, history, or Spanish literature.

(4) A minimum of 12 hours in Latin American area courses (listed below).

Anthropology

Students choosing a major concentration in anthropology must complete the following courses.

(1) General Anthropology (Anth 101, 102, 103); (2) 9 hours in physical anthropology courses numbered 300-499; (3) 9 hours in cultural anthropology courses numbered 300-499 including: The American Indian: Mexico and Central America (Anth 418), and The American Indian: South America (Anth 419); (4) 9 hours in prehistory courses including New World Prehistory: Middle America (Anth 462), and New World Prehistory: South America (Anth 463); (5) 6 additional hours in Latin American anthropology chosen from Modern Latin America (Anth 407); Research: Latin America (Anth 401); Readings: Latin America (Anth 405).

The advisers for Latin American anthropology are Philip Young, and Don Dumond.

Geography

Students choosing a major concentration in geography must complete a minimum of 33 additional credit hours in that field, of which 24 must be upper division. Specific requirements include the following.

(1) 9 hours of basic geography chosen from: The Natural Environment (Geog 101), Landscape, Environment and Culture (Geog 103), Urban Environment (Geog 105), Reading and Interpretation of Maps (Geog 280);

(2) 12 additional hours of Latin American geography chosen from The South American Tropics (Geog 461), Southern South America (Geog 462), Geography of Middle America (Geog 463), Seminar: The Latin American City (Geog 407), Seminar: Latin America (Geog 407), Research: Latin America (Geog 401), Readings: Latin America (Geog 405).

The adviser for Latin American geography is Carl Johannessen.

History

Students choosing a major concentration in history must complete a minimum of 36 additional hours in history, of which 18 must be upper division. Specific requirements include the following.

(1) Western Civilization (Hst 101, 102, 103); (2) 6 additional hours in Latin American history chosen from: History of Spain (Hst 464), Cuba in the Modern World (Hst 465), Seminar: Latin America (Hst 407), Research: Latin America (Hst 401), Readings: Latin America (Hst 405); (3) At least 12 hours of the history program must be in courses numbered 400 to 499.

The adviser for Latin American history is Mark Falcoff.

Spanish Literature

Students choosing a major concentration in Spanish literature must complete a minimum of 36 upper-division hours in Spanish, including the following.

(1) Three courses in Spanish composition at the 300 or 400 level; (2) 27 hours in Spanish and Spanish American Literature including: (a) Spanish Literature: Introduction to Reading of Spanish Literature (Sp 311), Modern Spanish Literature (Sp 314); Cervantes (Sp 360); (b) Latin American Literature: 12 hours chosen from: Spanish American Literature (Sp 315), Spanish American Literature (Sp 444, 445, 446), Readings in Latin American Literature (Sp 405), Seminar: Latin American Fiction (Sp 407).

The advisers for Latin American literature are George Ayora and David Curland.

Area Courses

In addition to courses in a student's major concentration, a minimum of 12 hours are required from the following courses.

International Community Development (CSPA 371, 372); South American Tropics (Geog 461); Southern South America (Geog 462); Geography of Middle America (Geog 463); Seminar: The Latin American City (Geog 407); Seminar: Latin American



Rural Settlement (Geog 407); History of Mexico (Hst 464); Cuba in the Modern World (Hst 465); The American Indian: Mexico and Central America (Anth 418); The American Indian: South America (Anth 419); New World Prehistory: Middle America (Anth 462); New World Prehistory: South America (Anth 463); Art in Latin America (ArH 454, 455, 456); Modern Latin America (Anth 407).

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, an interdisciplinary master's degree program in international studies (CSPA), Spanish, sociology, and

political science have graduate faculty competent and interested in the area, and it is possible to arrange graduate programs in these fields with a concentration of work in Latin American studies.

Study Abroad

University of Oregon students may study in Mexico at the University of Guadalajara, with whom the State System of Higher Education has an exchange agreement. (See section on foreign study opportunities, this catalog, page 32.)

In addition, arrangements may be made on an individual basis for study in Guatemala or Costa Rica (see Professors Craig, Thurber, or Johannessen), or in Panama (see Professor Young).

Department of Linguistics

Faculty

Thomas Givón, Ph.D., Department Head, Professor of Linguistics. M.A., 1966, Ph.D., 1969, California, Los Angeles.

Collette G. Craig, Ph.D., Associate Professor of Linguistics. Licence, 1968, Maitrise, 1969, Université de Paris-Nanterre; Ph.D., 1975, Harvard. On leave 1981-82.

Mohamed Guerssel, Ph.D., Visiting Assistant Professor. License in English and TEFL, Morocco, 1969; M.A., 1976, Ph.D., 1979, Washington.

Derry Malsch, Ph.D., Associate Professor of Linguistics. B.A., 1965, M.A., 1967, Chicago; Ph.D., 1971, Wisconsin.

Russell S. Tomlin, Ph.D., Assistant Professor of Linguistics. B.A., 1973, Knox College; M.A., 1975, Ph.D., 1979, Michigan.

Adjunct Faculty

Peter Juczyk, Ph.D., Psychology

Steven D. Lowenstam, Ph.D., Classics

Helmut Plant, Ph.D., German

Lucia Yang, Ph.D., Chinese

The University offers curricula in linguistics leading to the Bachelor of Arts and Master of Arts degrees. These curricula are administered by the Department of Linguistics. The Department of English offers work leading to the Doctor of Philosophy degree with a major concentration in English linguistics and the possibility of substantial preparation in other areas of linguistics.

Undergraduate Studies

Programs in linguistics offer instruction in the nature of language and the analysis of particular languages. The primary aim of linguistic science is to develop a theory which accounts for the human ability to communicate by means of natural language. Although linguists may work with individual languages, they are in search of properties and processes common to all languages. Such common features of human languages are thought to reflect basic aspects of the structure of the human mind.

The concerns of linguistics for precision and formality give it an affinity with mathematics, logic, and

computer science. Linguistics also has close ties to several of the humanities and social sciences. Its concern for properties of the mind link it closely to philosophy and psychology. The social context of language use gives linguistics a connection with anthropology, sociology, and the various language and literature disciplines. Linguists work in areas as varied as child development, college teaching, cryptography, lexicography, preparation of language descriptions and teaching materials, and translation.

The baccalaureate degree provides a basis for graduate study in linguistics and in interdisciplinary fields (such as psycholinguistics, the philosophy of language, and computational linguistics), as well as opportunities for advanced work in a range of applied linguistics fields (including the teaching of certain foreign languages, teaching English as a foreign language, reading, and language arts).

Bachelor of Arts Requirements

(1) Two years of one foreign language and one year of another.

(2) The following courses are required.

Introduction to Linguistics (Ling 290), 4 credit hours.

Languages of the World (Ling 311), 3 credit hours.

Articulatory Phonetics (Ling 411), 4 credit hours.

Phonology and Morphology (Ling 450) 4 credit hours.

Syntax and Semantics (Ling 451, 452), 4 credit hours each term.

Historical and Comparative Linguistics (Ling 460), 4 credit hours.

Sociolinguistics (Ling 490), 3 credit hours.

(3) At least 12 additional credit hours are to be selected from courses with linguistics designations and from a list of courses offered in other departments such as anthropology, East Asian languages, English, German, philosophy, psychology, Romance languages, as approved by the undergraduate adviser.

At least 6 of the 12 elective credits must be upper-division credits and must include one 407 seminar.

(4) All courses applied toward major requirements must be taken on a pass-differentiated basis. No course in which a student received a D grade may be counted toward the major. Majors in linguistics must have their program approved periodically by an adviser from linguistics.

Graduate Studies

The Master of Arts programs in linguistics combines a general foundation of required courses with two major options, one in general linguistics and one in the teaching of English as a second language (TESL), described in detail below. Graduate linguistics courses are also open to students in disciplines for which linguistics is a necessary or useful background.

Research equipment includes the language laboratory, sound reproduction equipment, a sound spectrograph, and University computer facilities.

A limited number of graduate teaching fellowships are available to qualified applicants. Interested students should write directly to the department head.

Admission Prerequisites

(1) Courses in linguistics equivalent to Ling 450 and Ling 451, 452.

(2) Two college-level years of a language not native to the student.

Students who do not meet these prerequisites, but have an undergraduate major in a related field (such as anthropology, computer science, English, a foreign language, mathematics, philosophy, psychology, sociology, or speech pathology and audiology), may be accepted with the provision that deficiencies be made up as soon as possible after beginning the master's program. General University regulations governing graduate admission appear in the Graduate School section of this catalog.

Master of Arts Requirements

All candidates must complete a minimum of 45 credit hours of graduate work, of which at least 30 must be taken in the linguistics department.

Core Requirements

Linguistic Theory (Ling 514, 515, 516), 9 credit hours.

Historical and Comparative Linguistics (Ling 460), 4 credit hours.

Sociolinguistics (Ling 490), 3 credit hours.

Colloquium (Ling 508), 3 credit hours.

General Linguistics Option

In addition to the core requirements listed above, students must take the following:

(1) Regular linguistics courses and seminars comprising a minimum of 11 credit hours and including one term of Linguistics Field Methods (Ling 517),

5 credit hours; one term of Seminar (Ling 407 or 507), 3 to 5 credit hours.

(2) Regular courses and seminars comprising a minimum of 15 credit hours selected from the linguistics courses carrying graduate credit and relevant courses and seminars in related disciplines. These courses and seminars must be approved by the graduate adviser.

(3) A terminal comprehensive examination in synchronic and diachronic theory and method, including a four-hour written examination and a problem in linguistic analysis.

TESL Option

In addition to the core requirement listed above, students must take the following:

(1) 12 credit hours of TESL courses: Teaching English as a Second Language (Ling 444, 445), Advanced TESL (Ling 545), College Teaching-TESL Internship (Ling 509).

(2) Regular courses and seminars comprising a minimum of 14 credit hours selected from the linguistics courses carrying graduate credit and relevant courses and seminars in related disciplines, and including English Grammar (Eng 490), one term of Seminar (Ling 407, 507), and at least 6 credit hours of education courses, as approved by the graduate adviser.

(3) A terminal comprehensive exam on general linguistics and TESL theory and method; including a 4-hour written examination and a problem in applied linguistic analysis.

The linguistics department cooperates in the administration of the International Language Services and American English Institute Programs in English as a Second Language. These programs offer graduate students in TESL practicum experience, research opportunities, and, for those granted teaching assistantships or graduate teaching fellowships, classroom teaching experience. (Please see page 364.)

Courses Offered

ESL Courses

Ling 81. English Pronunciation for Foreign Students. 2 credit hours. Practice in the pronunciation of English. Diagnosis of pronunciation problems. Practice in producing accurately English sounds, sound sequences and intonation.

Ling 82. Listening Comprehension for Foreign Students. 3 credit hours. Practice in developing listening comprehension and

note-taking skills. Practice in listening to spoken English with emphasis on identifying main ideas and in relationships.

Ling 83. Conversation for Foreign Students. 2 credit hours. Participation in conversational groups aimed at the development of expository and lecturing skills. Emphasis on improving the conversational skills which involve academic subject matter.

Ling 84. Reading and Vocabulary Development for Foreign Students. 3 credit hours. Development of reading and vocabulary skills in academic subjects. Readings selected from areas of student interest.

Undergraduate Courses

Ling 150. Structure of English Words. 3 credit hours. The analysis of English word structure as a means of building vocabulary. The study of Latin and Greek roots, prefixes, and suffixes.

Ling 151. Structure of English Words. 3 credit hours. Practice in morphological analysis. Study of the semantic properties of words and the processes of word formation. Use of word analysis skills in verbal ability tests. Problems in lexicography. Prerequisite: Ling 150. Not offered 1981-82.

Ling 199. Special Studies. 1-3 credit hours.

Ling 290. Introduction to Linguistics. 4 credit hours. Introduction to the scientific study of language. Examination of the characteristics of language and language diversity, including sounds, structure, linguistic change, and theories of origin. The relation of linguistic science to the social sciences and to the humanities. Credit in Ling 290 precludes credit in Ling 421.

Ling 311. Languages of the World. 3 credit hours. Typological survey of the languages of the world, living and dead, written and unwritten. The concentration will be on structure, and languages will be classified on the basis of shared characteristics. Prerequisite: Ling 290 or 421.

Upper-Division Courses Carrying Graduate Credit

Ling 401. Research. (g) Credit hours to be arranged.

Ling 405. Reading and Conference. (g) Credit hours to be arranged.

Ling 407. Seminar. (G) Credit hours to be arranged. Recent seminar topics have included the following:

Discourse Analysis
History of Linguistics
Problems in Linguistic Analysis
Relational Grammar
Anaphora
Structure of Scientific English
Universal Grammar
Word Order

Ling 409. Supervised Tutoring: Practicum. (G) 1-3 credit hours any term.

Ling 410. Experimental course. 3 credit hours.

Ling 411. Articulatory Phonetics. (g) 4 credit hours. Study of the classification of speech sounds according to the manner of their production. Prerequisite: Ling 290 (may be taken concurrently). Offered winter term.

Ling 421. Elements of Linguistics. (g) 4

credit hours. Not intended for majors. The basics of linguistic study, including introductory syntax, semantics, phonology. Credit in Ling 421 precludes credit in Ling 290. Offered fall term.

Ling 430. Acoustic and Experimental Phonetics. (G) 3 credit hours. Experimental and classificatory study of the acoustic properties of speech sounds. Prerequisite: Ling 411. Not offered 1981-82.

Ling 443. Methodology of Language Teaching. (G) 3 credit hours. Introduction to the theories and techniques of teaching the pronunciation, grammar, and vocabulary of foreign languages. Prerequisite: Ling 290 or Ling 421. Not offered 1981-82.

Ling 444. Teaching English as a Second Language: Theory. (G) 3 credit hours. An introduction to the study of second-language learning and the teaching of English as a second language. Prerequisite: Ling 290 or Ling 421.

Ling 445. Teaching English as a Second Language: Methodology. (G) 3 credit hours. The development of instructional materials and techniques based on theories presented in Ling 444. The application, testing, and evaluation of these materials and techniques in English as a Second Language classes. Prerequisite: Ling 444, 450, 452.

Ling 450. Phonology and Morphology. (g) 4 credit hours. An introduction to the study of sound systems and the structure of words. A variety of phonological problems will be considered with the goal of examining current phonological theory. Examples will be drawn from a wide range of languages. Prerequisite: Ling 411 or the equivalent. Offered spring term.

Ling 451, 452. Syntax and Semantics. (g) 4 credit hours each term. An introduction to the study of sentence structures in various languages and how these structures convey meaning. The course covers current techniques and theories for the analysis of sentential and lexical data. Prerequisite: Ling 290 or Ling 421. Offered winter, spring.

Ling 460. Historical and Comparative Linguistics. (G) 4 credit hours. An introduction to the principles of language change and to the methods of linguistic reconstruction. Data from a wide range of language families. Prerequisite: Ling 450.

Ling 461. Greek and Latin Comparative Grammar. (G) 3 credit hours. A comparative study of Ancient Greek and Latin, their historical origins and development, and their inherited cultural foundations. Prerequisite: Ling 290 or Ling 421 or one year of Greek or Latin. Not offered 1981-82.

Ling 470. Structure of Mayan Languages. (G) 3 credit hours. Survey of the Mayan languages of Central America; historical development, grammatical structures, and semantic categories. Consent of instructor required. Not offered 1981-82.

Ling 489. Dialect Geography. (G) 3 credit hours. Investigation of the assumptions and methods of dialectology. A survey of principal dialect studies and atlas projects, including an examination of the major differences between British and American English, and of the principal dialect areas of the United States. Prerequisite: Ling 450. Not offered 1981-82.

Ling 490. Sociolinguistics. (G) 3 credit hours. Introduction to the study of language in a social matrix. Examination of social class and ethnic dialects, and multilingual societies. Prerequisite: Ling 450 or Ling 451 and 411.



Graduate Courses

Ling 501. Research. Credit hours to be arranged. A no-grade course.

Ling 503. Thesis. Credit hours to be arranged. A no-grade course.

Ling 505. Reading and Conference. Credit hours to be arranged. A written proposal must be submitted and approved prior to registration.

Ling 507. Seminar. Credit hours to be arranged. Recent seminar topics in linguistics have been:
Lexical Structures
Linguistic Variation
Historical Syntax

Ling 508. Colloquium. 1 credit hour. Weekly seminar attended by faculty and graduate students. Presentation and discussion of research in progress and topics of general interest.

Ling 509. College Teaching-TESL.

Internship. 3 credit hours. Observations of and participation in a genuine ESL classroom. Placements to date have included both adult

classes at the American English Institute and K-12 classes in District 4-J public schools. A written proposal must be submitted and approved prior to registration. Prerequisite: Ling 545.

Ling 514, 515. Linguistic Theory. 3 credit hours per term. A detailed investigation of current developments in syntax and semantics. Prerequisite: Ling 452. Offered fall, winter.

Ling 516. Linguistic Theory. 3 credit hours. A detailed investigation of current developments in phonology. Prerequisite: Ling 450. Offered spring term.

Ling 517. Field Methods. 3 or 5 credit hours. Methods of eliciting language data from a native speaker. Practice in phonetic transcription and in the analysis of grammatical structures collected through field work. Students will not have prior knowledge of the language selected for study. Consent of instructor required.

Ling 545. Advanced TESL. 3 credit hours. An examination of current issues and research topics in second language learning and teaching as they relate to the teaching of English—addresses both theoretical and practical concerns of ESL theory and instruction. Prerequisite: Ling 445.

Department of Mathematics

Faculty

Theodore W. Palmer, Ph.D., Department Head, Professor of Mathematics (analysis). B.A., 1958, M.A., 1958, Johns Hopkins; A.M., 1959, Ph.D., 1966, Harvard.

Frank W. Anderson, Ph.D., Professor of Mathematics (algebra). B.A., 1951, M.S., 1952, Ph.D., 1954, Iowa.

Fred C. Andrews, Ph.D., Professor of Mathematics (statistics). B.S., 1946, M.S., 1948, Washington; Ph.D., California, Berkeley, 1953.

Bruce A. Barnes, Ph.D., Professor of Mathematics (Banach algebras, operator theory). B.A., Dartmouth, 1960; Ph.D., Cornell, 1964.

Richard B. Barrar, Ph.D., Professor of Mathematics (applied mathematics, differential equations). B.S., 1947, M.S., 1948, Ph.D., 1952, Michigan.

Paul Civin, Ph.D., Professor of Mathematics and Associate Provost for Planning (Banach algebras). B.A., Buffalo, 1939; M.A., 1941, Ph.D., 1942, Duke.

Charles W. Curtis, Ph.D., Professor of Mathematics (algebra). B.A., Bowdoin, 1947; M.A., 1948, Ph.D., 1951, Yale.

Michael N. Dyer, Ph.D., Professor of Mathematics (algebraic topology). B.A., Rice, 1960; Ph.D., California, Los Angeles, 1965.

Robert S. Freeman, Ph.D., Associate Professor of Mathematics (partial differential equations, operator theory). B.A.E., New York University, 1947; Ph.D., California, Berkeley, 1958.

Mary L. Fulton, M.S., Instructor in Mathematics; Assistant to the Department Head. B.A., Nebraska Wesleyan, 1972; M.S., Virginia Commonwealth, 1976.

Peter B. Gilkey, Ph.D., Associate Professor of Mathematics (global analysis and differential geometry). B.S., 1966, M.A., 1967, Yale; Ph.D., Harvard, 1972.

David K. Harrison, Ph.D., Professor of Mathematics (algebra). B.A., Williams, 1953; Ph.D., Princeton, 1956.

Alan R. Hoffer, Ph.D., Professor of Mathematics (geometry, mathematics education). B.A., California, Los Angeles, 1958; M.S., Notre Dame, 1963; Ph.D., Michigan, 1969.

William M. Kantor, Ph.D., Professor of Mathematics (finite geometries, finite groups, combinatorics). B.S., Brooklyn

College, 1964; M.A., 1965, Ph.D., 1968, Wisconsin.

Richard M. Koch, Ph.D., Associate Professor of Mathematics (differential geometry). B.A., Harvard, 1961; Ph.D., Princeton, 1964.

John V. Leahy, Ph.D., Professor of Mathematics (algebraic and differential geometry). Ph.D., Pennsylvania, 1965.

Henry L. Loeb, Ph.D., Professor of Mathematics (numerical analysis, approximation theory). B.S., Wisconsin, 1949; M.A., Columbia, 1958; Ph.D., California, Los Angeles, 1965.

Kenneth G. Miller, Ph.D., Assistant Professor of Mathematics (partial differential equations). B.A., Macalester College, 1969; S.M., 1970, Ph.D., 1975, Chicago.

Paul Olum, Ph.D., Professor of Mathematics (algebraic topology), President, University of Oregon. A.B., Harvard, 1940; M.A., Princeton, 1942; Ph.D., Harvard, 1947.

Kenneth A. Ross, Ph.D., Professor of Mathematics (harmonic analysis). B.S., Utah, 1956; M.S., 1958, Ph.D., 1960, Washington.

Gary M. Seitz, Ph.D., Professor of Mathematics (group theory). A.B., 1964, M.A., 1965, California, Berkeley; Ph.D., Oregon, 1968.

Peter R. Sherman, M.S., Senior Instructor in Mathematics (mathematics education). B.S., 1947, M.S., 1949, Oregon; B.D., Pacific School of Religion, 1952.

Allan J. Sieradski, Ph.D., Professor of Mathematics (algebraic topology, homotopy theory). B.S., Dayton, 1962; M.S., 1964, Ph.D., 1967, Michigan.

Robert T. Smythe, Ph.D., Associate Professor of Mathematics (probability). A.B., Oberlin, 1963; B.A., Oxford, 1965; Ph.D., Stanford, 1969.

Paul L. Speckman, Ph.D., Assistant Professor of Mathematics (statistics). B.A., 1969, M.A., 1973, Ph.D., 1976, California, Los Angeles.

Robert F. Tate, Ph.D., Professor of Mathematics (statistics). B.A., California, Berkeley, 1944; M.S., North Carolina, 1949; Ph.D., California, Berkeley, 1952.

Donald R. Truax, Ph.D., Professor of Mathematics (statistics). B.S., 1951, M.S., 1953, Washington; Ph.D., Stanford, 1955.

James M. Van Buskirk, Ph.D., Associate Professor of Mathematics (topology, knot theory). B.S., Wisconsin State, Superior, 1954; M.S., 1955, Ph.D., 1962, Wisconsin.

Marie A. Vitulli, Ph.D., Assistant Professor of Mathematics (algebraic

geometry). B.A., Rochester, 1971; M.A., 1973, Ph.D., 1976, Pennsylvania.

Marion I. Walter, D.Ed., Professor of Mathematics (mathematics education). B.A., Hunter College, 1950; M.S., New York University, 1954; D.Ed., Harvard, 1967.

Lewis E. Ward, Jr., Ph.D., Professor of Mathematics (topology). A.B., California, Berkeley, 1949; M.S., 1951, Ph.D., 1953, Tulane.

Jerry M. Wolfe, Ph.D., Associate Professor of Mathematics (numerical analysis). B.S., Oregon State, 1966; M.A., 1969, Ph.D., 1972, Washington.

Charles R. B. Wright, Ph.D., Professor of Mathematics (group theory). B.A., 1956, M.A., 1957, Nebraska; Ph.D., Wisconsin, 1959.

Undergraduate Studies

Mathematics courses at the University are designed to satisfy the needs of students, 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. 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 several one-term courses (Mth 124, 150, 151, 152, 153, 154, 155, 156, 157, 158) and an Honors College sequence (Mth 190, 191, 192) specifically intended for students who do not necessarily plan to take advanced work in mathematics, but who wish to satisfy all or part of the science group requirement in mathematics. These courses present ideas from areas of important mathematical activity in an elementary setting, stressing concepts

more than computation. They do not provide preparation for other mathematics courses, but are compatible with further study in mathematics.

Enrollment in Courses

To enroll in a lower-division mathematics course, students must take the prescribed placement examination, have the examination waived, or present a grade report showing completion of the prerequisite course with a grade of C or P or higher.

Students may not enroll for credit in courses that are prerequisite to those in mathematics for which they are concurrently enrolled or for which credit has been received.

Two sequences of calculus are offered. Calculus for the Nonphysical Sciences (Mth 207, 208, 209) is designed to serve the mathematical needs of students in the business, managerial, and social sciences. The first two terms (Mth 207, 208) provide a basic introduction to differential and integral calculus and to matrix algebra. Calculus (Mth 201, 202, 203) is the standard sequence recommended to most students in the physical sciences and mathematics. Mathematics majors and other students with high aptitude for mathematics may wish to take Theory of Calculus (Mth 210, 211, 212) along with Mth 201, 202, 203.

Elements of Discrete Mathematics (Mth 231, 232, 233) provides an introduction to mathematical concepts important to the study of computer science.

Major Programs

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 program is individually constructed in consultation with an adviser.

Baccalaureate Degree

To qualify for a baccalaureate degree with a major in mathematics, a student must satisfy the requirements listed in one of the seven options below. Upper-division courses used to satisfy these requirements must be graded (as opposed to P-NP). At least 12 credit hours in upper-division mathematics courses must be taken in residence at the University.

Option One: Graduate Preparatory

Required: 36 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412 or Mth 417 and at least two terms selected from one sequence and two terms selected from another sequence in the following sets: Mth 413, Mth 414, Mth 415, 416, 417; Mth 431, 432, 433; Mth 437, 438, 439; Mth 447, Mth 448, 449.

Recommended: Mth 421, 422; Mth 461; Mth 462.

Option Two: Statistics Emphasis

Required: 36 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412 or Mth 417; Mth 420 and either Mth 441, 442, Mth 443 or Mth 444; or Mth 447, Mth 448, 449.

Recommended: Mth 428, 429, 430; Mth 450, 451; Mth 454, 455; and CIS 201, 202, 203.

Note: Students planning graduate work in statistics are urged to take Mth 447, Mth 448, 449 and Mth 431, 432, 433.

*Option Three:**Physical Sciences Emphasis*

Required: 34 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412 or Mth 417 and at least five terms selected from among Mth 421, 422; Mth 428, 429, 430; Mth 441, 442; Mth 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 or Ch 104, 105, 106; Geol 201, 202, 203; Ph 201, 202, 203 or Ph 211, 212, 213. An upper-division three-term sequence in chemistry, geology, or physics may be substituted for one of these sequences.

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 331, 332, 333; Mth 321 or Mth 212; Mth 412 or Mth 417 and either Mth 428, 429, 430 or Mth 418, 419, Mth 420.

Also required: Mth 231, 232, CIS 313, 314, 315.

Recommended: Mth 441, 442; Mth 443; Mth 465.

*Option Five:**Social Science or Business Emphasis*

Required: 36 upper-division mathe-

matics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412 or Mth 417; Mth 420; Mth 441, 442; Mth 443 or Mth 444.

Recommended: Mth 354, 355; Mth 418, 419; Mth 428, 429, 430; Mth 437, 438, 439; Mth 444; Mth 454, 455; Mth 461; Mth 462; Ec 494, 495; Psy 433; DS 425.

Since 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 the College of Business Administration.

*Option Six:**Biological Science Emphasis*

Required: 28 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 331, 332, 333; Mth 321 or Mth 212; Mth 412 or Mth 417; Mth 441, 442; Mth 461.

Also required: Ch 204, 205, 206 or Ch 104, 105, 106; Ph 201, 202, 203 or Ph 211, 212, 213; and Bi 311; Bi 312; Bi 314.

Recommended: Mth 413; Mth 420; Mth 428, 429, 430; Mth 443; Mth 444; Mth 450, 451; Mth 462; Mth 465; Mth 466; CIS 201, 202, 203; Bi 422; Bi 424; Bi 470; Bi 471; Bi 472; Bi 473.

*Option Seven:**Secondary Teaching Emphasis*

Required: 30 upper-division mathematics credits (exclusive of Mth 425, 426, 427) including Mth 321 or Mth 212; Mth 341, 342, 343; Mth 344, 345; Mth 346 or Mth 441; Mth 411 or Mth 333.

Also required: CIS 131 and at least 18 credit hours in education courses which apply toward the Oregon Basic Teaching Certificate.

Recommended: Mth 328; Mth 354, 355.

Regular session 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 which does not conflict with the required mathematics courses.

Secondary School Teaching

The Department of Mathematics offers work for preparation to teach mathematics in the 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, plus 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 departmental endorsement adviser for teacher education, and the Office of Secondary Education in the College of Education.

Elementary School Teaching

For certification to teach in an elementary school in Oregon, the Oregon 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.

Other Information

Students preparing to graduate "with honors in mathematics" should notify the chairman of the Undergraduate Affairs Committee not later than the first term of their senior year. They must complete two of the four sets of sequences Mth 413, Mth 414, (or Mth 415, 416); Mth 431, 432; Mth 437, 438; Mth 447, Mth 448, (or Mth 447, Mth 454); with an average grade of B or higher. They must also write a thesis covering advanced topics assigned by their adviser. The honors degree will be awarded 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 twelve very challenging problems, with prizes awarded the top finishers in the nation. Those interested should consult the chairman of the Undergraduate Affairs Committee at the beginning of the fall term.

An undergraduate lounge is in Deady Hall, equipped with tables, blackboards, and mathematics books and periodicals.

Graduate Studies

The University offers graduate study in mathematics leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees.

Two basic curricula are available for the M.S. and M.A. programs, one designed for persons intending to conclude formal study of mathematics with a master's degree, and the other designed for those intending to continue study toward the Ph.D.

Coordinated master's degree programs are also offered for the training of secondary school and community college teachers of mathematics which terminate with an M.S. or M.A. in mathematics or interdisciplinary studies. These programs may be pursued during summer sessions as well as in regular sessions. Applicants for a summers-only admission must satisfy the graduate admissions requirements.

The department offers programs leading to the Ph.D. degree in the following areas: algebra, analysis, applied mathematics, combinatorics, differential equations, geometry, number theory, numerical analysis, probability, statistics, and topology.

Admission is dependent upon the student's previous academic record, as to 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 catalog.

In addition to transcripts from all undergraduate and graduate institutions attended, copies of Graduate Record Examination scores in the "Verbal," "Quantitative" and "Advanced 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.

Pre-Ph.D. Master's Program

Of the required 45 credit hours, at least 18 must be mathematics courses in the 500 level; at most, 15 may be in graduate-level courses other than mathematics.

A student must complete two 500-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, he or she 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 Program

Of the required 45 credit hours, at least 9 must be mathematics courses in the 500 level, 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, Mth 413, Mth 414 or Mth 415, 416, 417; Mth 431, 432, 433; Mth 437, 438, 439; Mth 447, Mth 448, 449 or Mth 447, Mth 454, 455.

Students should have taken, at some time, a year upper-division or graduate course in statistics, numerical analysis, computing, or other applied mathematics.

Teacher's Master's Program

Of the required 45 credit hours, at least 9 must be mathematics courses in the 500 level.

Students must take at least 36 credit hours in mathematics courses of either 400 (G) or 500-level, or both, to include the following or their equivalents: (a) Mth 412, Mth 413, Mth 414, or Mth 415, 416, 416; (b) Mth 431, 432, 433; (c) Two terms from one of the following: Mth 437, 438, 439; Mth 447, Mth 448, 449 or Mth 447, Mth 454, 455; Mth 487, 488, 489; Mth 534, 535, 536.

Students should have taken, at some time, a one-term or longer course in both Introductory Linear Algebra and Set Theory and Mathematical Logic, and one from Differential Equations or Functions of Several Variables.

Interdisciplinary Studies, Teaching, Mathematics

This program is intended for teachers working toward the Standard Teaching Certificate. To be admitted, an applicant must have had at least 18 undergraduate credit hours in mathematics and a reasonable background in education courses as evidenced by holding a basic Oregon certificate for secondary teaching or other equivalent credential.

Of the required 45 credit hours, at least 9 must be in 500-level courses.

Students must take a minimum of 9 credit hours of planned graduate education, and 36 credit hours of planned graduate mathematics courses (400g, 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.

Each student, upon entering the graduate program in mathematics, will review previous studies and objectives with the Graduate Advising Committee. On the basis of this consultation, tentative admittance to the master's program or the pre-Ph.D. program will be granted. A student in the pre-Ph.D. program may also be a candidate for the master's degree.

The Pre-Ph.D. Program

To be admitted to the pre-Ph.D. program, an entering graduate student must have completed a course of study substantially equivalent to the graduate preparatory baccalaureate degree program described above. Other students will be placed in the master's program. They 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 in 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.

The 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 towards 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 take the qualifying examination which is administered 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 thesis, have it read and approved by a dissertation committee, and defend the thesis orally in a formal public meeting.

Language Requirement

The department expects Ph.D. candidates to be able to read mathe-

mathematical material in two foreign languages selected from French, German, or Russian. (Alternative languages are acceptable in certain fields.) Language requirements may be fulfilled by (a) passing a departmentally administered exam; (b) satisfactory completion of a second-year college-level language course; or (c) passing an ETS exam.

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 substantially all of the course work needed for the Ph.D.

Dissertation

Ph.D. candidates in mathematics must submit a dissertation containing substantial original work in mathematics.

There are no requirements for final defense of thesis in mathematics other than those of the Graduate School.

Courses Offered

Undergraduate Courses

Mth 40. Preparatory Mathematics. 4 credit hours. A remedial course intended for students whose preparation includes less than one year of algebra, or whose placement exam scores indicate inadequate preparation for entry into the regular mathematics curriculum. Carries 4 hours of credit for enrollment (eligibility) credit but not for graduation credit. Satisfies no university or college requirement. A no-grade course.

Mth 95. Intermediate Algebra. 4 credit hours. Fundamentals of algebra. Intended for students entering with less than two years of high school algebra; not open for credit to students entering with four years of high school mathematics including trigonometry.

Mth 101. College Algebra. 4 credit hours. Intended as preparation for other mathematics courses when recommended by entrance placement, or to satisfy major requirements in other departments. Prerequisite: one and one-half years of high school algebra, or Mth 95.

Mth 102. Elementary Functions. 4 credit hours. Trigonometric, logarithmic, and exponential functions and their graphs. Intended as preparation for Mth 201. Prerequisite: Mth 101, or equivalent.

Mth 115. Preparation for Calculus. 4 credit hours. A concentrated review of topics from algebra, trigonometry, and other areas. For entering students who have had a considerable amount of high school mathematics, including trigonometry, and whose placement scores indicate a need for a brief course in pre-calculus mathematics prior to enrolling in

Mth 201. Not suitable as preparation for Mth 207. Consent of department is required. Offered fall terms only.

Mth 121, 122, 123. Mathematics for Elementary Teachers. 3 credit hours each term. This is a three-term sequence covering the mathematics needed to teach grades K-8. Topics include structure of the number system, logical thinking, topics in geometry, simple functions, and basic ideas of statistics and probability. Topics will be interwoven when appropriate. Calculators, concrete materials, and problem solving approaches will be used. Prerequisite for Mth 121: passing an entrance test based upon arithmetic, elementary algebra and geometry. Prerequisite for Mth 122 and Mth 123: passing preceding course with a grade of C or better. Open only to prospective elementary teachers.

Mth 124. Mathematics of Finance. 4 credit hours. Simple and compound interest and discount annuities, periodic-payment plans, bonds, depreciation, mathematics of insurance, and other topics related to business. Prerequisite: Mth 101, or equivalent. Offered infrequently. Last offered summer 1980.

Mth 150. Introduction to Probability. 3 credit hours. An elementary survey emphasizing basic concepts, with application to problems in many fields. Not open to students with credit for Mth 232. Prerequisite: Mth 95 or two years of high school algebra or entrance placement for Mth 101.

Mth 151. Combinatorics. 3 credit hours. 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. Prerequisite: Mth 95, or two years of high school algebra, or entrance placement for Mth 101. Offered infrequently. Last offered in fall 1975.

Mth 152. Mathematical Symmetry. 3 credit hours. An introduction to the common mathematical symmetry properties of objects occurring in architecture, art, and the natural sciences; reflections and rotations; the concept of a group of symmetries. Prerequisite: one year of high school geometry and Mth 95, or two years of high school algebra, or entrance placement for Mth 101.

Mth 153. Introduction to Game Theory. 3 credit hours. Introduction to the theory of games of strategy. A study of decision-making in situations where the outcome is affected by the participants in a competitive environment. Restricted to games with two participants where the gains of one are the losses of the other. Prerequisite: Mth 95, or two years of high school algebra, or entrance placement for Mth 101.

Mth 154. Mathematical Milestones. 3 credit hours. An 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. Prerequisite: one term of 100-level mathematics, or consent of department. Offered infrequently. Last offered in winter 1976.

Mth 155. Maximum and Minimum Problems. 3 credit hours. The use of inequalities to determine maximum and minimum values in arithmetic, algebra and geometry. Prerequisite: Mth 101, or equivalent. Offered infrequently. Last offered in winter 1975.

Mth 156. Concepts of Statistics. 3 credit hours. Fundamental ideas of statistics, with illustrative examples. Particular attention to correct problem formulation and correct use

of definitions and notation. Intended to expose features of modern statistical thinking in a mathematically elementary atmosphere. Primarily for lower-division students. Prerequisite: Mth 95, or two years of high school algebra, or entrance placement for Mth 101.

Mth 157. Elementary Theory of Numbers. 3 credit hours. Introduction to elementary, basic properties of whole numbers. Topics include prime numbers, congruences, Fermat's theorem, equations in integers, irrational numbers, and famous unsolved problems. Prerequisite: Mth 95, or two years of high school algebra, or entrance placement for Mth 101. Offered infrequently. Last offered winter 1979.

Mth 158. Introduction to Matrix Algebra. 3 credit hours. Vectors and matrices, matrix algebra, linear and quadratic forms, applications to two- and three-dimensional geometry, linear least squares, and Markov chains. Prerequisite: Mth 101 or equivalent.

Mth 190, 191, 192. Topics in Modern Mathematics (Honors College). 4 credit hours each term. Selected topics chosen to illustrate mathematical thought and application of mathematics to contemporary problems. Does not provide preparation for calculus. Prerequisite: one and one-half years of high school algebra, or Mth 95.

Mth 199. Special Studies. 1-3 credit hours.

Mth 201, 202, 203. Calculus. 4 credit hours each term. Standard sequence for students of physical, biological, and social sciences, and mathematics. Prerequisite: high school trigonometry and a high placement score; or Mth 115; or Mth 102. Not open to students who have credit for Mth 207, 208, 209.

Mth 207, 208, 209. Calculus for the Non-physical Sciences. 4 credit hours each term. Differential and integral calculus, including an introduction to topics in several variable calculus, differential equations, vectors, and matrices. This calculus sequence is designed for students in the social sciences and managerial sciences whose programs do not require upper-division courses in calculus. This sequence contains more topics than does Mth 201, 202, 203, but each in much less depth. Mth 207, 208, 209 in itself is not adequate preparation for some graduate programs (for instance, economics); students planning graduate study should consult an adviser before entering this sequence. Mathematics students and students in the physical sciences should enroll in Mth 201, 202, 203. Prerequisite: Mth 101 or equivalent. Not open to students who have credit for Mth 201, 202, 203.

Mth 210, 211, 212. Theory of Calculus. 2 credit hours each term. A rigorous treatment of the theoretical aspects of the calculus that are introduced and used in Mth 201, 202, 203. Related topics are also studied. For students with high aptitude for and interest in mathematics. Intended for students concurrently enrolled in Mth 201, 202, 203. Not offered 1981-82.

Mth 215. Topics from Calculus. 4 credit hours fall. For entering students whose calculus backgrounds include most but not all of a year of university calculus. Designed to produce a level of proficiency in calculus sufficient for upper-division mathematics. Offered infrequently. Last offered in fall 1971.

Mth 231, 232, 233. Elements of Discrete Mathematics. 4 credit hours each term. Mth 231, 232: Finite and infinite sets, mathematical induction, permutations and combinations, relations and functions, theory

of graphs with applications, Boolean algebra, and discrete probability. Mth 233 : Generating functions, recurrence relations, elementary theory of groups and rings. Must be taken in sequence. Prerequisite: Mth 101 or equivalent. Mth 233 last offered in spring 1977.

Mth 321. Elementary Analysis. 4 credit hours. A rigorous treatment of certain topics introduced in calculus, including continuity and differentiation, sequences and series, uniform convergence and continuity. Prerequisite: year sequence in calculus. Not open to students who have credit in Mth 212.

Mth 328. Number Theory. 3 credit hours. Divisibility, congruences, number theoretic functions, Diophantine equations. Prerequisite: year sequence in calculus, or consent of instructor.

Mth 331, 332, 333. Calculus of Several Variables with Linear Algebra. 4 credit hours each term. 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' theorems. The linear algebra includes computational matrix algebra, systems of linear equations, determinants, eigenvalues and eigenvectors. This sequence covers most of the material in Mth 411. Students planning to take this sequence should not take Mth 411. Prerequisite: Mth 203 or consent of instructor.

Mth 341, 342, 343. Fundamentals of Algebra. 3 credit hours each term. Complex numbers, the theory of equations, and an introduction to algebraic structures including groups, rings, fields and polynomial rings. Prerequisite: year sequence in calculus, or consent of instructor.

Mth 344, 345. Fundamentals of Geometry. 3 credit hours each term. An analysis of Euclidean and non-Euclidean geometries using vectors, transformations, and coordinates as well as synthetic techniques in two and three dimensions. Prerequisite: year sequence in calculus, or consent of instructor.

Mth 346. Fundamentals of Statistics. 3 credit hours. Topics in probability and statistics for prospective secondary school teachers of mathematics. Probability and random variables on finite sets. Binomial and other distributions. Random number tables. Frequency distributions and histograms. Algebra of elementary statistical distributions. Tests of hypotheses and linear estimates. Prerequisite: year sequence in calculus, or consent of instructor. Not offered in 1980-81.

Mth 354, 355. Mathematical Logic and Set Theory. 3 credit hours each term. Basic concepts of 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. Prerequisite: year sequence in calculus, or consent of instructor.

Mth 403. Thesis. Credit hours to be arranged.

Mth 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Mth 407. Seminar. (g) Credit hours to be arranged.

Mth 407. Seminar. (G) Credit hours to be arranged.

Mth 410. Experimental Course. (g) or (G) Topics and credit hours to be arranged.

Mth 411. Introductory Linear Algebra. (g) 3 credit hours. Computational vector and matrix algebra; n-dimensional vector spaces; systems of linear equations; linear maps; rank, nullity; determinants. Applications. Prerequisite: two quarters of calculus or consent of instructor. Not recommended to students who have credit for Mth 331, 332, 333.

Mth 412. Linear Algebra. (G) 3 credit hours. This course covers the materials of Mth 411 from a *theoretical* point of view, and provides an introduction to advanced work in algebra (see Mth 413 or Mth 415). Theory of linear dependence; bases and dimensions; linear transformations and matrices; vector spaces with an inner product; theory of determinants. Other topics as time permits. Prerequisite: Mth 331 or Mth 411 or consent of instructor.

Mth 413. Topics in Linear Algebra. (G) 3 credit hours. Continuation of Mth 412. Characteristic roots and vectors; the minimal and characteristic polynomials; the Jordan canonical form; bilinear, quadratic and hermitian forms. The principal axis theorem; orthogonal, unitary and symmetric transformations. Connections with analysis and geometry. Prerequisite: Mth 412 or consent of instructor. Not offered 1981-82.

Mth 414. Algebraic Structures. (G) 3 credit hours. Introduction to the theory of groups, rings, fields. Prerequisite: Mth 413. Not open to students with credit for Mth 415 or 416. Not offered 1981-82.

Mth 415, 416, 417. Introduction to Abstract Algebra. (G) 3 credit hours each term. Introduction to the theory of groups, rings, fields, polynomial rings; linear algebra; the theory of a single linear transformation; the rational decomposition theorem; Jordan canonical form. Prerequisite: Mth 201, 202, 203 or equivalent.

Mth 418, 419. Applied Algebra. (g) 3 credit hours each term. Modular arithmetic, elementary properties of groups, polynomial ideals, finite fields. Construction of combinatorial designs and orthogonal Latin squares, algebraic coding theory. Prerequisite: Mth 331 or Mth 411.

Mth 420. Applied Linear Algebra. (g) 3 credit hours. 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. Prerequisite: Mth 331 or Mth 411.

Mth 421, 422. Functions of a Complex Variable. (g) 3 credit hours each term. 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. Prerequisite: Mth 332, or consent of instructor.

Mth 425, 426, 427. Elements of Statistical Methods. (g) 3 credit hours each term. A basic sequence in statistical methods; not intended for mathematics majors. Presentation of data; sampling distributions; tests of significance; confidence intervals; regression; analysis of variance; correlation; nonparametric statistics. Prerequisite: Mth 95, or equivalent.

Mth 428, 429, 430. Introduction to Numerical Analysis. (g) 3 credit hours each term. Methods of numerical analysis with applica-

tions. Elementary theory for numerical solutions of differential equations, splines, and fast Fourier transform. Prerequisite: Mth 331; CIS 201. (Mth 331 may be taken concurrently with Mth 428, 433.)

Mth 431, 432, 433. Introduction to Analysis (G) 3 credit hours each term. A rigorous treatment of topics introduced in calculus and several variable calculus, including 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. Prerequisite: Mth 321 and Mth 331, 332, 333 or consent of department.

Mth 437, 438, 439. Introduction to Topology. (G) 3 credit hours each term. Elementary point-set topology with an introduction to combinatorial topology and homotopy. Prerequisite: an upper-division mathematics sequence or consent of instructor.

Mth 441, 442. Introduction to Statistical Theory. (g) 3 credit hours each term. Elementary theory of probability, sampling distributions, estimation and testing of hypotheses. Prerequisite: year sequence in calculus.

Mth 443. Regression Analysis and Analysis of Variance. (g) 3 credit hours. 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. Prerequisite: Mth 442.

Mth 444. Nonparametric Statistics. (g) 3 credit hours. Statistical procedures valid under minimal assumptions; theory of rank order tests; sign test, Wilcoxon test, k-sample tests for independent and matched samples; tests for randomness and goodness of fit; comparison of tests including large sample power and efficiency; estimation based on order statistics; robust methods of inference in linear models. Prerequisite: Mth 442.

Mth 447. Introduction to Probability Theory. (G) 3 credit hours. Non-measure theoretic probability theory with applications to the derivation of statistical sampling distributions. Topics include discrete and continuous random variables, expectation, joint distributions, moment generating and characteristic functions, introduction to the weak law of large numbers and the central limit theorem. Prerequisite: Mth 333 or consent of instructor.

Mth 448, 449. Mathematical Statistics. (G) 3 credit hours each term. Statistical models, point estimation and comparison of point estimates, confidence interval estimation, Neyman-Pearson theory of tests, likelihood ratio tests, linear models, regression analysis of variance, methods of analysis of discrete data, nonparametric models, decision theory. Prerequisite: Mth 447 or consent of instructor.

Mth 450, 451. Statistical Design and Analysis of Experiments. (G) 3 credit hours each term. Linear models and analysis of variance, factorial designs, incomplete and partially balanced designs, response surfaces, existence of various designs. Prerequisite: Mth 442, and Mth 331 or Mth 411. Offered infrequently, last offered in 1974-75.

Mth 454, 455. Stochastic Processes. (G) 3 credit hours each term. Discrete-time Markov chains, including random walk, queuing theory, and branching processes; renewal theory; continuous-time Markov chains, including birth and death processes and Poisson processes; second order processes, prediction and filtering. Prerequisite: Mth 447 or consent of instructor. Not offered 1981-82.

Mth 461. Introduction to Differential Equations. (g) 3 credit hours. Linear differential equations, applications, series solutions of differential equations. Equivalent to Mth 418 offered prior to fall 1977. Prerequisite: year sequence in calculus.

Mth 462. Differential Equations. (g) 3 credit hours. Systems of equations, boundary value problems, Green's functions, special functions. Prerequisites: Mth 331 or Mth 411; Mth 461.

Mth 465. Fourier Series and Orthogonal Functions. (g) 3 credit hours. Orthogonal functions; mean convergence; Fourier series, Legendre polynomials; Bessel functions. Applications to partial differential equations. Prerequisite: Mth 332.

Mth 466. Fourier and Laplace Integrals. (g) 3 credit hours. Fourier and Laplace transforms and applications to partial differential equations. Prerequisite: Mth 332, or consent of instructor.

Mth 467. Topics in Applied Mathematics. (g) 3 credit hours. Topics selected from: integral equations, distribution theory. Prerequisite: Mth 332, or consent of instructor. Not offered 1981-82.

Mth 487, 488, 489. Geometry. (G) 3-4 credit hours each term. Axiomatic development of absolute geometries from both the synthetic and metric points of view; Euclidean and Lobachevskian geometry; area theory; ruler and compass constructions; elements of projective geometry; subgeometries of projective geometry; geometric transformations. Intended primarily for school mathematics teachers. Prerequisite: year sequence in calculus and senior or graduate standing, or consent of instructor. Not offered 1981-82.

Graduate Courses

Mth 501. Research. Credit hours to be arranged. A no-grade course.

Mth 503. Thesis. Credit hours to be arranged. A no-grade course.

Mth 505. Reading and Conference. Credit hours to be arranged.

Mth 507. Seminar. Credit hours to be arranged.

Algebraic Geometry. Leahy, Vitulli
Algebraic Topology. Dyer, Olum, Sieradski
Applied Mathematics. Barrar
Banach Algebras. Barnes, Palmer
Combinatorics and Finite Geometry. Hoffer, Kantor

Commutative Algebra. Anderson, Harrison, Vitulli

Differential Geometry. Gilkey, Koch, Leahy
Groups and Representations. Curtis, Kantor, Seitz, Wright

Harmonic Analysis. Ross

Homological Algebra. Anderson, Harrison, Vitulli

Lie Algebras and Algebraic Groups. Curtis
Mathematics Education. Hoffer, Walter
Noncommutative Rings. Anderson, Harrison
Numerical Analysis. Loeb, Wolfe
Partial Differential Equations. Freeman, Gilkey, Miller

Probability. Smythe, Truax

Statistics. Andrews, Smythe, Speckman, Tate, Truax

Topics in Functional Analysis. Barnes, Civin, Palmer, Ross

Topology. Dyer, Olum, Sieradski, Van Buskirk, Ward

Mth 510. Experimental Course. Topics and credit hours to be arranged.

Mth 521, 522, 523. Partial Differential Equations. 3 or 4 credit hours each term. 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 for the heat and wave equations, eigenvalue problems. Prerequisite: Mth 431, 432 and Mth 331 or Mth 411; Mth 421 recommended. Offered infrequently. Last offered in 1975-76.

Mth 531, 532, 533. Linear Analysis in Applied Mathematics. 3 or 4 credit hours each term. Topics selected from the theory of integral equations, calculus of variations, partial differential equations, boundary value problems, linear operators, integral transforms, spectral theory distributions, eigenfunction expansions with applications. Of primary interest to physical science majors. Prerequisite: Mth 333, Mth 461, and Mth 421 or equivalent, or consent of instructor. Offered infrequently. Last offered in 1976-77.

Mth 534, 535, 536. Numerical Analysis. 3 or 4 credit hours each term. 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. Prerequisite: Mth 412, Mth 432, Mth 461, and an introductory course in numerical analysis, or consent of the instructor.

Mth 541, 542, 543. Abstract Algebra. 3 or 4 credit hours each term. Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras.

Mth 551, 552, 553. Theory of Functions of a Real Variable. 3 or 4 credit hours each term. Measure and integration. Hilbert and Banach spaces, and related topics.

Mth 554, 555, 556. Theory of Functions of a Complex Variable. 3 or 4 credit hours each term. The theory of Cauchy, power series, contour integration, analytic continuation, entire functions, and related topics.

Mth 561, 562, 563. Modern Theories in Analysis. 3 or 4 credit hours each term. Measure theory, Banach spaces and algebras, analysis in topological groups; modern functional analysis, with emphasis on the connections with classical analysis and on applications to harmonic analysis.

Mth 571, 572, 573. Topology. 3 or 4 credit hours each term. General and point-set topology, introduction to algebraic topology.

Mth 581, 582, 583. Theory of Estimation and Testing Hypotheses. 3 or 4 credit hours each term. Uniformly most powerful tests; unbiased tests; invariant tests; minimax tests; the univariate and multivariate general linear hypothesis. Minimum variance unbiased estimation; properties of maximum likelihood estimates, Bayes estimates, and minimax estimates. Not offered 1981-82.

Mth 584, 585, 586. Theory of Probability. 3 or 4 credit hours each term. Measure and integration, probability spaces, laws of large numbers, the central limit theory, conditioning martingales, random walks.

Mth 591, 592, 593. Advanced Mathematical Statistics. 3 or 4 credit hours each term. Topics selected from: analysis of variance and design of experiments; nonparametric statistics; multivariate analysis; large sample theory; sequential analysis.

Courses Offered Only in Summer Session

Mth 457, 458, 459. Foundations of Mathematics. (g) 2-4 credit hours each term.

Mth 468, 469. Probability and Statistics. (g) 2-4 credit hours each term.

Mth 478, 479. Algebra. (g) 2-4 credit hours each term.

Mth 498, 499. Analysis. (g) 2-4 credit hours each term.

Mth 579, 580. Algebra. 2-4 credit hours each term.

Mth 589. Geometry. 2-4 credit hours.

Mth 598, 599. Analysis. 2-4 credit hours each term.

Department of Philosophy

Faculty

Robert T. Herbert, Ph.D., Department Head, Associate Professor of Philosophy (aesthetics, philosophy of religion). B.A., 1952, M.A., 1954, Ph.D., 1962, Nebraska.

Henry A. Alexander, Jr., Ph.D., Associate Professor of Philosophy (epistemology, history of philosophy). B.A., Princeton, 1947; M.A., 1951, Ph.D., 1955, California, Berkeley.

William E. Davie, Ph.D., Assistant Professor of Philosophy (ethics, history of philosophy). B.A., Washington, 1964; Ph.D., California, Irvine, 1969.

Don S. Levi, Ph.D., Associate Professor of Philosophy (logic, philosophy of mathematics). B.A., Wisconsin, 1956; M.A., 1961, Ph.D., 1962, Harvard.

Cheyney C. Ryan, Ph.D., Associate Professor of Philosophy (political philosophy, philosophy of social science). M.A., 1973, Ph.D., 1974, Boston University.

Catherine W. Wilson, Ph.D., Assistant Professor of Philosophy (philosophy of science, philosophy of language). B.A., Yale, 1972; B.Phil., Oxford, 1974; Ph.D., Princeton, 1977.

Arnulf Zweig, Ph.D., Professor of Philosophy (Kant, philosophy of law, history of philosophy). B.A., Rochester, 1952; Ph.D., Stanford, 1960.

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 or the Bachelor of Science degree is also available. Freshmen and transfer students planning to study philosophy should be prepared to read rather difficult prose, since virtually all courses in the department make use of primary rather than secondary sources. The ability to write precise, analytical, coherent essays is also an essential skill in most philosophy courses.

Major Requirements

The minimum major requirement is 45 credit hours of work in philosophy with grades of C or better, including 36 hours in upper-division courses. The 45-hour 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); Symbolic Logic (Phl 461, 462) or History of Logic (Phl 455, 456); and 6 credit hours of courses on the works of specific authors. Courses of study must be arranged in consultation with the undergraduate major adviser.

Honors

Any philosophy major may, by fulfilling the requirements described below, graduate with honors.

Grade Point Average. To enter the program, the student must have a grade point average of at least 2.50 in philosophy courses at the end of the junior year; to complete the program the student must have a grade point average of at least 3.50 in philosophy at the end of the senior year.

Courses. Besides those courses required of all philosophy majors, a candidate for honors must take an additional six hours of the 45 credit hours 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 may be a revised and expanded version of a term paper. The thesis requires approval of the thesis adviser only.

Upon fulfilling these requirements, the candidate is then approved for graduation with honors.

Graduate Studies

The department offers a graduate program leading to the Master of Arts and Doctor of Philosophy degrees. The department's graduate offerings are intended to meet the needs of three classes 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 some other 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 by consultation with an advisory committee. Advanced work in mathematical logic, phenomenology, and Oriental philosophy is not currently offered at Oregon.

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 the general University regulations governing graduate admission, (see index), 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 Examination is recommended, though it is not a formal requirement of admission. Applicants should write to the department, explaining their interest in graduate studies here, and requesting an application blank for admission. The first copy (green), and one complete set of transcripts, together with the \$20.00 application fee should be sent to the Graduate Admissions Office, 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 assistantships are the only form of financial aid available in the philosophy department. An application form will be provided on request.

Two or more years are generally required to complete the master's degree.

Courses Offered

Undergraduate Courses

Phl 201. Elementary Ethics. 3 credit hours. The philosophical study of morality, e.g., ethical relativism, the justification of moral judgments, the concepts of duty, right, and wrong.

Phl 202. Introduction to Theory of Knowledge. 3 credit hours. Philosophical analysis of problems of knowledge, e.g., empiricism, rationalism, skepticism, the problems of a priori knowledge, perception, sense-data.

Phl 203. Introduction to Metaphysics. 3 credit hours. Some classical metaphysical problems, e.g., substance, universals, causality, mind and body, the nature and justification of metaphysical claims.

Phl 204. Introduction to Philosophy of Religion. 3 credit hours. Philosophical analysis and justification of religious claims and concepts, e.g., God, the soul, immortality.

Phl 205. Contemporary Moral Issues. 3 credit hours. Philosophical problems connected with such topics as civil disobedience, the morality of war, abortion, conscription, compensatory justice.

Phl 206. Science and Humanity. 3 credit hours. Philosophical problems concerning the nature of scientific explanation and its implications concerning the nature of humanity and human actions.

Phl 210. Free Will and Determinism. 3 credit hours. Philosophical investigation of such topics as behaviorism, foreknowledge and free will, indeterminism and determinism, human action and responsibility.

Phl 212. Existentialism. 3 credit hours. The basic ideas of the Christian and atheistic divisions of the existentialist movement; reading of selected works of representative philosophers; some attention to precursors and to the general modern philosophical situation which has negatively generated the existentialist rebellion.

Phl 221. Elementary Logic. 3 credit hours. Introduction to the study of reasoning. How to recognize, analyze, criticize, and construct the main types of argument and proof.

Phl 222. Elementary Aesthetics. 3 credit hours. 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.

Phl 301, 302, 303. History of Ancient Philosophy. 3 credit hours each term. Survey of the history of philosophy from the pre-Socratic through the medieval period, with particular attention to Plato and Aristotle.

Phl 304, 305, 306. History of Modern Philosophy. 3 credit hours each term. Survey of the history of western philosophy from Descartes through the 20th century.

Phl 307, 308, 309. Social and Political Philosophy. 3 credit hours each term. A

survey of the major social and political theories from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

Phl 321, 322. Theory of Knowledge. 3 credit hours each term. A study of the source, certainty, and limits of human knowledge as well as the ground and nature of belief. Rationalism, empiricism, and skepticism. Theories of perception. The problem of abstraction. The nature of truth. Prerequisite: one previous course in philosophy. Offered alternate years.

Phl 323, 324. Ethics. 3 credit hours each term. Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements. Prerequisite: one previous course in philosophy.

Phl 325, 326. Philosophy of Language. 3 credit hours each term. Examination of philosophical theories of language and meaning; ideals and methods of clarification; definition analysis; philosophy as study of language. Selected readings. Prerequisite: one previous course in philosophy.

Phl 339, 340. Introduction to Philosophy of Science. 3 credit hours each term. Analysis of basic concepts of science such as "explanation," "chance," "causation," etc. Nature of mathematics and its relation to science. Prerequisite: one previous course in philosophy.

Phl 350, 351. Metaphysics. 3 credit hours each term. A critical treatment of traditional issues in metaphysics, selected from among such topics as substance, existence, time, causation, God, the nature of persons, the meaningfulness of metaphysics. Prerequisite: one previous course in philosophy. Offered alternate years.

Phl 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Phl 407. Seminar. (G) Credit hours to be arranged.

Phl 411. Plato. (G) 3 credit hours. Analysis of Plato's major dialogues. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 413. Aristotle. (G) 3 credit hours. Aristotle's major writings on theory of knowledge, metaphysics, and ethics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.*

Phl 416. Descartes. (G) 3 credit hours. A study of Descartes' writings on method, knowledge, philosophy of mind, and metaphysics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.*

Phl 419. Locke. (G) 3 credit hours. A study of Locke's account of knowledge, language, personal identity, substance, and his distinction between primary and secondary qualities. Offered alternate years. Prerequisite: 9 credit hours in philosophy or instructor's consent.*

Phl 423. Leibniz. (G) 3 credit hours. A study of Leibniz's writings in logic and metaphysics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 425. Berkeley. (G) 3 credit hours. A study of Berkeley's major writings on knowledge and perception. Offered alternate years. Prerequisite: 9 credit hours in philosophy or instructor's consent.*

Phl 427. Hume. (G) 3 credit hours. Hume's writings on knowledge, morals, and religion. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 429, 430. Kant. (G) 3 credit hours each term. 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*. Offered alternate years. Prerequisite: 9 credit hours in philosophy or instructor's consent.

Phl 431, 432. Philosophy in Literature. (G) 3 credit hours each term. Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 433, 434, 435. Advanced Ethics. (G) 3 credit hours each term. 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. Prerequisite: 9 credit hours of philosophy or instructor's consent.

Phl 438. Kierkegaard. (G) 3 credit hours. An examination of Kierkegaard's major philosophical and polemical writings: *Concluding Unscientific Postscript, Either/Or, The Sickness unto Death, The Attack on 'Christendom'*. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 439, 440. Philosophy of Religion. (G) 3 credit hours each term. An intensive study of specific issues arising from reflection upon such topics as the nature of faith, proofs for the existence of God, the nature of divine attributes, the problems of evil, and religious ethics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.*

Phl 441, 442, 443. Aesthetics. (G) 3 credit hours each term. Systematic study of the meaning and value of aesthetic experience in everyday life and in the arts—painting, music, literature, etc. Prerequisite: 9 credit hours in philosophy or instructor's consent.*

Phl 444. Philosophy of Law. (G) 3 credit hours. Theories of law and jurisprudence. Theories of guilt and punishment. Law and morality. The nature of legal reasoning. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 447, 448. Wittgenstein. (G) 3 credit hours each term. A study of Wittgenstein's *Tractatus Logico-Philosophicus, Philosophical Investigations*, and several minor works. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.*

Phl 453, 454. Analytic Philosophy. (G) 3 credit hours each term. A critical study of recent analytic philosophy, with special emphasis on the writings of the logical positivists and their predecessors and of contemporary British "linguistic" philosophers. Prerequisite: 9 credit hours in philosophy or instructor's consent.

Phl 455, 456. History of Logic. (G) 3 credit hours each term. A study of writers in the philosophy of logic: e.g., Plato, Aristotle, the Stoics, Ockham, Frege, Strawson. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 458, 459. Philosophy of Mind. (G) 3 credit hours each term. Analysis of some basic concepts of psychology, such as "mind" and "behavior": discussion of the mind-body

problem and of methodological issues in psychology. Prerequisite: 9 credit hours in philosophy or instructor's consent.*

Phl 461, 462. Symbolic Logic. (G) 3 credit hours each term. A consideration of 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. No prerequisite. Offered alternate years.*

Phl 463. Philosophy of Mathematics. (G) 3 credit hours. The status of mathematical theorems and formulas; truth and falsity, necessity, justification in mathematics; Hilbert's program; Frege; mathematics and the world. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.*

Phl 465. Logical Theory. (G) 3 credit hours. Formal and informal logic; proof; acceptability of logic; measuring, computing, formalizing and arguing, contradiction and paradox. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.*

Phl 468. Problems in Philosophy of Science. (G) 3 credit hours. Probability and statistics; the nature of scientific discovery; hypothetico-deductive systems; the scope of science; science and metaphysics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

Phl 480, 481, 482. Philosophy of the Social Sciences. (G) 3 credit hours each term. Inquiry into the possibility of a science of society. Holism and methodological individualism; behavioralism; value-neutrality. Selected special topics, such as ideology, relativity of concepts, ethno-linguistics.

Graduate Courses

Phl 501. Research. Credit hours to be arranged. A no-grade course.

Phl 503. Thesis. Credit hours to be arranged. A no-grade course.

Phl 505. Reading and Conference. Credit hours to be arranged.

Phl 507. Seminar. Credit hours to be arranged. Metaphysics.

Practical Reasoning.
Problems in the Philosophy of Language.

Phl 511, 512, 513. Problems of Knowledge. 3 credit hours each term. Examination of attempts at philosophical analysis and justifications of knowledge; perception, memory, induction, the self and other selves. Prerequisite: 9 credit hours in philosophy or consent of instructor.*

Phl 514, 515, 516. Ethical Theory. 3 credit hours each term. An examination of contemporary ethical theory. Prerequisite: 9 credit hours in philosophy or consent of instructor. Offered alternate years.*

Phl 517, 518. Problems in Philosophy of Language. 3 credit hours each term. Analysis of current issues in the philosophy of language. Prerequisite: 9 credit hours in philosophy or consent of instructor. Offered alternate years.*

Phl 523, 524. Problems in Philosophy of Mind. 3 credit hours each term. Examination of current literature on perception, action, intention, motives and causes, other minds. Prerequisite: 9 credit hours in philosophy or consent of instructor. Offered alternate years.

*Not offered 1981-82.

Department of Physics

Faculty

Bernd Crasemann, Ph.D., Department Head, Professor of Physics (atomic physics). A.B., California, Los Angeles, 1948; Ph.D., California, Berkeley, 1953.

J. David Cohen, Ph.D., Assistant Professor of Physics (solid state physics). B.S., Washington, 1968; Ph.D., Princeton, 1976.

Paul L. Csonka, Ph.D., Professor of Physics (elementary particle theory). Ph.D., Johns Hopkins, 1963.

Nilendra G. Deshpande, Ph.D., Associate Professor of Physics (elementary particle theory). B.Sc., 1959, M.Sc., 1960, University of Madras; Ph.D., Pennsylvania, 1965.

Russell J. Donnelly, Ph.D., Professor of Physics (physics of fluids, superfluidity, astrophysics). B.Sc., 1951, M.Sc., 1952, McMaster University; M.S., 1953, Ph.D., 1956, Yale.

Marvin D. Girardeau, Ph.D., Professor of Physics (many-body theory, statistical mechanics). B.S., Case Institute of Technology, 1952; M.S., Illinois, 1954; Ph.D., Syracuse, 1958.

Amit Goswami, Ph.D., Professor of Physics (theoretical nuclear physics). M.Sc., 1960, Ph.D., 1964, Calcutta.

Richard J. Higgins, Ph.D., Professor of Physics (solid state physics). B.S., Massachusetts Institute of Technology, 1960; Ph.D., Northwestern, 1965.

Rudolph C. Hwa, Ph.D., Professor of Physics (elementary particle theory). Director, Institute of Theoretical Science. B.S., 1952, M.S., 1953, Ph.D., 1957, (electrical engineering), Illinois; Ph.D., Brown, 1962.

James C. Kemp, Ph.D., Professor of Physics (astronomy). A.B., 1955, Ph.D., 1960, California, Berkeley.

Harlan W. Lefevre, Ph.D., Professor of Physics (nuclear physics). B.A., Reed, 1951; M.S., Idaho, 1957; Ph.D., Wisconsin, 1961.

Brian W. Matthews, Ph.D., Professor of Physics (protein crystallography). Director, Institute of Molecular Biology. B.Sc., 1959, B.Sc., (Honors, 1st Class), 1960; Ph.D., 1963, University of Adelaide.

Joel W. McClure, Jr., Ph.D., Professor of Physics (solid state theory). B.S., 1949, M.S., 1951, Northwestern; Ph.D., Chicago, 1954.

David K. McDaniels, Ph.D., Professor of Physics (nuclear physics). B.S., Washington State, 1951; M.S., 1958, Ph.D., 1960, Washington.

Michael J. Moravcsik, Ph.D., Professor of Physics (elementary particle theory). A.B., Harvard, 1951; Ph.D., Cornell, 1956.

Gerard F. Moseley, Ph.D., Professor of Astronomy (radio astronomy); Associate Provost for Student Affairs. B.S., Randolph Macon College, 1962; M.S., 1964, Ph.D., 1969, Yale.

John T. Moseley, Ph.D., Associate Professor of Physics (molecular physics). B.S., 1964, M.S., 1966, Ph.D., 1969, Georgia Institute of Technology.

Jack C. Overley, Ph.D., Associate Professor of Physics (nuclear physics). B.S., Massachusetts Institute of Technology, 1954; Ph.D., California Institute of Technology, 1960.

Kwangjai Park, Ph.D., Associate Professor of Physics (solid state physics). B.A., Harvard, 1958; Ph.D., California, Berkeley, 1965.

George W. Rayfield, Ph.D., Associate Professor of Physics (biophysics, low temperature physics). B.S., Stanford, 1958; Ph.D., California, Berkeley, 1964.

David R. Sokoloff, Ph.D., Associate Professor of Physics (physics education); Associate Department Head. B.A., Queens College, 1966; Ph.D., Massachusetts Institute of Technology, 1972.

Davison E. Soper, Ph.D., Associate Professor of Physics (elementary particle theory). B.A., Amherst College, 1965, Ph.D., Stanford, 1971.

Robert L. Zimmerman, Ph.D., Associate Professor of Physics (astrophysics, general relativity). B.A., Oregon, 1958; Ph.D., Washington, 1963.

Special Staff

Man Hsiung Chen, Ph.D., Senior Research Associate, Adjunct Assistant Professor of Physics (theoretical atomic physics), Ph.D., Oregon, 1972.

Frederick J. Grieman, Ph.D., Research Associate (molecular physics), Ph.D., California, Berkeley, 1979.

James M. Hall, Ph.D., Research Associate (experimental atomic physics), Ph.D., Kansas State, 1980.

John C. Hansen, Ph.D., Research Associate (molecular physics), Ph.D., Chicago, 1979.

Ira G. Nolt, Ph.D., Research Associate (infrared astronomy), Ph.D., Cornell, 1967.

J. V. Radostitz, Research Associate (scientific instrumentation), Washburn School, 1960.

William Spence, Ph.D., Research Associate (elementary particle theory), Ph.D., California, Santa Cruz, 1980.

Frank Vignola, Ph.D., Research Associate (solar energy), Ph.D., Oregon, 1975.

Undergraduate Studies

Physics is the most fundamental of the natural sciences and is concerned with the discovery and development of the laws that describe our physical universe. Students who earn an undergraduate degree may continue their studies towards 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 baccalaureate 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.

Because of its fundamental nature, the study of physics is essential for all who work in the natural sciences and for all students who wish to comprehend our technological world. The Department of Physics offers a variety of courses to meet the needs of 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 if at all possible. 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 Ph 201, 202, 203 or 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). Students should also complete as many as possible of the University requirements for the baccalaureate degree, listed on page 18.

Requirements

Because of the sequential nature of physics courses, it is imperative to begin planning of a major program in physics as early as possible. Interested students are advised to consult with the advising coordinator in the Department of Physics early in their studies. The requirements for the baccalaureate degree are outlined below.

(1) Complete graduation requirements for the baccalaureate degree listed on page 18. (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, since proficiency in a foreign language is required by most graduate schools.)

(2) Complete the following required lower-division courses or their equivalents:

- (a) General Physics (Ph 201, 202, 203 or 211, 212, 213)
- (b) Introductory Physics Laboratory (Ph 204, 205, 206)
- (c) Introduction to Modern Physics (Ph 214) (Ph 451, Introduction to Quantum Mechanics may be substituted for Ph 214.)
- (d) Calculus (Mth 201, 202, 203.)
- (e) General Chemistry with Laboratory (Ch 104, 105, 106 and Ch 107, 108, 109.

(3) Complete at least 8 terms of graded (pass-differentiated) upper-division courses in physics including Classical Mechanics (Ph 324, 325) and Electricity and Magnetism (Ph 441, 442). Only courses graded A, B, C, will count toward this requirement. Exceptions to this rule may be made with the approval of the head of the Department of Physics. Courses beyond the minimum requirement may be elected P/N. (Courses numbered 400-410 may not be included without the explicit approval of the physics advising coordinator.)

Graduate Study Preparation

Students planning to continue on to graduate study in physics are advised to include in their programs Thermodynamics and Statistical Physics (Ph 351, 352), 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 most graduate schools.

Honors

To be recommended by the faculty for graduation with honors, a student normally must complete four 400-level physics sequences, and earn at least a 3.50 grade point average in physics courses with no physics grades below B.

Secondary School Teaching

The Department of Physics offers work for preparation to teach physics in the 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, plus 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 departmental adviser for teacher education, and the Office of Secondary Education in the College of Education.

Graduate Studies

The Department of Physics offers graduate programs leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees, with a variety of opportunities for research. Current research areas include astronomy and astrophysics, molecular and atomic physics, biophysics, condensed matter theory, elementary particle theory, nuclear physics, 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.

Cooperative programs of study are possible in biophysics, through the Institute of Molecular Biology, and in geophysics, in association with members of the Department of Geology's Center for Volcanology.

The chemical physics program provides 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.

Admission and Financial Aid

For admission to graduate study, a baccalaureate degree in physics or a related area is required with a minimum undergraduate grade point average of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examination, (GRE), including the Physics Advanced Test, is recommended and strongly urged for foreign students. Students from non-English speaking countries are required to demonstrate proficiency in English via the English as a Foreign Language (TOEFL) examination. All applicants must submit to the Department of Physics one copy of a completed application, one copy of official transcripts of all prior academic work, and three letters of reference from persons well acquainted with the applicant's ability and recent work in physics.

Financial aid is available on a competitive basis to Ph.D. students in the form of teaching or research assistantships. Both require approximately fifteen hours of work per week and provide a stipend and tuition waiver. Normally new students are only eligible for teaching assistantships.

The sequential nature of most physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is normally only available to students who begin their studies in the fall.

The deadline for fall admission is August 15, but financial aid applications must be received by March 15 to assure 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, without graduate credit, to remedy their deficiencies.

Students should consult the Graduate School section of this catalog for general University admission and degree requirements.

Master's Degree

Course requirements for a master's degree with a major in physics normally include, in addition to the substantial equivalent of the undergraduate physics degree, two three-term sequences in physics, at least one of which must be a 500-level sequence; and one of the following sequences in mathematics—Fourier Series and Orthogonal Functions, Fourier and Laplace Integrals, Topics in Applied Mathematics (Mth 465, 466, 467); Linear Analysis in Applied Mathematics (Mth 531, 532, 533); Functions of a Complex Variable (Mth 421, 422), plus Mth 531 or another term of 400-level mathematics approved by the Director of Graduate Studies; Linear Algebra, Differential Equations (Mth 412, 413, 462); Introduction to Numerical Analysis (Mth 428, 429, 430); Statistics and Regression Analysis (Mth 441, 442, 443); or three terms of 400- or 500-level mathematics approved by the Director of Graduate Studies before registration.

A total of 45 credit hours of graduate level courses must be completed, including 30 hours of physics which normally must all be graded courses. Courses other than physics or approved mathematics courses must be in related fields and must be approved by the Director of Graduate Studies. A maximum of 15 hours of credit earned at another accredited graduate school may be counted. A minimum grade point average 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).

Candidates for the Master of Arts degree must demonstrate proficiency in a foreign language; see requirements, below.

The master's degree program may be completed in four terms.

College Teacher Preparation

A number of Oregon's graduate students intend to become college teachers. Teaching assistants acquire some teaching experience in the first year or two. Students who want advanced experience may arrange a program of practice teaching supervised by physics faculty members, registering for credit in Supervised Tutoring Practicum (Ph 509).

Ph.D. Degree

The physics department has few course requirements, relying primarily on demonstrated competence in the qualifying examination, comprehensive examination, and doctoral thesis research. After making up any gaps in undergraduate (400-level) background, and passing the master's final examination, students generally prepare for the qualifying examination by taking graduate-level Quantum Mechanics (Ph 531, 532, 533), Theoretical Mechanics (Ph 511, 512, 513), and Electromagnetic Theory (Ph 521, 522, 523).

Qualifying Examination

The Ph.D. qualifying examination covers the core of graduate physics (theoretical mechanics, statistical mechanics, quantum mechanics, and electromagnetic theory). This is a written examination given each fall. It should be attempted for the first time by the fall of the third year and normally must be passed by the fall of the fourth year.

Before taking the comprehensive examination, students round out their personal knowledge of physics and acquire a knowledge of some area of current research in physics by pursuing advanced studies in at least three specialized fields. Normally, this requirement is met by taking at least one course sequence from each of three of the following groups: I, Solid State and

Statistical Physics; II, Nuclear and Particle Physics; III, Atomic Physics and Astrophysics; IV, Experimental and Theoretical Techniques; V, Interdisciplinary Courses. Students also present at least one talk at one of the research seminars.

Comprehensive Examination

The comprehensive examination is an oral examination. Candidates present a discussion, lasting about an hour, on a current problem in physics and propose an idea for a research project. Candidates are expected to understand the background and fundamental physics of the problem, and to communicate this knowledge to physicists in other fields.

The examination must be completed at least six months before the Ph.D. degree is awarded.

Thesis

The thesis is the most important requirement. Every candidate for the Ph.D. degree must submit a thesis embodying the results of research, and showing evidence of originality and ability in independent investigation. The thesis must be a real contribution to knowledge, based on the candidate's own investigations. It must show a mastery of the literature of the subject and be written in creditable literary style.

Foreign Language Requirement

The Department of Physics expects that all incoming graduate students whose native language is English will have proficiency in one of the following foreign languages: French, German, or Russian. This requirement may be met by demonstrating second year proficiency on the foreign language standard achievement test of the College Entrance Examination Board, with the equivalent grade of C or higher; by the completion of the second year of a college-level course with a minimum

The following sample program is designed for students preparing for graduate study in physics who are prepared to take calculus in their freshman year. Students should consult with the director of undergraduate studies before planning their own programs, adapted to their individual needs. In addition to general graduation requirements, language, and electives, students should plan to take the courses listed below.

Freshman Year	Sophomore Year	Junior Year	Senior Year
General Physics (Ph 201, 202, 203) or General Physics with Calculus (Ph 211, 212, 213) Introductory Physics Laboratory (Ph 204, 205, 206) Calculus (Mth 201, 202, 203)	Introduction to Modern Physics (Ph 214) Classical Mechanics (Ph 324, 325) Calculus of Several Variables with Linear Algebra (Mth 331, 332, 333) General Chemistry with Laboratory (Ch 104, 105, 106 and Ch 107, 108, 109)	Thermodynamics and Statistical Physics (Ph 351, 352) Electricity and Magnetism (Ph 441, 442, 443) mathematics and/or physics electives	Courses from the Modern Physics cluster (Ph 421, 422, 423) Introduction to Quantum Mechanics (Ph 451, 452, 453) or Ph 451 and mathematics and/or physics electives

grade of C, or by completion of a one-year scientific reading course at the University of Oregon with a minimum grade of C.

Students whose native language is *not* English may select English as the required foreign language.

The language requirement must be satisfied before the student can take the comprehensive examination.

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 6300 feet above sea level. The observatory has three telescopes, in separate domes: a 15-inch diameter instrument, a 24-inch telescope, and a 32-inch telescope 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 clear or partly clear night of the year, and the site is staffed year around.

Courses Offered

Undergraduate Courses

Astronomy

Ph 104, 105, 106. Descriptive Astronomy. 3 credit hours each term. Descriptive treatment of both the solar and stellar systems, including the earth, moon, sun, planets, comets and meteors, properties of individual stars, star clusters, bright and dark nebulae, double and multiple stars, variable stars, our galaxy, the extragalactic system, and the expanding universe. Techniques of astronomical discovery are emphasized. Occasional viewing of celestial objects with a telescope. Prerequisite: a working knowledge of high school algebra. Three lectures.

Ph 108, 109. Elementary Astronomy. 3 credit hours each term. Ph 108: The Solar System. A brief discussion of the solar system, including the sun; the individual planets, their motions and satellites; the origin, nature and behavior of comets; meteorites; and the origin of the solar system. No prerequisite. Three lectures. Ph 109: The Stellar System. A brief discussion of individual stars and their properties, double stars, star clusters and details of our galaxy, the universe of galaxies and the origin and evolution of the universe. No prerequisite. Three lectures.

Ph 120. Frontiers in Astronomy. 3 credit hours. Provides the nonscientist with an understanding of some of the most rapidly developing areas of astronomy. Review of contemporary astronomy. Extensive study of three or four topics chosen from these: modern astronomical instruments, the new planetary science resulting from the space

program, the origin of life on earth, the evolution of stars and galaxies, pulsars and black holes, the cosmic violence of supernovae and quasars, probing the origin and fate of the universe. No prerequisite. Three hours of lecture and discussion.

Ph 220. Cosmology. 3 credit hours. Examines mankind's quest to understand and explain the origin, form, and motion of the universe. Emphasis is on the ideas of modern cosmology, their development, assessment of the observational bases for these ideas and the impact of these ideas on our perception of our changing position in the universe, and the consequent search for other intelligent life in the universe. Prerequisites: introductory course in physics or astronomy and Mth 95 or equivalent. Three lectures.

Physical Science

Ph 154, 155, 156. Physical-Science Survey. 3 credit hours each term. General introduction to the physical sciences; principles of astronomy, physics, chemistry, geological processes, and man's relation to them. Special emphasis on scientific method. Three lectures. (Formerly GS 104, 105, 106.)

Ph 157, 158, 159. Physical Science for Elementary Education Majors. 4 credit hours each term. General introduction to the physical sciences; principles of astronomy, physics and chemistry, geologic processes, meteorology, and their application to everyday life. Study of practical phenomena in a workshop for prospective elementary school teachers. Not a methods course in teaching science. Three lectures, one two-hour laboratory. (Formerly GS 107, 108, 109.)

Physics

Ph 101, 102, 103. Essentials of Physics. 3 credit hours each term. An introductory course for students not majoring in physics, chemistry, or biology but who require a knowledge of fundamental physical principles. Less mathematical preparation is needed than for Ph 201, 202, 203. Three lectures. Prerequisite: Mth 95, or equivalent.

Ph 110. Atoms and Nuclei. 3 credit hours. 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. No prerequisite. Three lectures.

Ph 112. Space, Time, and Motion. 3 credit hours. Interpretation of the fundamental properties of space, time, and motion. Newton's laws of motion are postulated and applied and Newtonian concepts of space and time are discussed. The properties of light are reviewed and shown to be inconsistent with Newtonian concepts. The development of the special and general theories of relativity are traced. Prerequisite: high school algebra. Three lectures.

Ph 114. Physics of Energy and Environment. 3 credit hours. The physical aspects of human energy use and the accompanying environmental changes. The nature of the present energy and environmental crises is explored with emphasis on present and projected power needs, present and future sources of energy, associated pollution problems and possible solutions. Primarily for nonscience majors. No prerequisite. Three lectures.

Ph 115. The Energy Laboratory. 3 credit hours. An introduction to the physical principles of energy production and use through practical experiments and simulations.

Weekly experiments focus upon energy definitions, units, energy production and conservation, discussed in the context of the energy crisis. Two lecture-discussions and one two-hour laboratory each week. Prerequisite: high school algebra.

Ph 116. The Sun as a Future Energy Source. 3 credit hours. An introduction to the physics of solar energy and its application to man's energy problems. Electromagnetic waves, geometrical optics, and thermodynamics as they apply to sunlight are considered. The theory of energy generation by the stars; the greenhouse effect of the earth's atmosphere; solar energy collectors, solar cells, and solar furnaces are discussed. Practical aspects of generating electrical power and heating and cooling of homes with solar energy are examined. Prerequisite: high school algebra. Three lectures.

Ph 117. Elementary Electricity. 3 credit hours. Elementary study of electromagnetic phenomena and their applications in everyday life. Electric charge and current; magnetism; energy production and conversion; the electron and electromagnetic waves; applications in electric power generation and transmission, electric motors, radio, radar, and television. No prerequisite. Three lectures.

Ph 118. Physics of Light and Color. 3 credit hours. An analysis of light and color, their nature, how they are produced, and how they are perceived and interpreted. Designed for students with an interest in the visual arts. No prerequisites, but background in the visual arts is helpful. Three lectures and demonstrations.

Ph 119. Physics of Science Fiction. 3 credit hours. Introduction to the basic physics that leads to an appreciation of science fiction. Physics topics are discussed in the context of science fiction literature: gravitation; energy and entropy; special relativity; the curvature of space; possibilities and impossibilities of space and time travel. No prerequisite. Three lectures.

Ph 121. Lasers. 3 credit hours. Elementary treatment of the physics and technology of lasers. Topics include general concepts of waves, optics, and atomic physics; development of lasers as devices; present and planned applications of lasers. No prerequisite. Three lectures.

Ph 131. Physics of Sound and Music. 3 credit hours. An elementary explanation of the physics of sound presented in a way particularly useful for music majors. No prerequisite. Three lectures and demonstrations.

Ph 199. Special Studies. 1-3 credit hours.

Ph 201, 202, 203. General Physics. 4 credit hours each term. Introductory college physics sequence for science majors and pre-health science students. Introduction to the principles of mechanics, waves, sound, thermodynamics, electricity and magnetism, optics and modern physics. (Consult instructor for specific topics covered each term.) Prerequisite: Mth 101, 102 or equivalent. Four lectures.

Ph 204, 205, 206. Introductory Physics Laboratory. 2 credit hours each term. Laboratory designed to provide practical exploration of the physical principles studied in general physics lecture. The methods of experimental measurement and analysis applied to experiments in mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Prerequisite: concurrent or previous enrollment in one of the general physics sequences—Ph 201, 202, 203 or Ph 211, 212, 213—or permission of instructor. One lecture and discussion and one three-hour laboratory period.

Ph 211, 212, 213. General Physics (with Calculus). 4 credit hours each term. Introductory physics sequence for science majors and prehealth science students. This course covers roughly the same topics as Ph 201, 202, 203, but the gradually increasing use of calculus allows treatment in greater depth. (Consult the instructor for specific topics covered each term.) Prerequisite: concurrent or previous enrollment in the calculus sequence, Mth 201, 202, 203, or its equivalent. Four lectures.

Ph 214. Introduction to Modern Physics. 4 credit hours. Historical basis for quantum mechanics, introduction to the Schrödinger equation, wave-particle duality, uncertainty principle, probabilistic interpretation of the wave function. Applications to selected topics in atomic, nuclear, or solid state physics. Prerequisites: Ph 201, 202, 203 or Ph 211, 212, 213, Mth 201, 202 and concurrent registration in Mth 203. Four lectures.

Note: General physics and calculus, or consent of instructor, are prerequisite to all upper-division and graduate courses except for Ph 321, 322, 323.

Ph 321, 322, 323. Elements of Classical Physics. 4 credit hours each term. An intermediate treatment of mechanics, electricity and magnetism, and thermal physics. This course is especially suitable for students who plan to teach science subjects in secondary schools. Not open to students who have credit for Ph 324, 325, 326. Prerequisite: Ph 101, 102, 103. Prerequisite or concurrent: Mth 207, 208, 209 or equivalent. Four lectures. Not offered 1981-82.

Ph 324, 325. Classical Mechanics. 4 credit hours each term. Fundamental principles of Newtonian mechanics; conservation laws, small oscillations, rigid bodies, planetary motion. Prerequisites: Ph 201, 202, 203 or Ph 211, 212, 213 and Mth 201, 202, 203. Three lectures.

Ph 326. Advanced Mechanics. 4 credit hours. Topics in Classical Mechanics, such as introduction to Lagrangian and Hamiltonian Mechanics or Continuum Mechanics. Prerequisites: Ph 324, 325, Mth 331, 332. Three lectures.

Ph 351, 352. Thermodynamics and Statistical Physics. 4 credit hours each term. Thermodynamics: equations of state, laws of thermodynamics, phase changes, entropy. Kinetic theory: collision processes, transport phenomena, plasma state. Statistical Physics: phase space, entropy and probability, canonical distribution, quantum statistics. Prerequisite: Concurrent or prior registration in Ph 214, 324, 325 and Mth 331, 332. Three lectures.

Ph 401. Research. Credit hours to be arranged.

Ph 405. Reading and Conference. Credit hours to be arranged.

Ph 408. Special Laboratory Problems. Credit hours to be arranged.

Ph 409. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

Ph 407. Seminar. (G) Credit hours to be arranged.

Ph 410. Experimental Course. (G) Credit hours to be arranged.

Ph 417, 418, 419. Elements of Atomic, Nuclear, and Solid State Physics. (G) 4 credit hours each term. An introductory treatment of atomic, nuclear, and solid state physics with major emphasis upon the experimental foundations. Especially suitable for students preparing for secondary school teaching of chemistry or physics. Topics covered include relativity, atomic structure, optical and x-ray spectra, nuclear reactions, fundamental particles, particle accelerators, crystal structure, and properties of metals, insulators, and semiconductors. Not open to students who have credit for Ph 421, 422, 423. Four lectures. Not offered 1981-82.

Ph 421. Atomic and Molecular Physics. (G) 4 credit hours. The hydrogen atom, electronic structure of atoms, spectroscopy of one- and two-electron atoms, the Zeeman effect, x-rays and inner shell vacancies, molecular bonding, energy levels and spectra of diatomic molecules. Absorption, scattering, and stimulated emission. Prerequisites: Ph 214 or Ph 451, and Ph 324, 325, or consent of instructor. Three lectures.

Ph 422. Nuclei and Particles. (G) 4 credit hours. Accelerators, interaction of particles with matter, particle detection, radioactivity, nuclear systematics, nuclear reactions, nuclear models, elementary particles. Prerequisites: Ph 214 or Ph 451 and Ph 324, 325, or consent of instructor. Three lectures. Not offered 1981-82.

Ph 423. Introduction to Solid State Physics. (G) 4 credit hours. 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. Prerequisites: Ph 214 or 451, and Ph 351, 352, or consent of instructor. Three lectures.

Ph 431, 432. Optics and Atomic Spectra. (G) 4 credit hours each term. Image formation for coaxial systems, defects of images, effects of apertures, optical instruments. Atomic energy states, vector model and quantum-mechanical description. Fine structure and hyperfine structure, Zeeman effect, x-ray spectra. Three lectures. Not offered 1981-82.

Ph 433. Modern Optics. (G) 4 credit hours. Electromagnetic waves and application of wave theory to interference, diffraction, polarization, nonlinear optics, etc. Introduction to quantum optics. Prerequisites: Ph 441, 442. Three lectures.

Ph 434, 435, 436. Optics Laboratory. (G) 1 credit hour each term. Laboratory exercises in geometrical and physical optics, designed to accompany the material discussed in Ph 431, 432, 433. One three-hour laboratory period. Not offered 1981-82.

Ph 441, 442. Electricity and Magnetism. (G) 4 credit hours each term. Advanced undergraduate study of electromagnetic phenomena with primary emphasis on Maxwell's equations. Electrostatics, dielectrics, currents, electromagnetic induction, magnetic fields, and magnetic materials. Prerequisites: Ph 324, 325 and Mth 331, 332. Three lectures.

Ph 443. Electromagnetic Radiation. (G) 4 credit hours. Study of electromagnetic waves. Topics include plane waves, guided waves, antennas, and other related phenomena. Three lectures. Prerequisites: Ph 441, 442.

Ph 451, 452, 453. Introduction to Quantum Mechanics. (G) 4 credit hours each term. Elementary quantum mechanics; the Schrödinger equation, wave functions and wave packets, uncertainty principle, hermitian operators, one-dimensional problems,

the WKB approximation, angular momentum and spin, the hydrogen atom, identical particles, approximate methods, elementary scattering theory. Prerequisite: Ph 324, 325; Mth 333 or 411; concurrent registration in Ph 441, 442. Three lectures.

Ph 461. Discrete Electronics. (G) 4 credit hours. Electronics background for scientists. Passive (resistors, capacitors, inductors, diodes) and active (transistors, FETs, SCRs) discrete components and circuits. General circuit concepts and theorems. Equivalent circuits and black box models. Electronic measuring techniques and instruments. Prerequisites: General physics, calculus, and a knowledge of complex numbers.

Ph 462. Analog Electronics. (G) 4 credit hours. Analog integrated circuit electronics for scientists. Integrated circuit operational amplifiers. Application to control, simulation, generation, and processing of analog signals. Application to physical and other scientific measurement problems. Prerequisites: General physics, calculus, and a knowledge of complex numbers. (Elementary differential equations also recommended but not required.) Familiarity with discrete electronics at the level of Ph 461 is assumed.

Ph 463. Digital Electronics. (G) 4 credit hours. Digital integrated circuit electronics for scientists. Digital logic building blocks: gates, flip flops, one-shots. Digital measurement, signal processing and control. Applications to scientific instrumentation and computer interfacing. Prerequisite: General physics. Familiarity with discrete electronics at the level of Ph 461 is assumed. Ph 462 is not a prerequisite for Ph 463. Not offered 1981-82.

Ph 464. Microcomputers in Physics Instrumentation. (G) 4 credit hours. Microcomputers for measurement and control in physics and other sciences. A laboratory course giving practical experience with both software (assembly language programming) and hardware (interfacing to laboratory equipment). Applications to laboratory data acquisition, experiment control and signal processing. Prerequisites: Ph 463 or consent of the instructor and experience with one programming language such as FORTRAN or BASIC or any assembly language.

Ph 481. Special Relativity. (G) 4 credit hours. The Lorentz transformation, relativistic kinematics, 4-vectors, electromagnetic fields. Three lectures.

Ph 491. X-Ray Crystallography. (G) 4 credit hours. X-ray diffraction. Bragg's law, crystal symmetry, the reciprocal lattice, structure factors and Fourier syntheses, the phase problem, methods of determining small and macromolecular crystal structures. Laboratory work includes manipulation and alignment of crystals, taking the analyzing x-ray photographs, and use of basic x-ray diffraction equipment. Three lectures, one laboratory period. Consent of instructor is required. Not offered 1981-82.

Graduate Courses

Ph 501. Research. Credit hours to be arranged.

Ph 503. Thesis. Credit hours to be arranged.

Ph 505. Reading and Conference. Credit hours to be arranged.

Ph 507. Seminar. Credit hours to be arranged. The following topics are offered for 1 credit hour each term, no grade. Physics Colloquium.

Condensed Matter Seminar.
Atomic and Nuclear Physics Seminar.
Theoretical Physics Seminar.

Ph 509. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Ph 510. Experimental Course. Credit hours to be arranged.

Ph 511, 512, 513. Theoretical Mechanics. 3 credit hours each term. Lagrangian and Hamiltonian mechanics; small oscillations; rigid bodies; introduction to statistical mechanics.

Ph 521, 522, 523. Electromagnetic Theory. 3 credit hours each term. Microscopic form of Maxwell's equations; derivation and solution of the wave equation; relativistic formulation; motion of charges in given fields; propagation and diffraction, radiation by given sources; coupled motion of sources and fields; the electromagnetic field in dense media. Three lectures.

Ph 531, 532, 533. Quantum Mechanics. 3 credit hours each term. Matter waves and Schrödinger equation; statistical interpretation; measuring process; uncertainty relations; complementarity; classical limit and WKB approximation; scattering symmetries and conservation laws; identical particles and permutation symmetry; approximation methods; Dirac equation; field quantization and radiation theory; recent advances. Prerequisites: Ph 451, 452, 453; Ph 511, 512, 513, and Ph 521, 522, 523, or concurrent registration in the latter two. Three lectures.

Ph 541, 542, 543. Statistical Physics. 3 credit hours each term. Thermodynamics, statistical mechanics, kinetic theory; application to gases, liquids, solids, atoms, molecules, and the structure of matter. Three lectures. Offered alternate years. Not offered 1981-82.

Ph 551, 552, 553. Nuclear Physics. 3 credit hours each term. Properties of nuclei; the deuteron; nuclear forces; electromagnetic transitions, beta decay; single-particle and collective aspects of nuclear structure; nuclear reactions; neutron physics. Prerequisite: an introductory course in quantum mechanics, such as Ph 451, 452, 453. Three lectures. Offered alternate years. Not offered 1981-82.

Ph 561, 562, 563. Elementary Particle Phenomenology. 3 credit hours each term. Classification and quantum numbers of elementary particles. Elements of group theory. Lorentz group and spin. Discrete and continuous symmetries. Phenomenology of weak, electromagnetic, and strong interactions. Quark model of hadron structure. Prerequisite: Ph 531, 532, 533. Three lectures. Offered alternate years.

Ph 564, 565, 566. Quantum Field Theory. 3 credit hours each term. Quantum field theory and its application to elementary particle physics. Feynman rule for perturbation theory; renormalization. Gauge theories of the strong and electro-weak interactions. Depending upon interest, various special topics will be included, such as renormalization groups, spontaneous symmetry breaking, dispersion theory, or nonrelativistic many-body physics. Prerequisite: Ph 531, 532, 533. Three lectures. Offered alternate years. Not offered 1981-82.

Ph 571, 572, 573. Solid State Physics. 3 credit hours each term. Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Prerequisite: Ph 451, 452, 453. Three lectures.

Ph 574, 575, 576. Theory of Condensed Matter. 3 credit hours each term. Advanced statistical mechanics and many-particle quantum mechanics, with emphasis on collective effects such as superfluidity, superconductivity, and ferromagnetism. Prerequisite: Ph 531, 532, 533, Ph 541, 542, 543, and Ph 571, 572, 573. Three lectures. Offered alternate years.

Ph 581, 582, 583. Atomic and Molecular Physics. 3 credit hours. A survey of atomic and molecular physics, including angular momentum and multiple theory, calculations of atomic structure, excitation and de-excitation processes, scattering and reactive atomic collisions, relativistic and quantum-electrodynamic effects, the spectroscopy and structure of simple molecules, and selected applied topics. Three lectures. Offered alternate years.

Ph 594, 595, 596. General Relativity. 3 credit hours each term. 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. Prerequisite: Ph 511, 512, 513. Three lectures. Offered alternate years. Not offered 1981-82.

Department of Political Science

Faculty

Lawrence C. Pierce, Ph.D. Department Head, Professor of Political Science (public administration, public finance). B.A., Yale, 1959; M.P.A., 1965, Ph.D., 1970, Cornell.

William H. Baugh, Ph.D., Assistant Professor of Political Science (international relations). S.B., MIT; M.S., Rochester, 1965; M.A., 1971, Ph.D., 1973, Indiana.

James C. Davies, Ph.D., Professor of Political Science (political behavior; revolution; fiction). A.B., Oberlin, 1939; Ph.D., California, Berkeley, 1952.

Joseph R. Fiszman, Ph.D., Professor of Political Science (comparative politics). B.A., St. John's, Shanghai, 1948; M.A., Emory, 1956; Ph.D., Michigan State, 1964.

Daniel Goldrich, Ph.D., Professor of Political Science (political development: American, third world). B.A., Antioch, 1955; M.A., 1957, Ph.D., 1959, North Carolina.

Arthur M. Hanhardt, Jr., Ph.D., Professor of Political Science (comparative politics, Europe). B.A., Rochester, 1953; M.A., Colgate, 1958; Ph.D., Northwestern, 1963.

Thomas Hovet, Jr., Ph.D., Professor of Political Science (international or-

ganization). A.B., Washington, 1948; M.A., New York University, 1949; Ph.D., New Zealand, 1954.

James R. Klonoski, Ph.D., Professor of Political Science (American government; presidency; constitutional law and politics). B.S., 1947, M.A., 1948, Minnesota; Ph.D., Michigan, 1958.

Jerry F. Medler, Ph.D., Associate Professor of Political Science (political theory, research methods). B.A., Northwestern, 1963; M.A., 1965, Ph.D., 1966, Oregon.

Judith Merkle, Ph.D., Assistant Professor of Political Science (public administration). B.A., California, Berkeley, 1962; M.A., Harvard, 1964; Ph.D., California, Berkeley, 1974.

Joyce M. Mitchell, Ph.D., Professor of Political Science (public policy, legislative politics). B.A., Pomona, 1952; M.A., 1954, Ph.D., 1964, California, Berkeley.

William C. Mitchell, Ph.D., Professor of Political Science (democratic institutions, public policy). B.A., Michigan State, 1950; M.A., Illinois, 1951; Ph.D., Harvard, 1960.

John M. Orbell, Ph.D., Professor of Political Science (choice theory, urban, elections). B.A. 1957, M.A., 1960, New Zealand, Ph.D., North Carolina, 1965.

Keith T. Poole, Ph.D., Assistant Professor of Political Science (American politics, econometrics, research methods). B.A., Portland State, 1972; M.A., 1975, Ph.D., 1978, Rochester. On leave 1981-82.

W. Parkes Riley, Ph.D., Assistant Professor of Political Science (South Asia, political theory). A.B., Harvard, 1963; M.A., 1965, Ph.D., 1974, California, Berkeley.

M. George Zaninovich, Ph.D., Professor of Political Science (political theory; eastern Europe). B.A., 1953, M.A., 1959, Ph.D., 1964, Stanford.

L. Harmon Zeigler, Ph.D., Professor of Political Science; Research Associate, Center for Educational Policy and Management (American politics). B.A., 1957, M.A., 1958, Emory; Ph.D., Illinois, 1960.

Political science at 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 thrust of the "post-behavioral 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 and Employment

Political science majors follow many paths after receiving their undergraduate degrees. A large percentage, roughly a quarter, apply for admission to law schools across the country. Others go on to graduate work in political science or public administration. With the baccalaureate 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 those students who combine university studies with either work or internships in local governmental agencies have better chances of obtaining 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 to students preparing for careers in government (local, state, and national), 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

The 100- and 200-level (lower-division) courses in the department are fundamental introductory courses, basic to building a major in political science.

The 300-level (upper-division) courses provide awareness of the chief areas and concerns of political science. Introduction to Political Analysis (PS 321), Introduction to Comparative Politics (PS 322), and American Foreign Policy (PS 325) are primary courses that provide a useful basis for 400-level courses.

In response to student demand, the department recently added several new 300-level courses, including Introduction to Political Theory (PS 330), Middle East Politics (PS 339), Political Power, Influence, and Control (PS 347), Introduction to Public Policy (PS 340), The Politics of Education (PS 348), Political Systems of Postwar Germany (PS 336), Problems in American Political Economic Development (PS 341), Mass Media and American

Politics (PS 349), Campaigning (PS 353), and Oregon Government and Politics (PS 355).

The 400 level (also upper-division) is the advanced and specialized courses in the department. A variety of these are offered in the chief areas of political theory and methodology, comparative government, public policy, and international relations.

Recent additions are Comparative Labor (PS 416), Ocean Politics (PS 423), Politics of Multi-Ethnic Societies (PS 443), The Human Organism and Political Development (PS 471), Political Leadership (PS 477), Environmental Politics (PS 497), Why Government? (PS 436), Evaluation of Constitutions (PS 437), Voting Systems (PS 453), and Congress (PS 468).

At the discretion of the instructor, there may be specific course prerequisites for taking certain 400-level courses. It is recommended, but not required, that students have at least 9 credit hours in political science before taking 400-level courses.

Major Requirements

Credit Hours Required

Students majoring in political science are required to complete a minimum of 42 credit hours of undergraduate political science courses leading to a Bachelor of Arts or Bachelor of Science degree. At least 30 credit hours must be upper-division courses and graded. However, 12 credit hours of lower-division (100- and 200-level) courses may be taken on a pass-no-pass basis. Work completed in Seminar (PS 407) may be included within the 42-hour requirement. Search courses may be taken only on a pass-no pass basis and therefore do not count toward the political science requirements. Courses passed with a D grade may not be contributed toward a political science major. Six credit hours only of Model United Nations work may be included within the 42 hours. No special curriculum is required for political science majors.

For all political science courses numbered PS 401, 403, 405, 406, and, 409, the total maximum number of credits to be counted for all within the 42-hour requirement is 15.

No more than 10 credit hours of field work (PS 406) may be applied toward the 42 hours. This work must be done under the direction of a faculty member who has set up academic criteria to evaluate the work. The student must be registered at the University while earning credit.

Freshman and Transfer Students

There are no departmental requirements for entering freshmen. Students planning to transfer to Oregon from two-year colleges should take the basic introductory political science courses offered at those institutions. *At least six upper-division graded 3-credit hour courses in political science must be completed in residence at the University of Oregon to qualify for a B.A. or B.S. degree in political science.*

Personal Course Programs

The department believes that each student should plan a personal course program in the light of what will be most useful for the student's career objective. The pass-no pass opportunity for 12 credit hours of lower-division courses is made available so that students will feel encouraged to get these fundamental courses without apprehension about a grade. It is hoped that students taking those courses will therefore concentrate on building a solid base for other more advanced courses.

By requiring only 42 credit hours of courses, instead of specific course requirements, the department is placing the responsibility on each student to carefully plan a program of courses that will be most useful to career goals. It is recognized that different career goals may merit different course programs.

A career goal may well involve not simply planning a course program in political science, but also incorporate courses in other departments of the University that are relevant. The courses students select may well affect their career opportunities. It is extremely important that decisions about a course program be carefully planned.

Before beginning their studies, all students should, with the help of faculty advisers, plan programs. The program below is a sample of a program for the first two years of study which an average student in political science might take. This program is not mandatory but a guide for those students undertaking a general program in political science. It is essential that the student consult a faculty adviser, preferably before registering, so that this general program can be tailored to specific interests and career objectives.

Second Baccalaureate Degree

For the student wanting to obtain a second baccalaureate degree in political science, 42 hours of credit completed in political science, as stated under "Major Requirements," are required..

Special Opportunities for Political Science Undergraduates

Students majoring in political science may take advantage of several special educational opportunities. The department has recently set up a social science instructional laboratory containing six 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.

Many political science majors also receive credit for internships in state and local governmental and political offices. During the Oregon legislative session students may attend classes in the capitol and work for legislators and legislative committees under the auspices of the political science department's field studies program.

The department also owns television equipment which is available for use in classes and for research projects undertaken by students under the direction of members of the faculty.

Secondary School Teaching

The Department of Political Science offers work for preparation to teach social studies in the public secondary schools. Certification as an Oregon secondary teacher with the social studies endorsement requires satisfactory completion of a program of teacher preparation which includes subject matter preparation in the teaching specialty and in professional education, plus 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 the social studies endorsement, students should consult the departmental endorsement adviser for teacher education, and the Office of Secondary Education in the College of Education.

Graduate Studies

The Department of Political Science offers a graduate program of studies leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees. The program is designed to prepare a student 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 in European nations, political parties, the politics of educational finance, collective bargaining in the public sector, 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 programs include the following.

- (1) Previous academic records with a grade point average of 2.75 or higher for undergraduate work, and 3.00 or higher for graduate work completed.
- (2) Recommendations from at least three persons from whom courses have been taken.
- (3) Scores on the Graduate Record Examination (combined verbal and quantitative) of 1,000 considered "passing". Students with degrees from non-English speaking foreign institutions must take the Test of English as a Foreign Language (TOEFL), with a score of 500 considered "passing."
- (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 will take into consideration previous academic work in political science. Students with less than the equivalent of an undergraduate political science major will ordinarily need to take more work than the minimum 45 credit hours 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 quarter. Those applying for financial aid must submit completed applications to the department by January 15 since awards are granted once a year only to begin in the fall term.

Master's Degree Programs

Students may pursue two tracks for the 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 hours of course work, successfully pass an examination during the spring term or after enrolling, and, upon completion of course work, successfully complete the master's degree thesis.

In addition, each student shall meet a language requirement by passing an examination or completing two years of courses, or by proving competence in social science methodology. Two years is considered a normal period for completing the regular master's degree program.

Public Policy Emphasis

The department also offers a master's degree in political science with an emphasis in public policy. This two-year program prepares students for professional careers as policy analysts in

Model Program for Political Science Majors

Freshman Year

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Political science, 3 cr each term	....PS 201	PS 205	PS 207
Social science electives, 3 cr each	..Ec 201	Soc 201	Psy 201
Natural science electives, 3 cr each..	(one each term)		
Arts and Letters, 3 cr each	.....(two terms)		
English Composition, 3 cr	.....(Wr 121 one term according to priority)		
Math (for BS degree), 4 cr each	..Mth 101	Mth 207	Mth 209
Language (for BA degree)	.....(one each term)		
Physical Education, 1 cr	.....(one each term)		

Sophomore Year

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Political science, 3 cr each term	....PS 325	PS 330	PS 351
Political science, 3 cr each term	....PS 321	PS 347	PS 400-level course
Arts and Letters, 3 cr	.....(one each term)		
English Composition, 3 cr	.....(Wr 122 or 123 one term)		
Natural Science electives, 6 cr	.....(two terms not taking writing)		
Electives, 3 cr	.....	
Physical Education, 1 cr	.....(two terms)		

federal, state, and local government and in other policy research institutes. This program consists of the following requirements.

(1) Completion of 48 hours of graduate course work.

(2) Completion of seven required courses in mathematical foundations, research design, economic methods for policy analysis, politics of policy analysis, economic models of policy analysis, governmental finance, and administrative organizations and behavior.

(3) Completion of a first-year examination in the spring 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 may be admitted to the doctoral program by successfully completing requirements for the master's degree at Oregon or at another university.

Twenty-seven hours of courses are required beyond that required for the master's degree. Of those hours, 9 credit hours may be for teaching an undergraduate course under the supervision of a faculty committee chosen by the student. An additional 9 credit hours may be in open-end courses PS 501, 503, 505, 506, and 509. At the student's option, the teaching practicum may be substituted by an extensive research paper.

After completing courses and the teaching or research practicum, students must prepare for and pass a comprehensive written and oral examination in four of the following fields: international relations, comparative politics, political theory, public administration, American government, public policy, or political behavior. Upon completion of the examination, a student is advanced to candidacy and is ready to write the dissertation.

A student should be able to complete all doctoral requirements in two or three years of work beyond the master's degree.

Courses Offered

Undergraduate Courses

PS 101. Modern World Governments. 3 credit hours. An 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. Riley, Merkle.

PS 104. Problems in American Politics. 3 credit hours. An examination of current policy issues in American politics, e.g., unemployment, education, crime, etc. Medler, Poole, Klonoski, Fiszman, Pierce.

PS 105. Crisis and Response in International Politics. 3 credit hours. Four major and continuing international crises examined in terms of the collective responses made by nation-states and international organizations: instability and conflict; environment; uneven economic development; population. A limited number of specific cases characterizing international crises and response analyzed each term. Hanhardt. Freshmen, sophomores only.

PS 106. U.S. at the Crossroads. 2 credit hours. Employs the entire political science department faculty in introducing students to political problems currently confronting the United States and to the various subfields and approaches used in political science. Staff.

PS 199. Special Studies. 1-3 credit hours. Topics of study to be arranged.

PS 201. American Government. 3 credit hours. A theoretical introduction to American institutions, American political doctrines, and the American ideology as these affect the course of politics and public policy in America. Klonoski, Fiszman, Medler, Poole, Zeigler, staff.

PS 203. State and Local Government. 3 credit hours. Emphasis is on linkage between elites (decision-makers) and masses, with attention to: values, beliefs, participation, process. Topics of study include mass participation, state and community elites, violence, public policy, and other related phases of the local and state political systems. Structure of the political system not emphasized. Zeigler, staff.

PS 205. International Relations. 3 credit hours. Emphasis varies. (I) An introduction to the intellectual tools for the analysis of relations among nations; the nature of international relations. Staff. (II) Political and economic relations between the U.S. and the Third World. Sources of U.S. involvement in Third World politics: U.S. structure of power in foreign and defense policy areas; national security bureaucracy; concentration and growth of American political and economic power, consequences for relationships with the Third World; the public and foreign policy toward the Third World; development strategies. Goldrich, Hovet, Baugh.

PS 207. Introduction to Political Science. 3 credit hours. Theories, concepts, and research methods appropriate to understanding how conflicts among people are resolved; political analysis in the context of the behavioral sciences; conflict resolution, institutions, and organizations which operate to resolve conflict. Medler, Riley, Orbell, Zeigler, staff.

PS 225. Political Ideology. 3 credit hours. Examines the role of ideology, the organization of propaganda, and the structure of mass political action in the modern state. Systems of 20th-century political thought, including the Liberal-Democratic, Socialist, Fascist, and Communist, will be discussed. Merkle, Zaninovich.

PS 230. Urban Politics. 3 credit hours. Conflict in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban politics; black politics. Orbell, Poole.

PS 321. Introduction to Political Analysis. 3 credit hours. Introductory survey of the basic scope and methods of contemporary political science, including philosophy of social science, political ethics, empirical theory, and political methodology. Medler, J. Mitchell, Riley, W. Mitchell, Orbell, Baugh.

PS 322. Introduction to Comparative Politics. 3 credit hours. Analysis of major concepts and approaches in the study of comparative government and politics. Hanhart, Riley.*

PS 325. American Foreign Policy. 3 credit hours. Basic concepts underlying the formulation and implementation of American foreign policy; relationships between American society and American foreign policy, the relationship of the United States to other governments, and the relationship of the United States to its international environment, including governmental and non-governmental organizations. Baugh, staff.

PS 326. Theories of International Politics. 3 credit hours. A systematic analysis, drawing upon a variety of theoretical frameworks of the 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, staff.*

PS 330. Introduction to Political Theory. 4 credit hours. Various approaches suggested by selected political theorists, past and present; problem of knowledge as it relates to politics for practitioner and scientist; various modes of transmitting ideas about the nature of political experience; relationship between political knowledge and political activity. Zaninovich.

PS 335. Communist Political Systems. 4 credit hours. A comparative politics study of a number of Communist political systems as specific variants of government and politics in today's world. Introduces the student to the general nature of Communist political systems viewed within the context of comparative politics. Zaninovich.

PS 336. Political Systems of Postwar Germany. 3 credit hours. Establishment of the Federal Republic of Germany (FRG) and the German Democratic Republic (GDR) in 1949 along with the occupation period of the four preceding years; the development of the respective political systems including parties, interest groups, elections, and foreign policy. Hanhardt.

PS 337. Southern Asia in Modern Times. 3 credit hours. Historical background and contemporary political systems and major problems of India, Pakistan, Bangladesh and Sri Lanka since 1947. Riley.

PS 338. Southern Asia in Modern Times. 3 credit hours. Historical background and contemporary political systems and major problems of Burma, Thailand, Malaysia, Singapore, Laos, Cambodia, Vietnam, the Philippines, and Indonesia. Riley.*

PS 339. Middle East Politics. 3 credit hours. History, traditions, culture, and politics of the Middle East. Emphasis on dimensions of conflict, effects of tradition and culture on local and national politics, comparison of Middle Eastern political systems, and the role of the Middle East in international politics. Staff.*

PS 340. Introduction to Public Policy. 3 credit hours. Consideration of alternative means of explaining the process of policy-making, and alternative strategies of decision-making in the policy process, applied to issues of contemporary concern. J. Mitchell.

PS 341. Problems in American Political Economic Development. 3 credit hours. Examination of structure of American political economy, how that structure generates some crucial problems, some alternative approaches for restructuring the political economy in more developmental directions—toward more effective democratic control and more effective meeting of needs. Goldrich.

PS 344. Public Policy and Citizen Action. 3 credit hours. A quest for ideas on ways citizens can affect the operation of governmental policy other than by the regular political party campaign and electoral process; methods, strategies, resources, and opportunities for action aimed at affecting policies. Cases and precepts considered on basis of assigned readings, observed situations, or research sources. J. Mitchell.

PS 347. Political Power, Influence, and Control. 3 credit hours. Examination of political power as a central concept in the study of politics and as an important aspect of political reality; major theoretical and empirical analyses in a variety of contexts; power in interpersonal relations as well as governmental institutions; relationship between power and democracy. Medler.

PS 348. The Politics of Education. 3 credit hours. Effects of high schools upon the political values and styles of students. Emphasis on linkages between educational and political systems. Zeigler.

PS 349. Mass Media and American Politics. 3 credit hours. An examination of historical and contemporary uses of mass media in American politics; their theoretical as well as practical significance in the context of American society; the developmental aspects of electronic media and their effects on political institutions such as parties, pressure groups and the presidency; critical perspectives for normative evaluation of the media. Medler.

PS 351. Introduction to Public Administration. 3 credit hours. Examination of various approaches to and conceptions of public administration; application of various theories of administration to the study of public organizations; substantive problems of organizations; structure and internal administration; personnel and finance. Merkle, Pierce.

PS 353. Campaigning. 3 credit hours. Strategic issues for politicians and others interested in winning votes. Theoretical materials from political science and related disciplines cast light on these practical questions. Orbell, Poole, Medler.*

PS 355. Oregon Government and Politics. 3 credit hours. An introductory course on Oregon government and politics. First half of course examines current political issues in the state. Particular attention is given to political races and ballot measures before the Oregon electorate. Second half of the course examines the major political institutions in Oregon. The political party structure, the Legislature, and the state bureaucracy are given special consideration. Local government and the state's judicial system are also covered. Particular attention is given to Oregon's tax structure and budgetary processes and their effects on the quality of public services in Oregon. Pierce.*

PS 360. Introduction to Social Science Methods I. 3 credit hours. An introduction to how social scientists think about the world around us by devising and using models and theories. How to formulate explanations for phenomena as process models, draw other conclusions from the model in order to test

it, and revise and refine the model. Applications are drawn from a wide range of socio-political processes. Prerequisite: Math 101 or equivalent. Baugh.

PS 361. Introduction to Social Science Methods II. 3 credit hours. Use of digital hypotheses and models. Students perform a number of exercises to test their own hypotheses against a data set in a substantive area of interest. Prerequisite: PS 360 or permission of the instructor. Baugh.

PS 370. Government and Politics of Far East: China. 3 credit hours. The political organization of modern China and the political behavior of significant groups of elites within Communist China: historical and ideological background, revolutions, the problems facing the present regime, the relationships with other Communist states; treatment of various classes and groups in terms of ideology as well as political practice. Staff.*

PS 401. Research. Credit hours to be arranged.

PS 403. Thesis. Credit hours to be arranged.

PS 405. Reading and Conference. Credit hours to be arranged.

PS 406. Supervised Field Study. Credit hours to be arranged.

PS 409. Supervised Tutoring Practicum. 1-3 credit hours.

Upper-Division Courses Carrying Graduate Credit

PS 407. Seminar. (G) Credit hours to be arranged. Not all of the following topics will be offered in any one year. Offerings vary from year to year, depending upon student interests and needs and availability of faculty.

Logic of Political Inquiry. Baugh
Survey of Empirical Literature. Baugh
Classic Comparative Political Literature.

Fiszman

Comparative East European Political Behavior. Fiszman

Problems of Developing Nations. Goldrich
Politics of Aging. Hanhardt

International Relations Theory. Hovet

Asian Political Thought. Hovet
U.S. Senate Simulation. Klonoski
Methods and Political Analysis I, II and III. Medler, Poole.

Comparative Administration. Merkle
Russian Revolutionary Theory. Merkle

Sino-Soviet Relations. Merkle

Women in Politics. Merkle

Policy Analysis. J. Mitchell

Policy Evaluation. J. Mitchell

Public Education Finance. Pierce

Topics in Multivariate Analysis I and II.

Poole

Machiavelli to Rousseau. Riley

Plato and Aristotle. Riley, Merkle

Nationalism and Imperialism. Riley

Comparative Politics of the Third World.

Riley

Empirical Political Theory. Riley

Yugoslav and Balkan Communism.

Zaninovich

Philosophy of Political Inquiry. Zaninovich

PS 412. Administrative Organization and Behavior. (G) 3 credit hours. Theories of bureaucratic organization analyzed in different contexts; organizational theory considered, including small groups, the nature of authority and decision making; research findings from several social sciences brought to bear: implications of large-scale organization for the

individual reviewed in attempt to understand the kinds of accommodations individuals make to complex structures. Merkle, Pierce.

PS 413. The Politics of Bureaucracy. (G) 3 credit hours. Examination of effects of bureaucratic organization on the behavior of people in bureaus, and the factors affecting the supply of goods and services by bureaus; alternative forms of public organization and the conditions under which they are likely to improve the performance of government. Merkle, Pierce.

PS 414. Political Parties. (G) 3 credit hours. Major theories of the United States political parties; the primary function of parties in the United States as compared with other systems; socialization and recruitment, political identification, voting behavior and party organizations. Klonoski, Poole, Zeigler.

PS 415. Political Parties in the U.S. (G) 3 credit hours. Political parties in the context of United States, federalism; parties in the states considered comparatively; Oregon political parties in the context of metropolitan areas; the interrelationships of parties on several levels of government; comparison with other systems. Poole, Klonoski.

PS 416. Comparative Labor Movements. (G) 3 credit hours. Examination of various types of labor movements in relation to the political-economic systems within which they function. Investigation of whether particular types of political cultures give birth to particular types of labor movements in terms of such variables as organizational structure, leadership characteristics, level of membership involvement, open or closed shop practices within trade union components, degree of ideologization, attitudes toward management. Fiszman.

PS 417. Unionization of Public Employees. (G) 3 credit hours. Unionization of public employees has produced fundamental changes in the manner in which decisions are made in the public sector. Explores the growth of public sector unions and the public policy issues unionization creates. The implications of unionization and collective bargaining in public education. Wherever possible, the topic of discussion will be related to Oregon's experience under its comprehensive collective bargaining statute. Pierce.*

PS 418. Literature and Politics of the USSR and Eastern Europe. (G) 5 credit hours. Soviet and East European life (styles, social relations, values, and standards) and politics as seen through the works of native novelists, poets, and dramatists. Fiszman.

PS 419. International Protection of Human Rights. (G) 3 credit hours. Concerned with the diplomatic instruments, international institutions, and nation-state behavior norms that have developed in the international system to promote and protect human rights and fundamental freedoms. Analyzes and assesses these developments and trends to establish standards of national-state behavior to ensure individual human rights and to minimize this cause of international conflict. Hovet.

PS 420. International Organization. (G) 3 credit hours. Nature and extent of the organization of interaction among nations. Focus on the United Nations, but illustrations and generalization from a wide range of regional and functional organizations including the specialized agencies. Emphasis is on the process of communication interaction and bargaining negotiation within the organization environment. Hovet.

PS 422. International Law. (G) 3 credit hours. Introduction to international public

law as an aspect of international organization; international law and the political process; the international Court of Justice. Hovet.

PS 423. Ocean Politics. (G) 3 credit hours. Consideration of the politics of states in controlling and developing the oceans. Every issue focusing on the international community is reflected in ocean politics: relations between industrialized and developing states; the arms race; the impact of science and technology or institutions in society, on the environment; relations between states, international community organizations, and multinational corporations; food, energy, and resource management, communications and international trade, to mention a few. Hovet.

PS 424. Politics of Western Europe I. (G) 3 credit hours. Governmental institutions and political processes of Great Britain, France, the Federal Republic of Germany. Special attention to interest groups, parties and voting behavior in the period since World War II. Hanhardt.

PS 425. Politics of Western Europe II. (G) 3 credit hours. Governmental institutions and political processes of the smaller Western European democracies: Italy, Belgium, The Netherlands, and the Scandinavian countries. Hanhardt.

PS 427, 428. Government and Politics of the Soviet Union. (G) 3 credit hours each term. Governmental institutions and political processes in the Soviet Union. Fiszman.

PS 430. Political Theory: Ancient and Medieval. (G) 4 credit hours. Survey of the theories of political order and process of the Ancient World and the Middle Ages; covers early Middle-Eastern political thought (including experience), Socrates and Plato, Aristotle and the Greek polis, Cicero and universal political community, Augustine and early Christian political theory, and Aquinas and rediscovery of Aristotle; an overview of this early period of the development of political theory in the Western World. Zaninovich.

PS 431. Political Theory: Renaissance, Reformation, and Early Modern. (G) 4 credit hours. Survey of the development of political theory from the Renaissance (Machiavelli) through reactions to the French Revolution (Berke, Hegel); primary figures to be covered during the term are Machiavelli, Hobbes, Locke, Rousseau, and Hegel; brief attention to the Conciliarists, Luther, Calvin, Bodin, Hooker, Harrington, Montesquieu, Kant, and Hume. Zaninovich, Riley.

PS 432. Political Theory: Nineteenth and Twentieth Centuries. (G) 4 credit hours. Survey of the history of political theory during the 19th century and the first half of the 20th including sources and origins of contemporary political thought: Utilitarianism and liberalism (Bentham, Tocqueville, Mill), radical and revolutionary traditions (Bakunin, Marx, Nietzsche, Sorel, Lenin, the Fabians), the beginning of social science (French positivism, Weber), and critiques or defenses of mass democracy (Michels, Mosca, Pareto, Freud, Ortega, Dewey). Riley, Zaninovich.

PS 433. Marxist Political Theories. (G) 3 credit hours. Examines the rich variations in Marxist theorizing—taking this in its broadest sense; also an investigation of the theoretical responses of Marxism to various environmental contexts. The different schools surveyed historically. Study of the problem of how Marxist theoretical expression and adaptation in one environment might compare to that in another. Zaninovich, Fiszman.

PS 436. Why Government? (G) 3 credit hours. Addresses the question of why

government from the perspective of the new literature on property rights and social choice. While most political science is concerned with understanding the patterns of political action given the institution of government, this course steps back and asks why do we have government in the first place? What justifies the institutions of government and what justifies the extensions of government power? Orbell.

PS 437. Evaluation of Constitutions. (G) 3 credit hours. What are the consequences of various forms of government—of different constitutions? How can we evaluate those outcomes? The problem has its roots in classical political theory, although it has been neglected in contemporary theory until recently. Orbell, J. Mitchell.

PS 438. Urban Politics. (G) 3 credit hours. 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. Orbell, Poole.

PS 440. Comparative Foreign Policies. (G) 3 credit hours. Comparative analysis of the international behavior of selected states in conflict such as the Middle Eastern states, etc. Consideration of the systemic and societal variables influencing their behavior, and an analysis of the quality and content of their international behavior. Hovet.*

PS 441. Comparative Foreign Policies. (G) 3 credit hours. Comparative analysis of the international behavior of major states (i.e., USA, USSR, China). Consideration of the systemic and societal variables influencing their behavior, and an analysis of the quality and content of their international behavior. Hovet.*

PS 443. Politics of Multi-Ethnic Societies. (G) 3 credit hours. A comparative analysis of political process and institutions of racially and ethnically plural societies; a selected number of societies, e.g., Nigeria, Austro-Hungary, United States, Switzerland, South Africa, Yugoslavia, Canada, may be considered; the effects of the existence of several different races and ethnic groups upon domestic political institutions and behavior; works toward a determination and understanding of the special features of political process and institutions in such multi-ethnic societies. Zaninovich.*

PS 452. Elections and Opinions (G) 3 credit hours. Electoral response in past presidential elections: electoral theory; primary elections; campaigning strategies; impact of the mass media. Orbell, Poole.

PS 453. Voting Systems (G) 3 credit hours. An examination of various voting systems and the consequences that these systems have for the operation of democratic governments. Poole, Orbell, W. Mitchell, Baugh.*

PS 456. Democratic Processes. (G) 3 credit hours. Application of formal rational models to democratic institutions and processes. W. Mitchell.

PS 457. Democratic Processes. (G) 3 credit hours. Details of democratic processes of resource allocation, distributions of benefits and burdens, and control. W. Mitchell.

PS 458. Democracy and Public Policy. (G) 3 credit hours. Criteria for the assessment of policy alternatives are reviewed and applied to a variety of situations involving resource allocation, distributions of benefits and costs, and the design of controls in a democracy. W. Mitchell.

PS 461. Government and Politics of the Far East: China. (G) 3 credit hours. The

political organization of modern China and the political behavior of significant groups of elites within Communist China; historical and ideological background, revolutions, the problems facing the present regime, the relationships with other Communist states; treatment of various classes and groups in terms of ideology as well as political practice. Merkle.

PS 463. Government and Politics of Latin America. (G) 3 credit hours. Concept, structure, and dynamics of dependency; the inter-American political economy; the degree of interdependence between the U.S. and Latin America regarding markets, trade, resources, investment; the relevance of the Chinese model; range of Third-World formulations on development values and associated strategies; the ecological crisis in relation to Latin America's escape from dependency. Goldrich.

PS 464. Government and Politics of Latin America. (G) 3 credit hours. A comparative assessment of development directions in the dynamic Latin American societies—Brazil, Peru, Chile, and Cuba; special attention to the Andean Common Market. Consequences of the adopted strategy in meeting basic human material and social needs. Special resources or weaknesses of each country for developing independence. Goldrich.*

PS 465. Government and the Economy. (G) 3 credit hours. Examines the relationship between government and the market economy; includes the politics of fiscal and monetary policy, government budgeting and the regulation of economic activity. Pierce.

PS 466. Government Budgeting. (G) 3 credit hours. Introduction to major theories, practices, and problems of government budgeting. Theory of public-resource allocation, the Federal budget, budgeting practices, incremental budgeting system, budgeting, the planning-programming-budgeting system, budgetary control, the politics of budgeting, intergovernmental fiscal relations, state and local budgeting, and current problems of government budgeting. Pierce.

PS 467. The American Presidency. (G) 3 credit hours. The Presidency is viewed ambivalently as the key institution in the American political system: the source of great good, but also of great harm. The positive and negative impact of the Presidency upon American democracy, its people and its institutions. Analysis of Watergate within context of national experience with the Presidency. Klonoski.

PS 468. U.S. Congress. (G) 3 credit hours. The study of Congress as an institution; including congressional elections, the committee system and the internal distribution of influence, and relations with the President and the Supreme Court. Poole.

PS 470. Political Behavior. (G) 5 credit hours. Political behavior of individuals examined in the light of psychological and sociological theory; types of political institutions and kinds of government adapted to the needs and behavioral tendencies of people living in either developing or modern industrial and technological society. Recommended prerequisite: an introductory psychology course. Davies.

PS 471. The Human Organism and Political Development. (G) 3 credit hours. An analysis of research of the implications for political development and political violence of research and theory in the central nervous and endocrine systems. A major purpose is to review such research and theory as can help to evaluate conventional assumptions about

the innateness of violent political behavior. This is not a laboratory research course, but students can move more rapidly in it if they have had one or more courses in neurophysiology, physiological psychology, or developmental psychology. Prerequisite: PS 470, Political Behavior or PS 507 Seminar in Political Behavior, or instructor's consent. Davies.

PS 475. Political Development and Revolution. (G) 5 credit hours. Analysis of causes of fundamental political change, slow and nonviolent and rapid and violent. Historical, psychological, and sociological data and theory. The common grounds of the 16th-century Protestant Reformation and the growth of integrated, industrialized societies. England and America compared with France, Russia, and China. Prerequisite: PS 470, or consent of instructor. Davies.

PS 476. Political Revolution: Research and Theory. (G) 5 credit hours. Oral and written reports, either on basic political development (from primitive local communities toward democratic nation-states) and revolution or on general theory and research in these closely related subjects. Davies.*

PS 477. Political Leadership. (G) 3 credit hours. Analysis of the increasingly close interaction between political leaders and their followers in modern times, when the expectations and demands of general publics have become critical political forces. The leader-follower interaction, during periods of stability and instability, in both developing and mature nations, is studied both theoretically and by examples.

PS 478. Political Fiction. (G) 5 credit hours. Analysis of a variety of novels and other literature in the light of the implications of such works for the understanding of why people act as they do in their relationships to government. Recommended prerequisite: PS 470 and PS 475. Davies.

PS 480. Oregon Legislative Process. (G) 3 credit hours. Examines major bills before the legislature and its politics of enacting them. Offered bi-annually during sessions of Oregon Legislature. Field trips required. Pierce.*

PS 481. Oregon Administrative Process. (G) 3 credit hours. Explores major executive agencies and their rule-making and administrative behavior. Offered bi-annually in alternate years from PS 480. Pierce.*

PS 482. Legislative Politics. (G) 3 credit hours. The study of legislative operations in various governmental settings; their functions and exercises of power, composition, decision-making, and influence in the political system. J. Mitchell.

PS 483. Allocation of Justice. (G) 3 credit hours. Study of the nature of justice and how it is administered by police, lawyers, district attorneys, juries, and judges. Klonoski.*

PS 484. The Supreme Court in America. (G) 3 credit hours. The Supreme Court is analyzed as a political body and the judicial role is studied in the context of the economic, political, social, and psychological factors that influence the Court's decisions. Klonoski.

PS 485. Civil Rights and Civil Liberties. (G) 3 credit hours. The Supreme Court's rulings on civil liberties and civil rights, freedom and equality, especially under Warren and Burger. Klonoski.

PS 488. The Politics of Public Policy. (G) 3 credit hours. Systematic study of the politics involved in policymaking. Examines

such influences as interests, elites, organized groups, political party, economic groups, elections, public opinion, executive positions, and bureaucracy, legislative organizations and committees. Theory, sources of information, research, and evaluations. J. Mitchell.

PS 489. Comparative Public Policies. (G) 3 credit hours. Definition and measurement of public policies for comparative purposes, in local, national and cross-national settings. Means of assessing their relationships, purposes, and impacts. Investigation of comparative theories about policy-making in terms of political, social, and environmental factors.*

PS 490. Community Politics I. (G) 3 credit hours. Analysis of the nature of political processes and institutions at the local level, formal and informal decision-making; distribution of political power in the context of democratic theory. Students prepare and show an audio-visual presentation (film, video tape, etc.) analyzing some aspect of community politics. Goldrich, Medler.

PS 491. Community Politics II. (G) 3 credit hours. Critical analysis of research in the area of community politics. Students are encouraged to develop and execute their own research projects. Prerequisite: PS 490. Goldrich, Medler.

PS 492. Political Decision-Making. (G) 3 credit hours. Field studies, explorations of collective or public decision-making, theories of power, goals, and strategies, competition, and coalition formation applied to a variety of current political situations. J. Mitchell.*

PS 496. National Security Policy. (G) 3 credit hours. Factors in the development of national security policy, with emphasis upon decision-making, and the implications and consequences of such policies, nationally and abroad. Baugh, J. Mitchell, Merkle.

PS 497. Environmental Politics. (G) 3 credit hours. Our political economy's consequences for world environment; political aspects of ecological principles; alternative political economics and political cultural conceptions—conviviality, "small is beautiful" political economics, and the steady-state political economy; the politics of transition, focusing especially on energy; experiments in ecologically oriented decentralization; problems, promise, and prospects regarding the political transition. Goldrich.

Graduate Courses

PS 501. Research. Credit hours to be arranged.

PS 503. Thesis. Credit hours to be arranged.

PS 505. Reading and Conference. Credit hours to be arranged.

PS 506. Supervised Field Study. Credit hours to be arranged.

PS 507. Seminar. Credit hours to be arranged. Theory of Political Behavior. Davies
Contemporary Political Theory. W. Mitchell
Modes of Theory Construction. Orbell
Survey of Administrative Organization.
J. Merkle
Survey Literature of Comparative Politics.
J. Fiszman

PS 509. Teaching Practicum. 1-5 credit hours.

*Courses marked with asterisk not taught in 1981-82.

Programs in Prehealth Sciences

The College of Arts and Sciences and the College of Health, Physical Education, and Recreation supervise the following preprofessional health science programs. Information on other health-allied programs is available from Marjiss Strange, Coordinator of Prehealth Sciences, Office of Academic Advising and Student Services, 164 Oregon Hall (Telephone: 503-686-3211).

Note: The biology department has renumbered some of its courses. Prehealth students should choose courses by title and subject rather than by number and should consult with advisers regularly.

Dental Hygiene, Preparatory

Linda Kroeger, Ph.D., Assistant Professor, Health Education, Head Adviser.

The University of Oregon offers classes which satisfy admission requirements for the University of Oregon Health Sciences Center Dental Hygiene Program in Portland.

Completion of a two-year program (93 quarter hours minimum) is required prior to registration at the Oregon Health Sciences University Dental Hygiene Program. The following courses will satisfy basic requirements:

Chemistry: Survey of General, Organic, and Biochemistry 101, 102, 103 (with laboratories).

Biology: three courses of human or animal biology which must include some laboratory experience, preferably with microscopes.

English Composition: Writing 121 and either 122 or 123.

Physical Education: Three activity courses.

Nutrition: Health Education 252.

Personal Health: Health Education 250.

Speech: Rhetoric and Communication 121.

Arts and Letters: Three group satisfying courses.

Psychology: Psychology 214, 215, 216.

Sociology: Introduction to Sociology 201.

Applications are usually available from December 1 to March 1 for the

class entering the following fall and should be requested from the Oregon Health Sciences University School of Dentistry, 3181 S.W. Sam Jackson Park Road, Portland, Oregon 97201.

Entrance requirements for dental hygiene programs may vary so 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 grade-differentiated basis.

Dentistry, Preparatory

Donald E. Wimber, Ph.D., Professor of Biology, Chairman.

Marliss Strange, M.A., Office of Academic Advising and Student Services, Coordinator.

Predental Curriculum

The University offers a predental program which satisfies the requirements for admission to the Oregon Health Sciences University 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 three years to their predental education, completing a minimum of 135 credit hours of which 115 credit hours, including all of the predental requirements, must be pass-differentiated. A "no-pass" for all other courses will be counted as a failing grade in the computation of the overall grade point average.

Students who expect to enter dental school after three years and expect complete the requirements for a baccalaureate degree at the School of Dentistry should satisfy, in their predental program, all requirements for the degree (including general University requirements and requirements for a major in the College of Arts and Sciences) that cannot be satisfied with work taken at the School of Dentistry. For general University requirements, see page 18 of this catalog.

Although a baccalaureate degree is not required for admission, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree.

Science Requirements

Mathematics (above level of Mth 95), 12 credit hours.

General Chemistry (Ch 104, 105, 106), 9 credit hours.

Introductory Chemistry Laboratory (Ch 107), Introductory Analytical Chemistry I (Ch 108), Introductory Analytical Chemistry II (Ch 109) (fulfills the quantitative analysis requirements of the School of Dentistry); 6 credit hours.

Organic Chemistry (Ch 331, 332, 333), Introductory Organic Laboratory (Ch 337, 338); 16 credit hours.

Biology (Bi 311, 312, 313), 15 credit hours. Organic Chemistry must be taken concurrently with or prior to this sequence. Alternatively, some predental students may take Bi 201, Molecular Basis of Life, Bi 202, Biology of Cells, and Bi 204, Animal Biology. Although this will meet minimum admission requirements, the Predental Advisory Committee does not recommend it as the sole preparation either for dental school work or for the Dental Admissions Test. This set of classes is acceptable in the general science major program and will prepare students for some upper-division work in biology. This set will not, however, substitute for the 300-level biology core classes required for the biology major. All other students should consult with 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), 18 credit hours.

Admission

Predental students must realize that there is competition for admission to the School of Dentistry. The average grade point average of the entering class of 1979 was 3.30. If the GPA is less than 3.00 there is very little possibility for acceptance. However, the Admissions Committee of the School of Dentistry makes special allowance for those students who start off poorly and then achieve substantial improvements in their predental work.

Aptitude tests given by the American Dental Association should be taken not later than the fall term one year before admission. Applications to take this test must be made well in advance of the scheduled date of the test. 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 evaluation are required by the OHSU School of Dentistry: one each from teachers of biology, chemistry, and physics. It is important to have these evaluations from teachers who have actually worked with the predental student, if the information is to be of any value for the Admissions Committee. In large classes, a more meaningful evaluation can be obtained from a laboratory teaching assistant, rather than from the professor who gives the lectures and who may not have had personal interaction with the student. The evaluation should be obtained immediately following the conclusion of a term's work. Forms for the evaluations are available in the Career Planning and Placement Office at the University.

Recommended Electives

Dental schools recommend that predental students, in addition to completing the basic requirements listed above, choose electives which will broaden their cultural background as well as 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, psychology, literature, anthropology, and personnel management. Students are advised to 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 at regular intervals.

Medicine, Preparatory

William Sistrom, Ph.D., Professor of Biology, Chairman, Premedical Advisory Committee.

Marliss Strange, M.A., Office of Academic Advising and Student Services, Coordinator.

The University offers a premedical program which satisfies the requirements for admission to the Oregon Health Sciences University School of Medicine in Portland and most American medical schools. The program is supervised by the Pre-medical Advisory Committee, composed of faculty members on the Eugene campus, a physician, and the pre-health sciences coordinator.

Medical schools have varying admission requirements which are listed in the publication, *Medical School*

Admission Requirements (order blanks for this book are available in the Office of Academic Advising Pre-Health Science Information Center, 164 Oregon Hall). Since most students seek admission to five or six medical schools besides the Oregon Health Sciences University School of Medicine, this book should be purchased or at least consulted during the 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 classes:

(1) 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 School of Medicine. Organic Chemistry (Ch 331, 332, 333) with laboratories (Ch 337, 338).

(2) Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Premedical students may take the sequence Bi 311, Molecular Genetics, Bi 312, Gene Action and Development, Bi 313, Cell Physiology to meet this requirement. Organic Chemistry must be taken concurrently with or prior to this sequence. Alternatively, some students may take Bi 201, Molecular Basis of Life, Bi 202, Biology of Cells, and Bi 204, Animal Biology. Although this will meet 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. This set of classes is acceptable in the general science major program and will prepare students for some upper-division work in biology. This set will not, however, substitute for the 300-level biology core classes required for the biology major. All other students should consult with their advisers on the suitability of this alternative.

(3) College-level mathematics: 12 credit hours including an introductory course in calculus.

(4) General Physics (Ph 201, 202, 203 or Ph 211, 212, 213) with laboratories (Ph 204, 205, 206).

(5) A minimum of 6 credit hours of psychology, satisfying either the social science or the science group requirements.

Specific courses are *recommendations* only, and, in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and post-baccalaureate students may meet the minimum requirements differently; they should consult their advisers and the *Medical School Admissions Requirements*. More detailed information on curriculum, application to medical school procedures, and the medical profession is available in the Prehealth Science Information Center.

Admission

Most medical schools give preference to students with baccalaureate degrees in academic subjects; *premedicine is not an academic major*. The specific requirements for majors in the various departments are found in the catalog under department headings; those for general science are on page 91.

A few students are admitted to medical school at the end of their junior year, on the assumption that hours earned in medical school may be transferred back to the undergraduate institution to satisfy baccalaureate degree requirements in remaining upper-division science hours. Students planning to enter medical school at the end of their junior year should consult regularly with advisers to make certain general University and major requirements are met.

Competition for medical school admission has increased remarkably in the past few years. Selection for admission is based on many factors beyond the satisfactory completion of minimum requirements, including undergraduate grade averages, Medical College Admission Test 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 of less than 3.00 would be accepted at most American schools. Furthermore, courses taken to satisfy the science requirements must be taken on a grade-differentiated basis. The pass-no pass option should be used sparingly on nonscience courses.

Nearly all medical colleges also require applicants to take the Medical College Admission Test, 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 the Prehealth Sciences Information Center, 164 Oregon Hall.

The center also has a manual which 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 experienced faculty are generally required by medical schools and used in the selection process. The importance of these letters cannot be over-emphasized. The Oregon Health Sciences University School of Medicine prefers letters from the science faculty and from advisers who have known a student over several years. It is strongly recommended that premedical students secure letters from instructors immediately upon finishing classes and that students see advisers regularly so that the adviser can write a practical recommendation when one is needed. Special information for recommendations is available from the Prehealth Sciences Center.

The University sponsors an honors 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 own members and other premedical students. These include seminars and practica. Asklepiads provide experienced premedical students in the Prehealth Sciences Information Center to answer questions.

Osteopathic medical schools require basically the same minimum undergraduate program. A few schools request letters of recommendation from practicing osteopaths.

Medical Technology

Bayard H. McConnaughey, Ph.D.,
Professor of Biology, Head Adviser.

The University offers courses leading to admission to a baccalaureate degree program in medical technology. The program includes three years of work on the Eugene campus and one year at the Oregon Health Sciences University in Portland or Sacred Heart Hospital School of Medical Technology in Eugene. The Bachelor of Science in medical technology is awarded by the Health Sciences University in Portland to those whose fourth year is completed in Portland, and a Bachelor of Science in health education is awarded to those who take their fourth year in Eugene at Sacred Heart.

Requirements

Minimum admission requirements to medical technology training at the School of Medicine and at Sacred Heart Hospital are three years of college work including 24 credit hours of biology which must include a course in bacteriology, 24 credit hours of chemistry including one full year of a general college chemistry course with lectures and laboratory, 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 Eugene campus, the student must satisfy (1) all general University degree requirements for majors in professional schools, including writing, health education, and physical education group requirements, that cannot be satisfied with work taken at the School of Medicine, and (2) the science requirements for admission to the fourth-year program at the School of Medicine. The following recommended courses satisfy the science requirements:

(1) General Chemistry (Ch 104, 105, 106) and laboratories (Ch 107, 108, 109). Organic Chemistry (Ch 331, 332, 333) and laboratories (Ch 337, 338).

(2) Biology, 24 hours to include Bacteriology (Bi 381, 383).

(3) Mathematics, 1 course, Mth 101 or above.

The following courses are not required but are strongly recommended by both OHSU and Sacred Heart:

Quantitative Analysis (Ch 324)

General Physics (Ph 201-6)

One full year of college-level mathematics. Some university majors require two terms of calculus.

Fourth-Year Curriculum

The curriculum for the fourth-year program at the School of Medicine is as follows:

	<i>Credit Hours</i>
<i>Fall Term</i>	
Clinical Bacteriology (MT 410)	4
Laboratory Orientation (MT 413)	2
Clinical Biochemistry (MT 424)	5
Principles of Hematology (MT 430)	5
Radioisotope Techniques (MT 520)	1
<i>Winter Term</i>	
Clinical Bacteriology (MT 411)	6
Clinical Biochemistry (MT 425)	6
Special Hematology (MT 431)	3
Radioisotope Techniques (MT 521)	1
<i>Spring Term</i>	
Urinalysis (MT 414)	4
Historical Technique (MT 420)	2
Immunohematology (MT 432)	3

Applied Serology (MT 436)	4
Clinical Parasitology (MT 437)	3
Radioisotope Laboratory (MT 522)	1

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 the professional schools) and all special requirements for their chosen major, with the necessary number of upper division hours. Students who have completed their baccalaureate degree may take their medical technology training at any school or hospital in the country which offers such a program, rather than being limited to the Oregon Health Sciences University in Portland and the Sacred Heart Hospital, Eugene.

Admission

Completion of the required courses does not guarantee admission. Candidates with a grade point average below 2.50 cannot be given serious consideration, and it is often difficult for nonresidents to gain admission to the School of Medicine or Sacred Heart Hospital programs. 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. Students should plan their curriculum in such a way that it will be possible to complete a baccalaureate degree with an appropriate major in one year if they are not admitted to the School of Medicine or Sacred Heart Hospital at the end of their junior year.

Nursing, Preparatory

Joe Wade, M.S., Office of Academic Advising and Student Services, Head Adviser.

The University of Oregon offers classes which satisfy admission requirements for the Oregon Health Sciences University School of Nursing baccalaureate program in Portland. The program takes a minimum of one year of pre-professional work and three years of professional training and leads to a Bachelor of Science degree in nursing.

The recommended freshman pre-nursing program includes a minimum of 45 credit hours distributed as follows:

Survey of General, Organic, and Biochemistry 101, 102, 103 (which includes laboratories) or General Chemistry

104, 105, 106 and required additional laboratories 107, 108, 109.

A course in Algebra (Mth 95 or 101), English Composition 121 and either 123 or 323 (unless waived).

Nutrition: Health Education 252.

Physical Education: 3 terms.

Social Sciences: Three group-satisfying classes, including Cultural Anthropology (Anth 103).

Arts and Letters: Three group-satisfying classes.

Electives: Three group-satisfying classes to be chosen from arts and letters, social sciences, or sciences.

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 pre-nursing program to be eligible for admission.

Admission

Completion of the preprofessional program does not guarantee admission to the School of Nursing or other baccalaureate programs in the state. Competition for available positions has increased over the last few years with preference being given to residents of Oregon. In addition to the curricular requirements, students must take the National League for Nursing, Pre-nursing, and Guidance Examination early in the freshman year; application blanks are available in the Office of Academic Advising and Student Services.

Students usually file applications for admission between September 1 and February 15 of the winter term before anticipated matriculation; applications must be requested from the School of Nursing, Registrar's Office, 3181 S.W. Sam Jackson Park Road, Portland, Oregon 97201.

Students who choose to extend their preprofessional training to two years may take classes at the University of Oregon which will lighten their academic load by completing additional graduation requirements. This will not, however, lessen the necessary three years spent in professional training.

Baccalaureate Degree for Registered Nurses

The University cooperates with the Oregon Health Sciences University School of Nursing to offer a program which allows the registered nurse to

complete requirements for the baccalaureate degree in nursing. Nursing courses are taught by the Health Sciences University faculty. General course requirements may be completed at the University or an accredited college or university of choice.

Curriculum

Registered nurses enroll initially in transitional courses, Nur 299A and Nur 299B, as a basis for progression to junior- and senior-level courses. Students may elect to earn junior credit through credit-by-examination. This requires two terms and begins during the initial term.

Senior-level courses are not credited by examination, and require at least three terms to complete. Minimum time in the program is five terms.

Admission requirements are as follows.

Graduation from an NLN accredited AD or diploma nursing program.

Licensure to practice as a registered nurse.

A minimum of one year's experience as a registered nurse.

A minimum grade point average of 2.50.

Forty-five credit hours of course work completed before matriculation, including one year of chemistry with laboratories, a college course in intermediate or college algebra, and a course in nutrition.

Applications are available from the Registrar, Oregon Health Sciences University, 3181 S.W. Sam Jackson Park Road, Portland, Oregon, 97201. Applicant records are reviewed by the admissions committee and recommendations are forwarded to the dean of the School of Nursing. Notice of acceptance or rejection is sent by the registrar.

For additional information regarding the B.S.N. degree, consult Marlene Dehn, R.N. Coordinator, School of Nursing, Oregon Health Sciences University, 3181 S.W. Sam Jackson Park Road, Portland, Oregon, 97201 or University of Oregon, 164 Oregon Hall.

Nursing Courses Offered

Note: The following courses are offered in Portland on a regular basis, and once each academic year at either the Corvallis or Eugene campuses.

Nur 299A. Special Studies: Nursing Concepts. 3 credit hours.

Nur 299B. Special Studies: Patient Assessment. 3 credit hours.

Nur 450. Nursing Science VII. 3 credit hours.

Nur 452. Nursing Science VIII. 3 credit hours.

Nur 454. Nursing Science IX. 3 credit hours.

Nur 455. Clinical Experience in Community Nursing I. 6 credit hours.

Nur 456. Community Nursing I: Community Health Nursing. 2 credit hours.

Nur 457. Clinical Experience in Community Nursing II. 6 credit hours.

Nur 458. Community Nursing II: Psychiatric/Mental Health Nursing. 2 credit hours.

Nur 459. Clinical Experience in Community Nursing III. 6 credit hours.

Nur 460. Community Nursing III: Acute Pathophysiology. 2 credit hours.

The following courses are available through credit by examination and are offered on a regular basis in Portland:

Nur 350. Nursing Science IV. 3 credit hours.

Nur 352. Nursing Science V. 3 credit hours.

Nur 355. Clinical Experience in Nursing: The Child-Rearing Family. 5 credit hours.

Nur 356. Family Nursing: The Child-Rearing Family. 3 credit hours.

Nur 357. Clinical Experience in Nursing: The Maturing Family. 5 credit hours.

Nur 358. Family Nursing: The Maturing Family. 3 credit hours.

Nur 359. Clinical Experience in Nursing: The Emerging Family. 5 credit hours.

Nur 360. Family Nursing: The Emerging Family. 3 credit hours.

Pharmacy, Preparatory

John A. Schellman, Ph.D., Professor of Chemistry, Head Adviser.

The University of Oregon offers a program that fulfills admission requirements to the Oregon State University School of Pharmacy in Corvallis and to many other accredited pharmacy schools. Students considering other pharmacy schools should review the *Pharmacy Schools Admissions Requirements* book available in the Office of Academic Advising and Student Services.

The prepharmacy curriculum for the School of Pharmacy at Oregon State University requires 90-96 credit hours, including:

1 year general chemistry (Ch 104-109 or Ch 204-209)

1 year organic chemistry (Ch 331-333 and 337-338)

10 credit hours biology (Bi 201, 202, 204 or Bi 311, 312, 313 are recommended. Only 1 course may be botony.)

1 course bacteriology (Bi 381 with lab. 383)

2 courses general physics (Ph 201-202 with labs 204-205)

1 course calculus (Mth 201 or 207)

2 courses sociology (Soc 201 and one additional course)

2 courses psychology (Psy 201 and one additional social science psychology course)

2 courses economics (Ec 201 and 202)

2 courses English composition (Wr 121 and either 122 or 123)

1 course speech (RhCm 121 or 122)

The following are not required for admission but are required for graduation at the OSU School of Pharmacy. They may be completed at the University of Oregon as well:

12 credit hours arts and letters group satisfying courses, exclusive of the composition and speech noted above.

3 courses in physical education activity.

Preveterinary Medicine

Gordon J. Murphy, M.S., Senior Instructor of Biology, 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 pre-professional courses which 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 WICHE Student Exchange Programs have been developed to help western students obtain access to fields of professional education that are not available in their home states. Oregon's participation in WICHE (Western Interstate Commission for Higher Education) enables qualified resident students to apply for assistance in the programs described below while attending institutions in any of the WICHE participating states.

Assistance under these programs enables 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 by writing to: Certifying Officer, WICHE, Post Office Box 3175, Eugene, Oregon 97403, or by going to Room 203, Johnson Hall, UO Campus.

Additional information concerning the WICHE programs described below is available from the Office of Academic Advising and Student Services, Oregon Hall, UO, Eugene 97403.

Physical Therapy, Preparatory

Louis Osternig, Ph.D., Associate Professor of Physical Education, Head Adviser.

Judith Bogen, M.S. Advising Coordinator, Office of Academic Advising and Student Services.

The University offers a prephysical-therapy program which satisfies requirements for admission to most United States schools of physical therapy. Students may choose one of two admission tracks; (1) a student may obtain a baccalaureate degree, simultaneously fulfilling requirements for a major and for entrance into a physical therapy certificate or master's degree program, or (2) a student may elect to transfer to a school of physical therapy after two years of study at the University of Oregon. The latter track would entail a transfer to a baccalaureate degree program in physical therapy.

Requirements

Students planning to obtain a baccalaureate degree at the University should declare their majors relatively early so that physical therapy option requirements can be fulfilled within a chosen major. A specific major is not required for most postgraduate programs if certain course work is completed; however, since considerable physical science background is required for admission, most students usually choose a compatible major.

Those students planning to transfer after their sophomore year must fulfill virtually all of the physical therapy requirements within their lower-

division work and must meet undergraduate graduation requirements (lower division) of the specific school to which they expect to be admitted.

Most schools require 12 hours each of biology, general chemistry, and general physics, and 6 hours each of human anatomy and human physiology. In addition, many schools require course work in abnormal psychology, kinesiology, and statistics. Letters of recommendation from the faculty may also be requested.

A number of practicum opportunities are available to students who wish experience working with a physical therapist.

Applying for Admission

Applications to physical therapy programs are made during the fall term one year in advance of expected enrollment. Most deadlines for application are in early winter; selections are made in March and April for the following fall.

Most schools of physical therapy will not accept students with grade point averages of less than 3.00. The competition for admission, however, has caused the mean grade point average for the accepted student to rise above this level.

Occupational Therapy, Preparatory

Judith Bogen, M.S., Office of Academic Advising and Student Services, Head Adviser.

The University offers courses which satisfy the requirements for admission to United States schools of occupational therapy. Students may apply to transfer into baccalaureate programs after two or three years of undergraduate study or enter master's programs after graduation. Because of variations in program requirements, students should consult with advisers early and often. Baccalaureate 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, speech, and a foreign language.

Graduate programs, leading to a certificate of proficiency or a master's degree, require the same preparation as the transfer programs and 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 Examination Aptitude Test (GRE).

Both transfer and graduate programs require three letters of recommendation from undergraduate teachers, counselors, or employers.

Direct individual inquiries are welcomed by the American Occupational Therapy Association, 6000 Executive Boulevard, Rockville, Maryland, 20852.

Optometry, Preparatory

Robert Zimmerman, Ph.D., Associate Professor of Physics, Head Adviser.

The University offers courses which satisfy the requirements for admission to the fifteen 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 the fields of organic chemistry, psychology, social science, literature, philosophy, statistics, and foreign languages.

All applicants must take the Optometry College Admission Test (OCAT) which is usually given in fall and spring. Applicants must also submit letters of evaluation from science instructors.

Practicum opportunities are available to students who wish experience observing optometrists at work.

Direct individual inquiries are welcomed by the American Optometric Association, Division of Education and Manpower, 700 Chipewa Street, St. Louis, Missouri 63119.

Pacific University in Forest Grove, Oregon, a private school, Southern California College of Optometry, and University of California, Berkeley participate in the WICHE program.

Podiatry, Preparatory

The University offers courses which satisfy the requirements for admission to the five accredited colleges of podiatric medicine in the United States.

Information on the specific requirements, on the MCAT, and on careers in podiatry is available in the Office of Academic Advising and Student Services. For further information, students may write to the American Podiatry Association, 20 Chevy Chase Circle, N.W. Washington, D.C. 20015.

California College of Podiatric Medicine, San Francisco, participates in the WICHE program.

Department of Psychology

Faculty

Robyn M. Dawes, Ph.D., Department Head, Professor (social judgment, assessment, math models). B.A., Harvard, 1958; M.A., 1960, Ph.D., 1963, Michigan.

Fred Attneave, Ph.D., Professor (perception, learning). B.A., Mississippi, 1942; Ph.D., Stanford, 1950.

Jacob Beck, Ph.D., Professor (perception, psychophysics, vision). B.A., Yeshiva, 1950; M.A., 1951, Ph.D., 1957, Cornell.

Sheldon Cohen, Ph.D., Associate Professor (social, environmental, race relations). Ph.B., Monteith College, Wayne State, 1969; Ph.D., New York University, 1973.

Beverly Fagot, Ph.D., Assistant Professor (developmental, early childhood). B.A., Occidental, 1960; Ph.D., Oregon, 1967.

Robert F. Fagot, Ph.D., Professor (measurement theory, choice theory, psychophysics). B.S., Massachusetts Institute of Technology, 1946; Ph.D., Stanford, 1956.

Fred Fosmire, Ph.D., Professor (social, group problem solving, group consultation). B.A., 1948, M.A., 1949, Ph.D., 1952, Texas.

Lewis Goldberg, Ph.D., Professor (assessment, personality, clinical judgment). A.B., Harvard, 1953; M.A., 1954, Ph.D., 1958, Michigan.

Barbara Gordon-Lickey, Ph.D., Professor (sensory physiology, sensory processing). A.B., Radcliffe, 1963; Ph.D., Massachusetts Institute of Technology, 1966.

Marvin Gordon-Lickey, Ph.D., Professor (physiological, learning). A.B., Oberlin, 1959; M.A., 1962, Ph.D., 1965, Michigan.

Douglas Hintzman, Ph.D., Professor (human learning and memory, computer simulation of cognitive processes). B.A., Northwestern, 1963; Ph.D., Stanford, 1967.

Ray Hyman, Ph.D., Professor (perception-cognition, coding processes, problem solving). A.B., Boston, 1950; M.A., 1952, Ph.D., 1953, Johns Hopkins.

Stephen M. Johnson, Ph.D., Associate Professor (behavior modification, child clinical, family interaction). B.A.,

Pittsburgh, 1964; M.A., 1966, Ph.D., 1968, Northwestern.

Peter W. Jusczyk, Ph.D., Associate Professor (language acquisition and development, psycholinguistics). B.A., Brown, 1970; M.A., 1971, Ph.D., 1975, Pennsylvania.

Steven Keele, Ph.D., Professor (human learning, human performance, motor skills). B.S., Oregon, 1962; M.S., 1965, Ph.D., 1966, Wisconsin.

James G. Kelly, Ph.D., Professor (human ecology and methods of social intervention). B.A., Cincinnati, 1953; M.A., Bowling Green, 1954; Ph.D., Texas, 1958.

Carolyn Keutzer, Ph.D., Associate Professor (laboratory learning, interpersonal communication, outcome research in psychotherapy). B.A., 1960, M.A., 1963, Ph.D., 1967, Oregon.

Daniel P. Kimble, Ph.D., Professor (physiological, memory). B.A., Knox, 1956; Ph.D., Michigan, 1961.

Peter M. Lewinsohn, Ph.D., Professor (clinical, depression, neuropsychology). B.S., Allegheny, 1951; M.A., 1953, Ph.D., 1955, Johns Hopkins.

Edward Lichtenstein, Ph.D., Professor (clinical, psychotherapy research, community). B.A., Duke, 1956; M.A., 1957, Ph.D., 1961, Michigan.

Richard Littman, Ph.D., Professor (experimental, systematic, developmental). A.B., George Washington, 1943; Ph.D., Ohio State, 1948.

Richard Marrocco, Ph.D., Associate Professor (sensory psychophysiology, vision). B.A., California, Los Angeles, 1965; Ph.D., Indiana, 1971.

Vivian Olum, Ph.D., Associate Professor (clinical, child). B.A., Swarthmore College, 1943; Ph.D., Cornell, 1957.

Michael I. Posner, Ph.D., Professor (thinking, human performance, learning). B.S., 1957, M.S., 1959, Washington; Ph.D., Michigan, 1962.

Mary K. Rothbart, Ph.D., Associate Professor (developmental, socialization, development of laughter and humor in children). B.A., Reed, 1962; Ph.D., Stanford, 1967.

Myron Rothbart, Ph.D., Professor (social, personality). B.A., Reed, 1962; Ph.D., Stanford, 1966.

Philip Runkel, Ph.D., Professor (social, cognitive structure), dual appointment with education. B.S., Wisconsin State, 1939; M.A., 1954, Ph.D., 1956, Michigan.

Benson Schaeffer, Ph.D., Associate Professor (developmental, cognitive,

psycholinguistics). B.A., 1962, M.A., 1964, Ph.D., 1967, California.

Norman Sundberg, Ph.D., Professor (clinical, personality, community). B.A., Nebraska, 1947; M.A., 1949, Ph.D., 1952, Minnesota.

Robert L. Weiss, Ph.D., Professor (clinical, personality, marital interaction). B.A., 1952, Ph.D., 1958, State University of New York at Buffalo.

Wayne Wickelgren, Ph.D., Professor (learning and memory). A.B., Harvard, 1960; Ph.D., California, Berkeley, 1962.

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 non-majors, who are interested in psychology primarily as a part of a broad liberal education. Also 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.

Review of Courses Offered

Among the lower-division courses offered, a one-term general introduction to psychology (Psy 201) provides an understanding of the fields of psychology and the common methods used. Psy 211, 212, and 213 offer instruction in the content of psychology as a natural science. Psy 214, 215, and 216 introduce psychology as a social science. An Honors College introduction is available (Psy 217 and 218).

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 to providing a broad background in the field.

Upper-division courses fall into three categories. First, Psy 301 and Psy 302 are designed to teach research skills and methodologies. Second, 300- and 400-level noncluster courses are of broad interest to many different majors throughout the University as well as to psychology majors. And third, 400-level cluster courses are designed for psychology majors but also are open to other students who fulfill the prerequisites.

The cluster courses are organized

into specialty groups to help the student organize a curriculum. This organization and other aids for planning a curriculum are more fully explained in an undergraduate handbook for psychology majors available in the Department of Psychology, 131 Straub Hall.

Note: All cluster courses require Psy 301 and Psy 302 or some equivalent methodological background, or the instructor's consent for enrollment.

Group Requirements

The following courses have been approved for satisfaction of the social science and science group requirements which partially fulfill the graduation requirements for all University undergraduates:

Social Science. Psy 201, 214, 215, 216, 301, 351, 353, 357, 361, 374, 383, 388, 411, 413, 415, 417, 419, 421, 423, 425, 427, 456, 457, 458, 462, 466, 467, 470, 472, 473, 475, 476, 478, 485, 487, 488, 489, 490, 491, 492.

Science. Psy 211, 212, 213, 217, 218, 219, 302, 430, 431, 432, 433, 434, 436, 437, 438, 439, 442, 443, 445, 447, 448, 449, 450.

Preparation and Careers

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.

Students often major in psychology to prepare for graduate training and careers in a number of related fields such as personnel relations, vocational and personal counseling, medical and dental careers, social and case work, marketing, administration, legal careers, 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 psychologists, and governmental psychologists (testing, research and administration).

Additional career information is available from the American Psychological Association, 1200 17th Street Northeast, Washington, D.C. 20036.

Major Requirements

Students who became psychology majors at the University of Oregon fall term 1977 or after must fulfill the following requirements.

A minimum of 36 credit hours in psychology courses including at least 24 upper-division hours is required of all psychology majors. At least 12 of the required upper-division hours must be taken at the University of Oregon. Mth 425 or 426 (or, alternatively, Mth 441 or 442) may be included in the 24-hour upper-division requirement if the course is taken in lieu of Psy 302.

The 36 hours will include Research Methods (Psy 301), Quantitative Methods (Psy 302), or other appropriate methodological preparation, and one course from three different clusters.

The clusters are physiological-ethology; human experimental psychology; developmental psychology; social psychology; and personality-psychopathology. At least one of the cluster courses must be from those giving science credit (physiological-ethology or human experimental) and at least one from those giving social science credit (developmental, social, or personality-psychopathology).

Of the 36 credit hours used to satisfy the major, at least 24 must be taken on a graded basis. A course in which a student receives a D grade can *not* be used toward satisfying the major requirement of a minimum of 36 passing hours. The required 36 hours must be passed with the grade of P or C or better. Eighty-five percent of all psychology work completed (excluding work receiving I, X, or Y) must be satisfactorily passed. It is recommended that prior to taking Psy 301 and Psy 302 the major have either Psy 201 or two other 200-level courses: one from the social science list (Psy 214, 215, 216) and one from the science list (Psy 211, 212, 213).

Note: Psy 301 and 302, or other appropriate methodological preparation (or instructor's consent), are prerequisites for all cluster 400-level courses and should be taken prior to taking any of those courses. In addition, students should examine prerequisites for all 400-level courses carefully.

Planning a Program

In addition to lecture courses, students can participate in seminars, reading courses, laboratory work, field work, and various experiential possibilities. With the aid of advisers, students design programs to fit in with a pro-

fessional track, a secondary certification track, a liberal arts track, or an honors track.

Typical First-Year Program

	Fall	Winter	Spring
English			
Composition		3	
Physical			
Education	1	1	1
Health	3		
Mathematics	4	4	4
Arts & Letters			
elective	3	3	3
Science elective	3-4	3-4	3-4
Social Science			
elective		3	3
Introduction			
to Psychology	0	0	3
Total credits	15	17-18	17-18

Inquiry Training

The department wants to develop habits of self-study and independence among its majors. Careful observation of one's own behavior and mental processes and the behavior of others is basic to an understanding of psychology. To help the student develop personal skills and practice them outside of formal classroom assignments, the department has developed an inquiry training program consisting of self-study experimental and observational modules using computers and TV tapes to aid the instruction. Information on this program is available in the Undergraduate Laboratories, 170-179 Straub.

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 employs 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, the grading procedures, where to seek financial assistance, how to plan a course schedule, and similar matters), as well as more specific inquiries about the department's norms, opportunities, facilities, and faculty are welcomed 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 drop-in visitors as well as

scheduled appointments. During the school year, the peer advising office is open at regular hours in 141 Straub, and all psychology students are invited to use the facilities (a small library, test file, journals, and graduate school brochures), and to converse informally with a friendly peer who is knowledgeable about departmental and University regulations and opportunities.

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.

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, school psychology, or industrial psychology, or who plan to enter into government or business after graduation and want to be prepared to apply their psychological knowledge in an administrative capacity. It stresses a broad knowledge of psychology plus experience in a variety of different settings in which psychology is applied. Special emphasis is upon statistics, writing, computer programming, and other skills which will make the prospective student a more attractive job candidate or will give an advantage once employment is begun.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities can be gained through special seminars (Psy 407), tutorials, reading, or research. The student should have prepared a number of papers applying psychology in real life settings by time of graduation. The exact curriculum designed will depend 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, 417, 421, 423, 434, 437, 470, 472, 475, 476, 478, 487, 488, 489.

Welfare-Social Work. Psy 383, 388, 411, 417, 427, 456, 457, 462, 470, 473, 487, 488, 489.

Youth Work. Psy 374, 383, 388, 417, 421, 423, 473, 475, 476, 478.

Industry. Psy 353, 417, 419, 436, 462, 470, 487, 488, 489.

Mental Health. Psy 383, 388, 411, 413, 417, 427, 445, 462, 466, 467, 470, 472, 473, 487, 488, 489; many seminars (407) are also appropriate.

Secondary School Teaching

For basic certification as a teacher of social studies in Oregon high schools, the Teacher Standards and Practices Commission requires completion of an approved teacher education program which includes satisfaction of (a) certain requirements in subject-matter preparation for the teaching endorsement, (b) certain requirements in professional education preparation, and (c) the recommendation of the institution at which the student completes the preparation.

The department offers work toward basic and standard Oregon certification. For specific information regarding departmental requirements for psychology, students should see the departmental adviser for teacher education, and the Office of Secondary Education in the College of Education.

The University will recommend students for the standard teaching certificate and standard endorsements upon their successful completion of a planned program of advanced teacher education. This plan must be filed with the Office of Secondary Education in the College of Education at the time the work is initiated. 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 certificate and endorsement requirements. Program-planning forms and information relating to the University's standard teacher education program may be secured from the Office of Secondary Education.

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 will want to de-emphasize technical skills in giving tests, running experiments, or

analyzing data, and place strong emphasis on the theories and ideas which serve as a background for research. It is difficult to design any single advisory curriculum for such students. However, the curriculum should combine psychology with a strong emphasis on work in the humanities and with courses in science which stress its relation to philosophy and human concerns. Different courses would, of course, be advisable in programs which stress the relation between psychology and the natural sciences. For further information the student should consult the *Psychology Undergraduate Handbook*.

Preparation for Graduate Study

A baccalaureate degree is seldom sufficient qualification for professional work in psychology; even the simpler professional positions require at least a master's degree. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged better than B.

Prospective graduate students in psychology are advised not to take a large number of psychology credits beyond the minimum of 36, leaving 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 statistics from mathematics. A reading knowledge in at least one foreign language appropriate to psychology (German, French, Russian, Japanese) may be useful.

Graduate Studies

The department emphasizes graduate work leading to the degree of Doctor of Philosophy. Students working toward the Ph.D. are expected to obtain a master's degree with thesis. The four major graduate 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 or Master of Science degree is available for a limited number of students not in the Ph.D. program. A special master's degree may be obtained in applied psychology, focusing on organizational-human factors, and program evaluation-community analysis. This degree requires supervised field work as well as course work for a total of 72 hours.

The department maintains a psychology clinic; specialized facilities for child and social research; experimental labs for human research, including a PRIME, a PDP-9, and a PDP-15 computer for on-line experimental control; and well equipped animal laboratories.

All students applying for admission for graduate work in psychology must provide scores on the Graduate Record Examination (both aptitude and advanced tests) and three letters of recommendation on special forms provided by the department. Detailed information on admission, including application forms and information on awards and assistantships, may be obtained from the department.

During the first year of graduate work, students acquire a broad background in psychology and an introduction to research. The student's specific program is planned in relation to prior background, current interests, and future goals. A thesis is required for all advanced degrees. Research experience is 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 catalog.

Clinical Program

A research-oriented approach to theories and methods of clinical psychology is taken by the department. A clinical psychologist, in the view of the department, is a behavioral scientist with an area of specialization in clinical psychology. As a part of the graduate training, the student learns to devise approaches to clinical problems which lead to a better conceptual understanding of the phenomena under study. The program stresses a data-oriented approach to the complexities of clinical problems.

During the first and second years of graduate study the student completes (1) the core program, including work in experimental psychology and quantitative methods, as do students in all other programs, (2) a pro-seminar in clinical research topics, and (3) a clinical core sequence in assessment and in behavior change, with an associated practicum. The second-year practicum experience, as well as advanced-level clinical-research training, is provided in large part through the Psychology Clinic, a training clinic operated by the clinical staff and students.

Beyond the second year, there is

considerable latitude in planning a program of study and research. The student must pass a major clinical preliminary examination (covering assessment, psychopathology, and behavior change) and a minor preliminary examination in an area of special interest to the student (e.g., learning approaches to behavior change, social psychology).

Upon completion of formal course work and practica, students are required to take a one-year clinical internship to round out their professional training.

Interdisciplinary Program in the Neurosciences

Neuroscientists in the departments of biology, chemistry, and psychology 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 program of instruction and research with graduate degrees is available to students through any of the participating departments.

Biosocial Research Center

The departments of biology, anthropology, and psychology support a multi-disciplinary facility devoted to research into the substrates of behavior, including ethological, neurological, and developmental factors. The center is situated on 2.5 acres near the science complex. It contains 4,000 square feet of laboratory and conference space, including facilities for maintaining colonies of mice, behavioral laboratories, observation areas, controlled temperature rooms, and a modern surgery. There are, in addition, outside enclosures for larger animals.

Courses Offered

Undergraduate Courses

Note: Not all courses will be offered every academic year.

Psy 199. Special Studies. 1-3 credit hours.

Psy 200. SEARCH. 1-3 credit hours. No-grade course.

Psy 201. Introduction to Psychology. 4 credit hours. A one-term integrated introduction to psychology based on lectures and laboratory exercises. The course deals with perception, learning, thinking, development,

social behavior, motives and emotion, and both the normal and abnormal personality. The course provides an overview of modern psychology in terms of both biological and social factors.

Psy 211. Sensation and Perception. 4 credit hours. Consideration of how the various sense organs work and how sensory information is organized into knowledge about the world around us.

Psy 212. Learning, Thinking, and Conditioning. 4 credit hours. Modern behaviorism emphasizing both the practical role that reinforcement and punishment play in the control of behavior and theoretical conceptions of the learning process; information processing conceptions of learning including the study of memory and attention; psycholinguistics or other complex cognitive processes such as thinking and creativity.

Psy 213. Introduction to Physiological Psychology. 4 credit hours. Explores relationships between activity of the nervous and endocrine systems and behavior. Topics typically covered include sensation, perception, consciousness, sexual behavior, eating and drinking, sleeping and dreaming, learning, and special properties of the human brain. No prerequisite.

Psy 214. Personality. 4 credit hours. Nature and organization of personality, normal and abnormal; individual differences; psychometric and behavioral assessment.

Psy 215. Developmental Psychology. 4 credit hours. Growth of individual and social forms of behavior (mainly in humans); intelligence; motor behavior; perception, learning and other cognitive functions; motivation and emotion.

Psy 216. Social Psychology. 4 credit hours. Attitudes and beliefs; social perception and judgment; communication; social interaction and group influences on behavior; aggression, altruism, and conformity.

Psy 217, 218, 219. Introduction to Experimental Psychology (Honors College). 4 credit hours each term. An integrated lecture-laboratory course designed to acquaint the student with the fundamental concepts and facts in perception, learning, and motivation. Open to selected students outside Honors College through permission of instructor. Enrollment limited to twenty to twenty-five.

Psy 301. Research Methods in Psychology. 4 credit hours. A general introduction to research methods used in the various areas of psychology. The use of library and bibliographic methods, handling of survey data, coding from literary and tape sources, interviews, questionnaires, tests, and experiments are the methods to be introduced and used by students. This course will be required for all upper-division cluster-area courses and is required for psychology majors. Prerequisite: Psy 201; or one course from Psy 211, 212, or 213 and one course from Psy 214, 215, or 216; or Psy 217 and 218.

Psy 302. Quantitative Methods in Psychology. 4 credit hours. Introduction to probability and statistics as applied in psychological research. Topics covered include hypothesis testing, correlation and regression, and introduction to design of experiments. Required of psychology majors. Prerequisite: Mth 95.

Psy 351. Motivation. 3 credit hours. Conceptions of motivation; human and animal research on instinct, arousal, motivational physiology, learned motives, conflict and stress, and organization of dispositions.

Psy 353. Psychology of Work. 3 credit hours. Factors that influence human efficiency and the motivation to work. Topics include boredom, fatigue, aging, incentives, working environment, decision-making, design of man-machine systems, achievement motivation, and social influences.

Psy 357. Pseudopsychologies. 3 credit hours. Pseudopsychologies refers to a vaguely defined and poorly bounded set of systems, beliefs, and practices. They include astrology, I Ching, faith healing, water divining, ouija, Scientology, meditation systems, sensitivity and encounter groups, flying saucer cults, Bermuda triangle believers, certain alleged psychics, etc. The course discusses means of evaluation of the various systems and offers reasons why much of the evidence and claims put forth in support of pseudopsychologies cannot be accepted. The many ways that the mind can be deceived or deceive itself are the major focus of this inquiry.

Psy 361. Psychology of Visual Art. 3 credit hours. A general introduction to the inter-relationships between the psychology of perception and the pictorial arts. The course will survey the perceptual, cognitive, and affective bases of pictorial art. Topics include the perceptions of space, color, form, the function of images, the effects of learning, anamorphic painting, cartoons and caricatures. Prerequisite: Psy 211 or consent of instructor.

Psy 374. Infancy. 3 credit hours. The development of infants from the time of conception to the age of two years. Topics include heredity and prenatal development, birth, characteristics of the newborn, cognitive development, and the effects of early experience. Attention is given to individual differences in temperament and early interaction patterns of infant and caretaker. Prior course work in psychology is required.

Psy 383. Drugs and Behavior. 3 credit hours. Concerns the physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. Attention will be devoted to the psychology of use and overuse and therapies for correcting drug problems.

Psy 388. Human Sexual Behavior. 3 credit hours. 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.

Psy 400. SEARCH. 1-3 credit hours. No-grade course.

Psy 401. Research. Credit hours to be arranged.

Psy 403. Thesis. Credit hours to be arranged.

Psy 405. Reading and Conference. Credit hours to be arranged.

Psy 406. Field Studies. Credit hours to be arranged.

Psy 408. Laboratory Projects. Credit hours to be arranged.

Psy 409. Practicum. 1-3 credit hours any term. No-grade course.

depth a specific topic arising out of material covered in a course. The seminars offered vary from year to year depending upon interests and needs of students and upon availability of faculty. Typical subjects include the following.

Psycholinguistics
Problem Solving
Color Vision
Activity and Rest
Cognitive Development
Behavior Modification
Social Cognition
Socialization

Psy 410. Experimental Course. (G) Credit hours to be arranged.

Psy 411. Theories of Personality. (g) 3 credit hours. A description of the main phenomena of personality and a critical comparison of the outstanding conceptual systems that have been developed to account for these phenomena.

Psy 413. Humanistic Psychology. (g) 3 credit hours. An understanding and appreciation of the philosophy and theories of personality propounded by the major figures (e.g., Maslow, Rogers, Allport, Murray, Jourard, Buhler) in the "Third Force" school of psychology; the differences in logical assumptions, research methods, and theoretical implications which distinguish humanistic psychology from behavioristic, psychoanalytic, cognitive, existential, and transpersonal theories of personality. Prerequisite: Psy 411, or consent of instructor.

Psy 415. Prejudice. (g) 3 credit hours. Examination of theory and research on the origins, maintenance, and modification of intergroup prejudice. Prerequisite: previous courses in social psychology, or consent of instructor.

Psy 417. Environmental Psychology. (g) 3 credit hours. Examination of a wide range of topics having to do with the effects of the physical environment on human behavior, including mankind's use of space, population regulation, physical environment and development, and architectural design and behavior. Prerequisite: courses in social psychology, or consent of instructor.

Psy 419. Group and Individual Differences. (g) 3 credit hours. Basic principles for quantitative assessment of human characteristics; research findings concerning intelligence, achievement, aptitudes, interests, and personality; group differences related to sex, age, social class, race, nationality. Psy 302, or equivalent, recommended as preparation for this course.

Psy 421. Psychobiological Development. (g) 3 credit hours. Early development of the young child and the young of other species. Developmental psychophysiology, ethological approaches, behavior genetics, prenatal development, effect of early experience, and aging. Consent of instructor is required. Prior courses in physiological or comparative psychology are required.

Psy 423. Psychological Aspects of Early Childhood Education. (g) 3 credit hours. An upper-division course designed to provide a broad survey of methods (both theoretical and practical aspects) of early childhood education. More important, the course is designed to teach the student to use psychological research techniques to evaluate the desirability and effectiveness of these methods. Prior courses in developmental or learning, or consent of instructor is required.

Psy 425. Psychology of Sex Differences. (g) 3 credit hours. A broad view of the development of sex differences, considering

biological differences, societal sex roles and sex-typing, personality theorists' view of the woman, and the differential status of girl and boy, man and woman throughout the life cycle. Prior courses in psychology are required.

Psy 427. Abnormal Psychology. (g) 3 credit hours. Various forms of unusual behavior, including anxiety states, hysteria, hypnotic phenomena, and psychoses. Normal motives and adjustments considered in their exaggerations in the so-called neurotic person. Psy 302 is recommended as preparation for this course. Prerequisite: Psy 201 or (one course from Psy 211, 212, or 213 and one course from Psy 214, 215, 216) or (Psy 217 and 218)

Cluster Courses

Note: All cluster courses are upper-division level and carry graduate credit. They all require Psy 301 and Psy 302, or some equivalent methodological background, or the instructor's consent for enrollment.

Experimental Cluster

Psy 430, 431, 432. Advanced Experimental Psychology. (G) 5 credit hours each term.

Attempts an understanding of the 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; laboratory work, data analysis, and experimental design integrated with substantive material. Consent of instructor is required.

Psy 433. Psychology of Learning. (G) 3 credit hours. Survey of experimental and theoretical work on learning in animals and humans. Environmental and biological determinants of conditioning; symbolic learning and memory in humans.

Psy 434. Conditioning. (G) 3 credit hours. Experimental and theoretical literature on simple forms of learning. Habituation and sensitization, classical, instrumental, and operant conditioning; biological constraints on learning.

Psy 436. Human Performance. (G) 3 credit hours. Unified approach to the complexities of skilled human performance. The capacities which the human being brings to the performance of motor and intellectual skills; limitations in human ability to sense, perceive, store, and transmit information; experimental analysis of the flow of information within the human nervous system; applications of performance principles to the study of man-machine systems.

Psy 437. Cognitive Processes. (G) 5 credit hours. Issues of memory including coding for storage, control processes for storage, semantic memory, and retrieval of memory codes; attention and cognitive control; analysis of more complex cognitive tasks such as reading and sentence comprehension in terms of elementary cognitive processes; classical and modern approaches to problem-solving. Additional prerequisite: either Psy 434 or 436.

Psy 438. Perception. (G) 3 credit hours. Survey of fundamental concepts of vision, audition, somesthesis, etc. Psychophysiological factors and psychophysical methodology.

Psy 439. Perception Laboratory. (G) 3 credit hours. Laboratory work in design, conduct, and analysis of experiments in perception.

Upper-Division Courses Carrying Graduate Credit

Note: Not all courses will be offered every academic year.

Psy 407. Seminar. (g) Credit hours to be arranged. Opportunity for small groups of students to pursue further the subject matter of an upper-division course or to explore in

Physiological Cluster

Psy 442. Animal Behavior. (G) 3 credit hours. Survey of ethology plus its relation to experimental psychology and the biological sciences. Areas include: evolutionary and comparative foundations, sensory-motor integration, neural control of behavior sequences, interactions between motivational systems, neuro-behavioral development. Additional prerequisite: Bi 307 or equivalent.

Psy 443. Laboratory in Animal Behavior. (G) 2 credit hours. Laboratory experience with rats and monkeys.

Psy 445. Brain Mechanisms of Behavior. (G) 3 credit hours. The functional organization of the mammalian brain, including that of man. Brain mechanisms of sensation, perception, arousal and vigilance, reproductive behavior, and memory. Additional prerequisite: previous work in biology or Psy 213.

Psy 447. Cellular Mechanisms of Behavior. (G) 3 credit hours. The physiological and biophysical properties of nerve cells which provide mechanisms underlying coordinated movement, sensation, perception, and certain aspects of motivation. Additional prerequisite: chemistry or physics.

Psy 448. The Integrative Action of the Nervous System. (G) 3 credit hours. Concentration on the possible neural basis of higher brain functions such as selective attention, perceptual discrimination, pattern recognition, and motor control. Additional prerequisite: Psy 445 or 447.

Psy 449. Sensory Processes. (G) 3 credit hours. Cellular mechanisms of sensory reception and coding in the major mammalian sensory modalities. Additional prerequisite: Psy 447, Bi 414, or Psy 445.

Psy 450. Hormones and Behavior. (G) 3 credit hours. A consideration of the interactions among the brain, endocrine system, and behavior. Topics typically covered include sexual, parental, and aggressive-defensive behaviors. Additional prerequisite: Psy 213 or equivalent work in biology.

Social Cluster

Psy 456. Social Psychology I: Attitudes and Social Behavior. (G) 3 credit hours. Examination of the factors that lead to the development, maintenance, and modification of social attitudes and beliefs; theory and research on human aggression, prejudice, and altruism examined in order to analyze the attitudinal and situational components of social behavior.

Psy 457. Social Psychology II: Group Processes. (G) 3 credit hours. Relationship of the individual to social environment, especially in participation in small groups; social perception and motivation as shown in the acquaintance process, power and dependence, roles in the group and the part played by the group in attitude change. Materials and issues treated in terms of basic psychological concepts. Psy 456 recommended.

Psy 458. Experimental Social Psychology Laboratory. (G) 3 credit hours. Research methods and problems in social psychology. Readings and coordinate laboratory problems in theory and research, experimental design, experimental methods, the social psychology of the individual, group influence upon individual behavior, social interaction, and group structure and membership. Students required

to complete a minimum of two experiments either individually or with a subgroup. Additional prerequisite: Psy 456, 457, or consent of instructor.

Psy 462. Group Consultation. (G) 3 credit hours. Laboratory course in the study, evaluation, and modification of group processes. Emphasis on conceptualization of problem-solving groups as part of larger social systems, with particular attention to the analysis of constraints imposed by the larger system. Additional prerequisite: Psy 456 or 457, Soc 430 or 431, or consent of instructor.

Personality and Psychopathology Cluster

Psy 466. Personality Research. (G) 3 credit hours. A review of current areas of personality research deriving from the leading conceptual models of individual differences; how knowledge about personality effects is generated; examination of organismic and situational influences on behavior; acquisition of personality traits, development of self-concept, interpersonal perception, studies of modeling, and behavior change. Additional prerequisite: Psy 411 or equivalent.

Psy 467. Survey of Psychotherapeutic Methods. (G) 3 credit hours. Overview of the major models and methods of psychological treatment and their application in both community and institutional settings. Additional prerequisite: Psy 427, or equivalent, or consent of instructor.

Psy 470. Principles and Methods of Psychological Assessment. (G) 3 credit hours. Application of psychological methods to the study of the individual; theoretical and statistical rationale of test construction and interpretation; problems involved in the prediction of human behavior; survey of psychological assessment techniques. Prerequisite: Psy 301 and 302, or Mth 425, or equivalent.

Psy 472. Behavior Modification. (G) 3 credit hours. Description and critical analysis of the principles of behavior modification and their application to behavior problems in clinical, institutional, and community settings.

Psy 473. Marriage. (G) 3 credit hours. A survey of the behavioral-science basis of dyadic interactions, emphasizing adult intimacy and love relationships in marriage. Focuses on clinical-counseling approaches to the study of marital interactions, including assessment, marital therapies, and evaluation of procedures designed to bring about changes in couples' relationships. Topics include models of marital adjustment, assessment of interpersonal relationships, especially marital interactions, therapeutic and educational approaches to relationship change, and evaluation of effectiveness.

Developmental Cluster

Psy 475. Cognitive Development. (G) 3 credit hours. Intellectual development in children; classical and operant conditioning, memory, attention and concept formation; perceptual, motor, and language development. Prior courses in learning, or consent of instructor also required.

Psy 476. Language Acquisition. (G) 3 credit hours. Studies and theories concerning semantic and syntactic development. Language acquisition discussed in the broader

framework of the development of communication skills. Provides coverage in depth of an important area of child development covered only superficially in other courses. Prior courses in learning or developmental psychology, or consent of instructor also required.

Psy 478. Child Socialization. (G) 3 credit hours. Socialization processes in infancy, childhood, adolescence, maturity, and old age. Emphasis on the development of attachments in infants, growth of identification, conscience and morality, importance of peer groups, role of family interaction, and the development of psychopathology. Prior courses in personality, social, abnormal, or developmental psychology, or consent of instructor also required.

Psy 479. Emotional Problems of Childhood. (G) 3 credit hours. The origin, nature, and treatment of emotional disorders of childhood from a psychodynamic and developmental orientation. Topics include emotional problems of normal children related to stages of development and to such stresses as illness, hospitalization, bereavement, and the more severe childhood disorders. Additional prerequisite: courses in personality, abnormal, and developmental psychology, or consent of instructor.

General Advanced Courses

Psy 485. History and Systems of Psychology. (G) 3 credit hours. Survey of the development of modern psychology. Critical study of the comprehensive theoretical systems such as behaviorism, S-R psychology, Gestalt psychology, psychoanalysis and mathematical models, developed to help deal with the methodological and substantive problems of psychology. Prerequisite: 12 credit hours of upper-division psychology.

Psy 487, 488, 489. Advanced Applied Psychology. (G) 3 credit hours each. A year-long course covering 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 is highly desirable.

Psy 490, 491, 492. Honors. 1 credit hour each term.

Graduate Courses

Note: Not all courses will be offered every academic year.

Psy 501. Research. Credit hours to be arranged. No-grade course.

Psy 502. Supervised College Teaching. Credit hours to be arranged. No-grade course.

Psy 503. Thesis. Credit hours to be arranged. No-grade course.

Psy 505. Reading and Conference. Credit hours to be arranged. No-grade course. Topics vary from year to year.

Psy 507. Seminar. Credit hours to be arranged. Seminars offered vary from year to year, depending on faculty interests. Typical studies include the following.

Group Dynamics
Social Influence
Social Cognition
Attitudes

Language and Cognition
Cognitive Development
Socialization
Human Performance
Memory
Perception
Thinking
Community Psychology
Proseminars : Developmental ; Personality-Social ; Clinical ; Experimental ; Physiological

Psy 508. Clinical Work with Children. 1-9 credit hours. Work with deviant children and their families, emphasizing the behavior-modification approach. Enrollment for minimum of three consecutive terms. Prerequisite: course work in learning and behavior modification, and consent of instructor.

Psy 509. Practicum. 1-9 credit hours. Supervised work in assessment and treatment coordinated with didactic clinical core courses. Consent of instructor is required.

Psy 510. Experimental Course. Credit hours to be arranged.

Psy 511, 512, 513. Statistical and Quantitative Methods in Psychology. 3 credit hours each term. Application of basic concepts of probability and statistics to psychological problems. Use of probability theory in psychological theory construction; application of multivariate methods; design of experiments. Prerequisite: Mth 425 or equivalent.

Psy 514. Learning. 3 credit hours. The capacities and functions involved in learning, storage, retrieval, and transformation of information in a variety of experimental situations. Discussion involves studies of classical and instrumental learning, skill learning, short- and long-term memory, classification and rule learning, problem solving, and language behavior. Prerequisite: basic knowledge of experimental psychology, consent of instructor.

Psy 515. Perception. 3 credit hours. Factual knowledge and theory concerning sensory function and perceptual information processing.

Psy 516. Physiological Psychology. 3 credit hours. A survey of the fundamental aspects of brain-behavior relationships. Neuron physiology, sensory systems, nonspecific afferent systems; emotion, motivation, and learning from neurophysiological viewpoint. Lectures and discussion.

Psy 517. Social Psychology. 3 credit hours. Current theory and research concerning the individual within a social context.

Psy 518. Developmental Psychology. 3 credit hours. Study of the development of the child's behavior and judgment from infancy to early adolescence. Topics include the development of conceptual ability, language, affectional and social behavior, aggression, imitation, and morality. Emphasis on cognitive development viewed from both learning theory and Piagetian frameworks.

Psy 519. Personality. 3 credit hours. Critical consideration of personality theory and research.

Psy 520. Psychopathology. 3 credit hours. Problems in the definition and measurement of deviant behavior; critical review of research literature on etiology, intervention, and out-

come in psychoses, neuroses, and personality disorders. Prerequisite: Psy 427 or consent of the instructor.

Psy 524, 525, 526. Proseminar in Clinical Psychology. 1-3 credit hours each term. Survey of current issues and problems in clinical psychology with emphasis on the application of relevant research strategies. Required of first-year graduate students in clinical psychology. A no-grade course.

Psy 528. Assessment I: Psychological Testing. 3 credit hours. Theories and methods of objective psychological test construction, emphasizing logic of test construction, reliability, validity, and other psychometric problems. Prerequisite: Psy 512, or equivalent.

Psy 529. Assessment II: Personality Assessment. 3 credit hours. Theory, methods, and related research in approaches to personality assessment, including projective and objective methods. Prerequisite: Psy 512, or equivalent, and Psy 528.

Psy 530. Assessment III: Assessment of Cognitive Functions. 3 credit hours. Intensive study of selected clinical decision-making situations requiring information about cognitive functioning. Includes a practicum with neurologically damaged individuals. Prerequisite: Psy 528 and 529, or equivalent.

Psy 531. Behavior Change I: Interview Therapies. 3 credit hours. Comparative review of the major systems of individual psychotherapy. Required of second-year clinical graduate students; for other students, consent of instructor is required.

Psy 532. Behavior Change II: Behavior Modification. 3 credit hours. Selected topics of the experimental and theoretical basis of behavioral modification techniques and issues related to their application. Course goals: to (1) familiarize the student with extant procedures and their origins in experimental psychology; (2) indicate strengths and limitations of these techniques; and (3) suggest specific problem areas requiring research exploration. Required of second-year clinical graduate students; for other students, consent of instructor is required.

Psy 533. Behavior Change III: Child and Family Therapy. 3 credit hours. Selected approaches to the conceptualization of modification of deviant child behaviors, particularly in the family setting; emphasis on interpersonal and operant approaches to child and family therapy. Required of second-year clinical graduate students; for other students, consent of instructor is required.

Psy 535. Advanced Social Psychology. 3 credit hours. Social behavior in relation to current psychological theory and research.

Psy 537, 538, 539. Advanced Clinical-Research Practicum. 1-9 credit hours each term. Specialized work with particular clinical problems (e.g., depression, self-control, etc.), 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.

Psy 546. Multivariate Methods in Psychology. 3 credit hours. Theory and application to psychology of factor analysis and other multivariate methods. Prerequisite: Psy 512 or equivalent.

Department of Religious Studies

Faculty

G. Douglas Straton, Ph.D., Department Head, 1980-81; Professor of Religious Studies (philosophy of religion and ethics). B.A., Harvard, 1938; B.D., Andover Newton, 1941; Ph.D., Columbia, 1950.

Hee-Jin Kim, Ph.D., Associate Professor of Religious Studies (Oriental religions). B.A., 1957, M.A., 1958, California; Ph.D., Claremont, 1966.

Stephen Reynolds, Ph.D., Associate Professor of Religious Studies (history of western religious thought). B.A., Princeton, 1958; M.A., 1963, Ph.D., 1966, Harvard.

J. T. Sanders, Ph.D., Professor of Religious Studies (biblical studies). B.A., Texas Wesleyan, 1956; M.Div., Emory, 1960; Ph.D., Claremont, 1963.

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 offered 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 lecturer's program, which brings outstanding scholars in various fields of religious studies to the campus for several days of lectures and meetings.

The best high school preparation for an undergraduate program in religious studies is a good general grounding in social science and literature.

Recent graduates in religious studies who have not continued their studies of religion beyond the baccalaureate have entered those pursuits normally open to graduates in the various liberal arts, including public school teaching. Many graduates, however, have chosen to enter a graduate program in religious studies.

Major in Religious Studies

The department offers both a general and a specialized major. Students may choose either track, but those planning to teach in public schools and to qualify for a secondary social studies endorsement are advised to follow the general track. Students planning on graduate school, research, and college or university teaching are advised to follow the specialized track.

Major Requirements

All students are required to take R 201, 202, 203.

General Track. Three of the following: R 301, 302, 303, 306, 307; all of the following: R 311, 312, 313; recommended: Soc 461 and two of the following: R 419, 420, Phl 439, 440.

Specialized Track. One of the following four focus areas.

(1) Ancient Near Eastern and Mediterranean Religions: four of the following: R 304, 305, 311, 312, 313; both of the following: R 440, 441; any course numbered R 405, 406, 407, 408, 410, Cl 405, 406, 407, 408, 410, Hst 405, 406, 407, 408, or 410 in the subject field; recommended: ArH 411, 412, 413, 414, 415, 416, Cl 321, Hst 411, 412, 413, Phl 301, 302.

(2) History of Christianity: four of the following: R 313, 321, 322, 323, 324, 325; two of the following: Hst 432, any course numbered R 405, 406, 407, 408, 410, Hst 405, 406, 407, 408, or 410 in the subject field; recommended: ArH 421, 422, 423, 424, 425, 426, Hst 421, 422, 423.

(3) Asian Religions: R 301, 302, 303; three of the following: R 230, 330, 331, 430, 431, any course numbered R 405, 406, 407, 408, or 410 in the subject field; recommended: ArH 464, 465, 466, 467, 468, 469, Chn 461, Hst 291, 292, 494, 495, 497, 498.

(4) Philosophy of Religion and Theology: R 419, 420; four of the following: R 421, 423, 424, 425, Phl 204, 439, 440; recommended: Phl 301, 302, 303, 323, 324, 438.

All Students. Eighteen additional hours in religious studies, 9 hours of which must be upper-division. Certain courses in other departments may be applied toward the satisfaction of the 18 hours. (A list of such courses is maintained in the department.) All required courses must be taken on a graded basis.

In those courses taken toward satisfying major requirements, D will normally not be considered a passing grade; however, under special circumstances, D may be accepted as a passing grade in no more than one course taken toward the major.

Honors in Religious Studies

Requirements for a degree with honors in religious studies include the following.

(1) Satisfaction of the requirements for a major.

(2) A cumulative grade point average of 3.50 in courses taken toward the satisfaction of the major requirement.

(3) Satisfactory completion of an honors thesis. The candidate for honors will normally register for 3 credit hours of R 401 in the winter term of the senior year in order to prepare for the writing of the thesis, and for 3 credit hours of R 403 during the spring term, during which time the thesis will be written. A faculty committee of two will supervise 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.

Courses Offered

Undergraduate Courses

R 111. Introduction to the Study of the Bible. 3 credit hours. An introduction to the content and organization of the various Jewish and Christian scriptures, to scholarly method in the study of the Bible, and to standard tools of research—such as concordances and commentaries—used in the study of the Bible. No prerequisites. Staff.

R 199. Special Studies. 1-3 credit hours. Topics of study to be arranged.

R 200. SEARCH. 1-3 credit hours.

R 201, 202, 203. Great Religions of the World. 3 credit hours each term. Introduction to the study of Hinduism, Buddhism, Confucianism, Taoism, Shinto, Zoroastrianism, Judaism, Christianity, and Islam; the philosophy of these religions as shown in their classic scriptures; concluding resumé of their present organization and major divisions; analysis of their world views and conceptions of God, nature, humanity, ethics, human destiny, and salvation.

R 230. Varieties of Eastern Meditation. 3 credit hours. An introduction to the classical yogic/meditational methods and philosophies of various Eastern religious traditions. Kim.

R 301. Religions of India. 3 credit hours. The Indus Valley Civilization; the Vedic religion and Brahmanism; Jainism and Buddhism; rise of sectarian Hinduism and its medieval developments; Sufism in India; Sikhism; Hinduism and the modern world. Primary emphasis on the Hindu tradition. Kim. Not offered 1981-82.

R 302. Chinese Religions. 3 credit hours. The prehistoric roots of Chinese religion; Confucius and his followers; philosophical Taoism, Han Confucianism; religious Taoism; Chinese Buddhism; Neo-Confucianism; religion in China today. Kim.

R 303. Japanese Religions. 3 credit hours. 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.

R 304. Ancient Near Eastern Religions. 3 credit hours. Study of the principal religious concepts and practices of the civilizations of the Ancient Near East: Egypt, Mesopotamia, Asia Minor, Persia, and Israel. Sanders. Offered alternate years.

Sample program for the first two years:

Freshman Year					Sophomore Year						
Fall	Credits	Winter	Credits	Spring	Credits	Fall	Credits	Winter	Credits	Spring	Credits
R 201	3	R 202	3	R 203	3	PE	1	PE	1	Elective	3
PE	1	PE	1	PE	1	Foreign lang.	4	Foreign lang.	4	Foreign lang.	4
Wr 121	3	HE	2	Wr 123	3	(or Arts & Letters phil. 3)		(or Arts & Letters phil. 3)		(or Arts & Letters phil. 3)	
Mth 101 or Science e.g.: Geol 101 Anth 101 Ph 104	4	Mth 102 or Science e.g.: Geol 102 Bi 101 Ph 105	3-4	Mth 156 or 157 or Sci. e.g.: Geol 103 Bi 102 Ph 106	3-4	R 300 sequence 3 Psy 211 or other science	4	R 300 sequence 3 Psy 212 or other science	4	R 300 sequence 3 Psy 213 or other science	4
Foreign lang. (or lit.)	4 (3)	Foreign lang. (or lit.)	4 (3)	Foreign lang. (or lit.)	4 (3)	Hst 101 or Soc 201	3	Hst 102 or Soc 429	3	Hst 103 or Soc 461	3
	14-15		15-17		16-18		14-15		14-15		16-17

R 305. Ancient Mediterranean Religions. 3 credit hours. Religions of ancient Greece and Rome, including the Hellenistic period, and the beginnings of Christianity. Sanders. Offered alternate years.

R 306. Judaism and Christianity since C.E. 70. 3 credit hours. Study of post-biblical developments in Judaism and Christianity, including the rise of Talmudic Judaism; medieval Jewish philosophy and mysticism, and modern developments, especially the Enlightenment and Zionism; the separation of Christianity from Judaism and the appearance of Christian Hellenism; the patristic synthesis; the East-West rift in Christianity and the medieval reform movements; the Reformation; post-Reformation Christendom. Reynolds. Offered alternate years.

R 307. Religions of the Islamic World. 3 credit hours. Study of the rise of Islam and its extension in Asia and Africa; Muslim theology, philosophy, and mysticism; the transition to the modern nation-state and recent developments in Islam. Attention will also be given to non-Muslim religious communities within the Muslim world. Reynolds. Offered alternate years.

R 311, 312, 313. The Bible and Ancient Civilization. 3 credit hours each term. Survey of the major religious ideas of the Bible, including Apocrypha and New Testament. Fall: law, covenant, and salvation history; winter: prophecy and wisdom; spring: apocalyptic, and emergence of gospel, varieties of gospels. Sanders.

R 321, 322, 323. History of Christianity. 3 credit hours each term. The course of Christian history in East and West; the relations between spirituality, doctrine, and institutional forms. Fall: from the New Testament period to the Iconoclastic Controversy; winter: the Middle Ages, the schism between East and West, and the reform movement in the West; spring: the Reformation, and the modern period. R 322 and 323 offered in alternate years. Reynolds.

R 324, 325. History of Eastern Christianity. 3 credit hours each term. Winter: the church in the Eastern Roman Empire and its expansion in Europe; the eastern churches and Islam. Spring: the eastern churches from the 15th century to the present. Prerequisite: R 321, or equivalent. Offered in alternate years. Reynolds.

R 330, 331. Buddhism and Asian Culture. 3 credit hours each term. Study of the beliefs, symbols, values, and practices of Buddhism. Winter: Theravada Buddhism; Spring: Mahayana Buddhism. Offered in alternate years. Kim.

R 400. SEARCH. 1-3 credit hours.

R 401. Research. Credit hours to be arranged.

R 403. Thesis. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

R 405. Reading and Conference. (g) Credit hours to be arranged.

R 406. Special Problems. (g) Credit hours to be arranged.

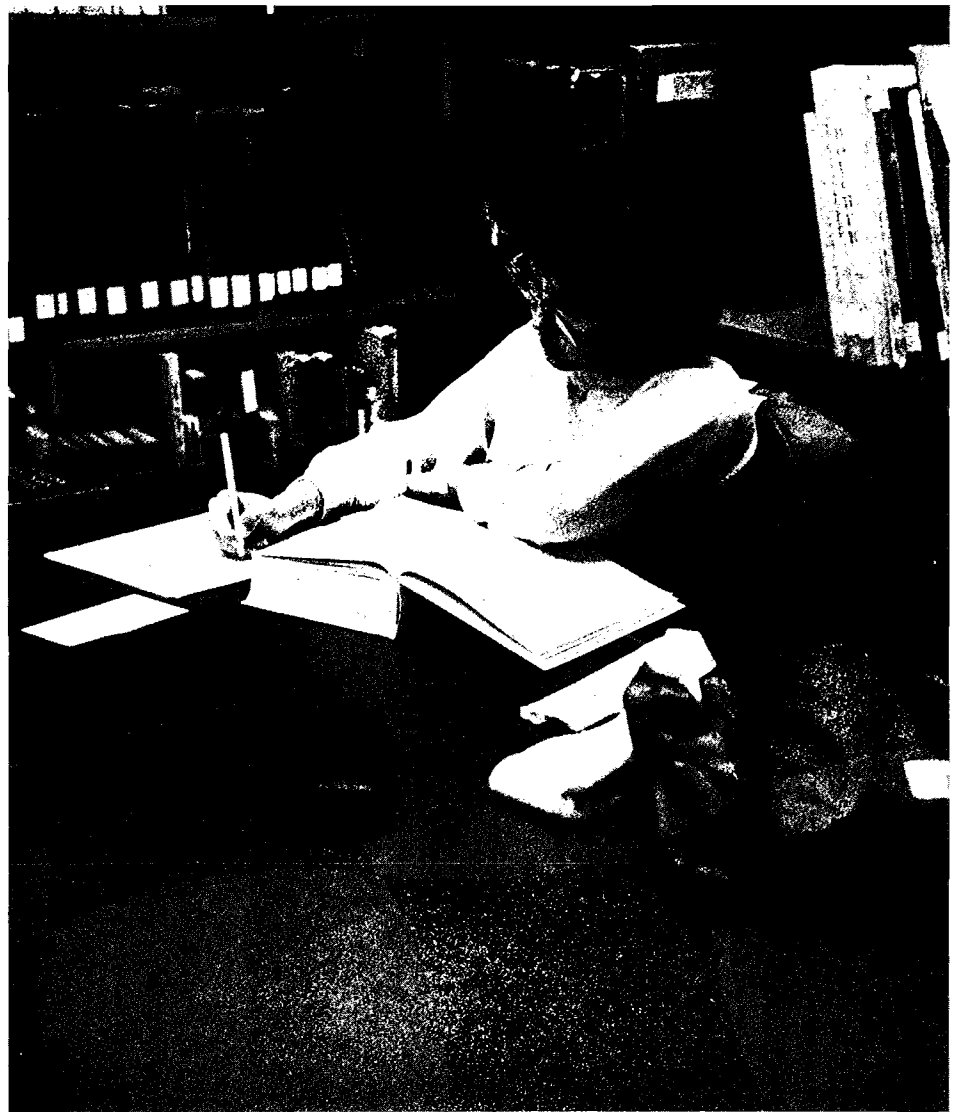
R 407. Seminar. (g) Credit hours to be arranged.

R 408. Colloquium. (g) Credit hours to be arranged.

R 409. Practicum. (g) Credit hours to be arranged.

R 410. Experimental Course. (g) Credit hours to be arranged.

R 419, 420. Philosophy of Religion. (g) 3 credit hours each term. Religious concepts



of reality and human nature. Fall: method in philosophy of religion, major ideas of deity, patterns of reasoning concerning God as personal being, the problem of evil; winter: idea of human beings as spiritual, moral, and religious beings in the light of other philosophies of humanity. Straton.

R 421. Contemporary Social Problems and Religion. (g) 3 credit hours. Religious ideas of ethical duty; the New Testament and ethical problems, the ethics of the family and sexuality, of race, of the political and economic orders; the concepts of history and human destiny in Judeo-Christian thought. Straton.

R 423, 424, 425. Contemporary Philosophies of Religion and Theological Movements. (g) 3 credit hours each term. A great books, seminar method of study, with presentation of student papers toward end of each term. Fall: selected readings from major representatives of the traditions of Idealism and Emergentistic Naturalism in philosophy of religion. Winter: selected readings from representatives of Existentialism, Naturalism, and Personalism in philosophy of religion. Spring: selected readings from representatives of Mysticism, Death of God, and Situation Ethics movements in philosophy of religion. Straton.

R 430. Zen Buddhism. (g) 3 credit hours. Study of some salient aspects of Ch'an/Zen Buddhism. Historical development; koan and zazen; Zen classics; enlightenment and philosophy; cultural impact. Offered in alternate years. Kim.

R 431. Readings in Zen Classics. (g) 3 credit hours. Intensive study of selected Ch'an and Zen works in English translation, such as *T'an-ching* (The Platform Sutra), *Lin-chi-lu* (The Record of Lin-chi), *Wu-men-kuan* (The Gateless Gate), and *Shobogenzo* (The Eye-treasury of the True Dharma). Offered in alternate years. Kim.

R 440. Foundations of Biblical Ethics. (g) 3 credit hours. The basic ethical principles endorsed or proposed by biblical writers; special attention to the deuteronomic law code, the prophets, Jesus, and Paul. Prerequisite: R 311, 312, 313, or consent of instructor. Sanders. Offered infrequently; last offered 1975-76.

R 441. Recent Discoveries in Biblical Studies. (g) 3 credit hours. The significance for biblical studies of recently found texts, such as the Dead Sea Scrolls and the Coptic Gnostic Library, and recent archaeological discoveries. Prerequisite: R 311, 312, 313, or consent of instructor. Sanders. Offered infrequently; last offered 1979-80.

Department of Romance Languages

Faculty

Randi M. Birn, Ph.D., Department Head, Professor of Romance Languages (contemporary French literature). Cand. Philol., Oslo, 1960; Ph.D., Illinois, 1965.

George Ayora, Ph.D., Associate Professor of Romance Languages (Spanish-American literature). B.A., 1962, M.A., 1964, Washington; Ph.D., Vanderbilt, 1969.

Françoise Calin, Ph.D., Associate Professor of Romance Languages (modern French novel and poetry). License, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; Ph.D., Stanford, 1972.

William Calin, Ph.D., Professor of Romance Languages (Medieval and Renaissance French literature, French poetry). B.A., 1957, Ph.D., 1960, Yale.

Henry F. Cooper, M.A., Senior Instructor in Romance Languages (French). B.A., Willamette, 1950; M.A., Middlebury, 1956.

David J. Curland, M.A., Senior Instructor in Romance Languages (Spanish). B.A., California, Los Angeles, 1950; M.A., Oregon, 1963.

Richard H. Desroches, Ph.D., Associate Professor of Romance Languages (18th-Century French literature). B.A., Clark, 1947; Ph.D., Yale, 1962.

Juan A. Epple, Ph.D., Assistant Professor of Romance Languages (Spanish-American literature). Licenciante, Chile, 1971; M.A., 1977, Ph.D., 1980, Harvard.

Sylvia B. Giustina, M.A., Senior Instructor in Romance Languages (Italian). B.A., Marylhurst, 1956; M.A., Oregon, 1966. On sabbatical leave, 1981-82.

Thomas R. Hart, Ph.D., Professor of Romance Languages (Spanish, Portuguese, Middle Ages, Renaissance). Editor, *Comparative Literature*. B.A., 1948, Ph.D., 1952, Yale.

Emmanuel S. Hatzantonis, Ph.D., Professor of Romance Languages (Italian language and literature). B.A., City College of New York, 1952; M.A., Columbia, 1953; Ph.D., California, 1958.

Robert M. Jackson, Ph.D., Associate Professor of Romance Languages (Spanish narrative). B.A., Dartmouth, 1963; M.A., 1964, Ph.D., 1968, Harvard.

Elisabeth A. Marlow, Ph.D., Assistant Professor of Romance Languages (French, 17th-century literature and civilization). Diploma, Hautes Études Commerciales, Paris; M.A., 1958, Ph.D., 1966, Oregon.

Barbara Dale May, Ph.D., Assistant Professor of Romance Languages (modern Spanish poetry). B.A., 1972, M.A., 1973, Ph.D., 1975, Utah.

Veronique Morrison, M.A., Instructor in Romance Languages, (French language teaching). B.A., 1967, M.A., 1969, California, Los Angeles.

Louis A. Olivier, Ph.D., Associate Professor of Romance Languages (18th- and 19th-century French novel; literary translation). B.A., 1962, M.A., 1963, Utah; Ph.D., 1976, Johns Hopkins.

Perry J. Powers, Ph.D., Professor of Romance Languages (Spanish Golden Age). B.A., Oregon, 1941; Ph.D., Johns Hopkins, 1947.

Steven F. Rendall, Ph.D., Professor of Romance Languages (French literature; literary theory); Associate Editor, *Comparative Literature*. B.A., Colorado, 1961; Ph.D., Johns Hopkins, 1967. On leave 1981-82.

Wolfgang F. Sohlich, Ph.D., Associate Professor of Romance Languages (modern French poetry, theater). B.A., Johns Hopkins, 1959; M.A., 1970, Ph.D., 1971, Emory.

The Department of Romance Languages offers instruction in French, Italian, and Spanish language and literature. The major in Romance languages is a liberal arts major. Although giving the necessary background for professional graduate work, it is not restricted to prospective teachers. Its purpose is to provide students with sound training in a humanistic discipline.

Undergraduate Studies

Programs leading to undergraduate majors are provided in French, Italian, and Spanish. Students who major in the department are primarily concerned with Romance literatures, literary history, and criticism. Attention is given to developing the skills of understanding, speaking, and writing the modern idiom. A fully equipped laboratory furnishes 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 culture of the countries where Romance languages are spoken. Courses in culture and civilization are offered, and the department participates in several foreign study programs including an academic year program in France at the University of Poitiers and programs in Guadalajara, Mexico, and in Avignon, France.

Summer study under the direction of departmental faculty is available in Italy (at the Italian University for Foreigners in Perugia) and in Mexico (at the Cuernavaca Institute in Cuernavaca).

Scholarships

The department administers several scholarships for undergraduates. The Goldie Levine Scholarship is a full-tuition scholarship awarded annually to outstanding undergraduates based on scholarship, recommendations, and a personal interview with a departmental committee. The Leona Kail Scholarship is awarded in alternate years with the Department of German. Romance languages majors will be eligible to apply for an award for 1982-83. One awardee each year receives \$500. The Charles Stickles Endowment Scholarship is usually awarded to a number of selected participants each summer in the Cuernavaca, Mexico, study program. Additional information may be obtained from the department office.

Preparation

To prepare for a course of study leading to a major in Romance languages, we recommend the following:

- (1) As much work as possible in French or Spanish, or both.
- (2) A knowledge of European or Latin American history and geography.
- (3) Familiarity with literature in any language which will help acquire critical tools useful in advanced study of a Romance literature.
- (4) Communication skills, speech and essay or theme writing. These skills will enable the student to convey ideas logically. In literature courses, papers or essay exams are generally required.

Career Opportunities

Students who graduate with a B.A. degree in Romance languages enter a wide variety of occupations. Language

teaching is one of the more obvious possibilities. Knowledge of a foreign language in combination with other studies, such as business administration, international relations, and journalism, also helps students find careers in overseas business, government foreign service, travel agencies, airlines, communications media, libraries, publishing houses, church and philanthropic organizations, and social work agencies. Positions include translator-interpreter, importer-exporter, and diplomatic officer.

Major Requirements

Romance Languages

For the B.A. degree in Romance languages, students must have 30 credit hours in one language beyond the second-year sequence, of which at least 9 hours must be in literature and 9 hours in composition and conversation, plus 15 hours beyond the second-year sequence in a second Romance language. Students whose first language is French must have 18 hours of French literature, normally to include the Introduction to French Literature.

Courses passed with the grade of D normally will not be counted toward the fulfillment of major requirements.

French

Forty-five credit hours in French are required beyond the second-year sequence, distributed as follows:

(1) Introduction to French Literature (Fr 301, 302, 303), or the equivalent; (2) 36 hours in upper-

Model Program

The following program is typical for first-year students in Romance languages:

<i>Course</i>	<i>Credits</i>
A Romance language (first- second- or third-year level, depending on previous preparation)	4 hours
An English writing course	3 hours
A science	4 hours
A social science	3 hours
P.E.	1 hour
	15 hours
Other possibilities:	
A second Romance language	4 hours
English literature	3 hours
Health education	3 hours

division French, at least 9 of which must be in courses of French composition and 18 of French literature.

Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, history of art, philosophy, history). Students are urged to consult with their adviser in order to create a balanced program.

Italian

Forty-five credit hours in Italian are required beyond the second-year sequence, which may be distributed as follows:

(1) Three terms of either Survey of Italian Literature (It 307, 308, 309) or Introduction to Italian Literature (It 377, 378, 379); (2) three terms of Composition and Conversation (It 374, 375, 376); (3) six terms of upper-division literature courses; (4) three terms of work in one or more related fields (e.g., another Romance literature, history, art history, etc.) to be determined in consultation with the student's adviser.

Literary Major in Spanish

Students wanting to emphasize the study of Spanish and Latin American Literature are required to complete 45 credit hours of work beyond the second-year sequence, distributed as follows.

(1) Introduction to the Reading of Spanish Literature (Sp 311).

(2) Three from the following: Medieval Spanish Literature (Sp 312), The Golden Age (Sp 313), Modern Spanish Literature (Sp 314), Spanish-American Literature (Sp 315).

(3) Cervantes (Sp 360).

(4) Five terms of Spanish, Spanish-American, or Portuguese literature courses numbered 407 or above.

(5) Three terms of composition and conversation: Sp 347, 348, 349 or Sp 461, 462, 463, or a combination of these.

(6) Two terms of upper-division work in one or more related fields; e.g., art history, philosophy, or political science.

Alternate Major in Spanish

For students with strong interests in the related fields of linguistics, social sciences, and area studies, 45 credit hours beyond the second-year sequence are required, distributed as follows.

(1) Six terms of work in upper-division and advanced language classes: Sp 350, 351, 347, 348, 349, 461, 462, 463.

(2) Five terms of upper-division course work in literature, distributed as follows: (a) Sp 311; (b) four from the following: Sp 312, Sp 313, Sp 314, Sp 315, Sp 360.

(3) Four terms of upper-division work in related courses; e.g., History of Spain, Hispanic America, History of Art, Art in Latin America, or Latin American geography, including culture and civilization in the department.

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 or senior high schools. To be recommended for certification, the student must satisfactorily complete the approved program for secondary teachers which includes (1) subject matter content for the teaching specialty, essentially equivalent to major requirements in a single language, plus 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 in courses taken within the department, and attain a 250 percentile score or better in the 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 see the departmental certification advisers, David Curland (Spanish) and Veronique Morrison (French), and the Office of Secondary Education in the College of Education.

Students and teachers working toward the standard certificate may want to consider working for an interdisciplinary M.A. in French or M.A.T. in Spanish at the same time. Courses taken for certification will often fulfill requirements for these degrees. For further information, see the interdisciplinary program description below, or consult David Curland (Spanish) or Elisabeth Marlow (French).

Graduate Studies

The Department of Romance Languages offers programs of study leading to the degree of Master of Arts in Romance Languages (French, Italian, Spanish, or a combination), and to the degree of Doctor of Philosophy in Romance Languages. It is important that courses taken outside the department form part of a coherent program and have the approval of the adviser.

A number of Graduate Teaching Fellowships are available each year for new graduate students in the department. GTFs receive an annual stipend based on negotiated rates under the GTFF contract plus a tuition waiver for teaching one language class each term. Application may be made through the department.

In addition, several opportunities for study and teaching abroad are currently

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 it.

Comparative Literature

The program is administered by a committee representing the departments of English, German and Russian, and Romance languages; it offers opportunity for advanced study of several literatures in their original languages.

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.

The Master of Arts Program

Although the student normally takes work to improve linguistic skills, the M.A. is primarily a degree in the study of literature. Courses are offered in French, Italian, Portuguese, Peninsular 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 must include a second field if one is Italian or Spanish-American literature.

The minimum requirement for this degree is the completion of 45 credit hours of graduate study with grades of B or higher, and successful completion of a comprehensive examination. The program does not include a thesis. Completion of the M.A. normally requires more than one academic year.

Alternative programs in French and Italian are available to M.A. candidates. Upon petition from the student, the graduate committee may, with the advice and consent of the adviser, authorize the granting of the M.A. after the student has completed 56 credit hours of graduate study with grades of B or higher and with no comprehensive examination. Students who are successful in their petition for this alternative

normally are not expected to continue toward the Ph.D. degree, and 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 Program in French

The department supervises an interdisciplinary program designed particularly for the preparation of secondary school teachers. The program requires 36 credit hours of graduate work in French and a minimum of 9 credit hours 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 credit hours 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 will fulfill partly the requirements for the Oregon standard certificate. In any case, no Interdisciplinary Master's degree will be granted to persons who are not in possession of the basic teaching certificate. For further information, consult the director of the program, Elisabeth 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. In addition to a year's study at the University, this program includes an eight-week summer term in Mexico or Spain. The program 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 in conjunction with the professional program will fulfill the requirements for the Oregon standard (five-year) secondary teacher certificate, but courses in civilization and phonetics, required for this certificate, should be taken prior to admission.

For further information, contact the director of the program, David Curland.

The Doctor of Philosophy

This degree program permits the student to choose among a variety of approaches to advanced study in Romance literatures. Major fields of study include (1) a national literature; (2) a period (e.g., the Renaissance); (3) a genre (e.g., the novel).

Candidates must complete a minimum of 15 graduate courses, including at least three terms of work in the literature of one or more Romance languages other than the major, as well as two terms of work in philology or medieval literature. A comprehensive examination and a thesis are required.

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 the doctoral program should request the description of the program from the departmental secretary.

Overseas Study

The Oregon State System of Higher Education provides opportunities for a year's study in Poitiers, France, and two terms in Guadalajara, Mexico. These programs are administered by Oregon State University, but students of the University of Oregon register with their home institution. While the programs are primarily intended for undergraduates, some graduate credit may be obtained if proper arrangements are made with the department.

In addition, the University of Oregon offers an eight-week summer program in Perugia, Italy, and an eight-week program in Mexico.

Courses Offered

French: Undergraduate Courses

Note: All listed courses may not be offered every year.

Fr 101, 102, 103. First-Year French. 4 credit hours each term. An introduction to French stressing comprehension, speaking, reading, and writing through the study of grammar, and through elementary composition and oral drills. Beginning with the spring term, conversation classes based on a series of French educational films in color are available to interested students for supplementary credit.

Fr 104, 105. First-Year French. 6 credit hours each term, winter and spring. Covers in two terms the work of Fr 101, 102, 103. For students who want to begin French in the winter term. Staff.

Fr 199, RL 199. Special Studies 1-3 credit hours.

Fr 201, 202, 203. Second-Year French. 4 credit hours each term. Study of selections from representative authors; review of grammar; considerable attention to oral use of the language. Special section for students who wish to concentrate on development of reading skills. Staff.

Fr 301, 302, 303. Introduction to French Literature. 3 credit hours each term. Study of representative works from the Middle Ages to the present. Each year this course is organized around a different theme. Prerequisite: two years of college French or the equivalent. Staff.

Fr 304, 305, 306. The French Novel. 3 credit hours each term. Study of selected novels from the 17th century to the present. Offered in alternate years. Birn, F. Calin, Olivier.

Fr 317. French Poetry. 3 credit hours. Study of selected poems by major figures from the Middle Ages to the twentieth century, such as Chrétien de Troyes, Villon, Ronsard, La Ceppède, Saint-Amant, La Fontaine, Voltaire, Chénier, Hugo, Baudelaire, Aragon. Initiation to literary movements (courtly love, the Baroque, Romanticism), and to modern critical analysis. Offered in alternate years beginning with 1981-82.

Fr 318. Contemporary French Theater. 3 credit hours. Study of major trends and movements in modern French drama. Offered in alternate years. Birn, Sohlich. Not offered 1981-82.

Fr 319. Baudelaire, Verlaine, Rimbaud. 3 credit hours. Study of master works by three creators of the modern spirit in poetry; introduction to textual analysis. Offered in alternate years. F. Calin, Sohlich.

Fr 320. Short Fiction. 3 credit hours. Study of 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. Normally to be offered in alternate years in the spring term. Desroches, Rendall.

Fr 321, 322, 323. French Composition and Conversation. 3 credit hours each term. Exercise in pronunciation, comprehension, and composition in a cultural or literary context. Opportunity for conversation. Conducted in French. Prerequisite: two years of college French or equivalent. F. Calin, Desroches, Marlow, Morrison, Olivier, Rendall, Sohlich.

Fr 331, 332, 333. French Pronunciation and Phonetics. 2 credit hours each term. A thorough study of the fundamentals of French pronunciation, with special attention to each student's difficulties. Prerequisite: two years of college French or equivalent. Normally required of candidates for teacher certification. Offered in alternate years.

Fr 403, RL 403. Thesis. Credit hours to be arranged.

Fr 405, RL 405. Reading and Conference. Credit hours to be arranged.

Fr. 409, RL 409. Practicum. Credit hours to be arranged. Pass or No-Pass grade only. Recent topics: Late 19th-century novel, Diderot, Genet, Sartre, Molière, Racine, Preromanticism, Black African literature, Balzac, Stendhal, Commitment in Literature.

French: Upper-Division Courses Carrying Graduate Credit

Note: All listed courses may not be offered every year.

Fr 407, RL 407. Seminar. (G) 4 credit hours. Several seminars are offered each term. conversations in small groups directed by experienced leaders. Staff.

Fr 410, RL 410. Experimental Course. (G) Credit hours to be arranged. Recent topics have included: Political Aspects of Culture, Literary Translation, Women in 17th-Century Literature, Flaubert to Proust.

Fr 411, 412, 413. Seventeenth-Century French Literature. (G) 3 credit hours each term. Each term devoted to an intensive study of a problem, author, or genre. Recent topics: fictional technique in *La Princesse de Clèves*; Corneille; La Rochefoucauld and the art of the Maxim, 17th-century prose writers. Prerequisite: Fr 301, 302, 303. Marlow, Rendall. Not offered 1981-82.

Fr 417, 418, 419. Nineteenth-Century French Literature. (G) 3 credit hours each term. Study of the literary movements and major writers. Prerequisite: Fr 301, 302, 303. F. Calin, Olivier. Not offered 1981-82.

Fr 420. Modern Romance. (G). 4 credit hours. Analysis of trends in modern French fiction which do not fit into the category "realism" or "realistic novel." Concentration on romantic narrative (19th century) and the literature of Black Africa (20th century). Emphasis on modern critical approaches. Prerequisite: Reading knowledge of French. W. Calin. Not offered 1981-82.

Fr 423, 424, 425. Twentieth-Century French Literature. (G) 3 credit hours each term. Study of major writers and movements. Prerequisite: Fr 301, 302, 303. Birn, F. Calin, Sohlich. Not offered 1981-82.

Fr 426. The World of Sartre. (G) 3 credit hours. For nearly half a century Jean-Paul Sartre has been the most prominent figure in French intellectual life. Evaluation of Sartre's contributions to political and social theory, to the theater, novel, and autobiography, and to literary criticism. Investigation of the influence of the society of his time upon Sartre, and how he in turn has contributed to the shaping of 20th-century literature and ideas. Prerequisite: Introduction to French Literature or equivalent. Birn. Not offered 1981-82.

Fr 429, 430, 431. French Culture and Civilization. (G) 3 credit hours each term. The political and social backgrounds of French literature; introduction to French music and art. Prerequisite: Fr 301, 302, 303, or Fr 321, 322, 323, or equivalent. Marlow, Olivier, Sohlich. Not offered 1981-82.

Fr 435, 436, 437. Eighteenth-Century French Literature. (G) 3 credit hours each term. Study of the origins and triumph of the philosophical spirit from Bayle to the *Encyclopédie* with emphasis on Montesquieu, Voltaire, Diderot, and Rousseau. Special attention to evolution of literary genres of novel and theater. Desroches, Olivier. Not offered 1981-82.

Fr 467, 468, 469. Advanced French Composition and Conversation. (G) 2 or 3 credit hours each term. Review of advanced French grammar, writing of original themes and translations of modern literary or cultural texts into French. Discussion of topics of a

political, sociological, or cultural nature taken from current issues of French magazines. Conducted in French. Normally required of candidates for teacher certification. Prerequisite: Fr 321, 322, 323 or equivalent. Marlow.

Fr 470. Text Explication. (G) 3 credit hours. Introduction to basic critical concepts and methods of explication; intensive analysis of selected poetry and prose. Not offered 1981-82.

French: Graduate Courses

Note: All listed courses may not be offered every year.

Fr 501, RL 501. Research. Credit hours to be arranged. A no-grade course. Consent of instructor is required.

Fr 503, RL 503. Thesis. Credit hours to be arranged. A no-grade course.

Fr 505, RL 505. Reading and Conference. Credit hours to be arranged.

Fr 507, RL 507. Seminar. Credit hours to be arranged. Recent topics have been: Studies in French Poetry. W. Calin
Racine. Rendall
Diderot. Desroches
Eighteenth-Century French Novel. Desroches
French Romantic Drama Desroches
The Portrayal of Women in the French Novel 1750-1950
Naturalism
Modern Romance. W. Calin
The Theater of the Absurd. Sohlich
Modern French Novelists. Birn
The New Novel in France. Birn, F. Calin
Seventeenth-Century French Novel. Rendall.

Fr 508, RL 508. Workshop. Credit hours to be arranged.

Fr 509, RL 509. Practicum. Credit hours to be arranged. Pass or No-Pass grade only.

Fr 515, RL 515. Research Methods in Romance Languages. 4 credit hours. Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, and scholarly writing. Pass/no pass only. Not offered 1981-82.

Fr 516, RL 516. Modern Criticism. 4 credit hours. Study of selected modern critics such as Barthes, Poulet, Girard, Foucault, Derrida, Eco, Benjamin. Not offered 1981-82.

Fr 517, 518. Montaigne. 4 credit hours. Study of Montaigne's works, with emphasis on the *Essais*. Rendall. Offered in alternate years.

Fr 530. Introduction to Medieval French Literature. 4 credit hours. Initiation to reading texts in Old French. Study of four masterpieces from the perspective of modern criticism. W. Calin. Not offered 1981-82.

Fr 531, 532. Medieval French Narrative. 4 credit hours each term. Study of 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*. Prerequisite: Fr 530. W. Calin. Not offered 1981-82.

Fr 533, 534. The Waning of the Middle Ages in France. 4 credit hours each term. Study of French narrative fiction, poetry, and theater of the 14th and 15th centuries. Special attention given to Guillaume de Machaut and François Villon. W. Calin. Not offered 1981-82.

Fr 541, 542. French Renaissance and Baroque Poetry. 4 credit hours each term. Study of the evolution of lyric genres and of mentalities in the 16th and early 17th centuries. Analysis of works by Du Bellay, Ronsard, Sponde, La Ceppède, D'Aubigné, Saint-Amant, La Fontaine, from the perspective of modern criticism. W. Calin. Not offered 1981-82.

Fr 543. French Poetry: 1650-1850. 4 credit hours. A close reading of poetry from the classical and romantic periods. Among the authors to be studied: La Fontaine, Boileau, Voltaire, Chénier, Lamartine, Vigny, Hugo. W. Calin. Not offered 1981-82.

Fr 544. The Modern Quest Novel. 4 credit hours. Modern and post-modern French fiction represents the quest of novelists for new visions of the world, new subject matter, and new means of expression. With this thesis in mind, the fiction of such writers as Proust, Celine, Butor, Beckett, and Claude Simon will be analyzed. Prerequisite: graduate standing or consent of the instructor. Birn. Not offered 1981-82.

Fr 545. Racine. 4 credit hours. Intensive study of selected plays by Racine. Some attention to problems in the theory of drama. No prerequisites. Marlow, Rendall. Not offered 1981-82.

Fr 546. Molière. 4 credit hours. A critical analysis of selected plays, with emphasis on Molière's comic technique. Marlow, Rendall. Not offered 1981-82.

Fr 547. Voltaire. 4 credit hours. Study of Voltaire's satire and historical prose. Desroches. Not offered 1981-82.

Fr 550, 551. Proust. 4 credit hours each term. Detailed study of *A la recherche du temps perdu*. Birn. Not offered 1981-82.

Fr 552. Zola. 4 credit hours. Study of representative works by Zola. Not offered 1981-82.

Fr 553. Modern French Poetry. 4 credit hours. Study of several major modern poets. F. Calin, W. Calin, Sohlich. Not offered 1981-82.

Fr 561, 562. Surrealism. 4 credit hours each term. Art and literature. Study of the development of the movement through its varied manifestations. Analysis of works—prose, poetry, paintings, films—by Apollinaire, Jarry, Breton, Aragon, Desnos, Eluard, Chirico, Dalí, Bunuel, Gracq, and others. Prerequisite: Graduate standing or instructor's consent. F. Calin. Not offered 1981-82.

Fr 564, 565, 566. Topics in Modern French Drama. 4 credit hours each term. Seminars may be offered on a range of topics including dramatic theory, modes of critical inquiry, and trends in contemporary theater such as the avant-garde, metatheater, or political theater. Sohlich.

Fr 567. Narrative Technique. 4 credit hours. Systematic study of the structure and narrative technique of the modern novel. (Points of view, *mises en abyme*, usage of tenses, repetitive patterns.) Writers such as Alain Fournier, Gide, Faulkner, Robbe-Grillet, Sarraute, Ollier will be read. Prerequisite: Graduate standing or instructor's consent. F. Calin.

Courses Offered Only in Poitiers

Note: The following are the courses most frequently taken by students at the Oregon Study Center in France. 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. 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 languages majors with an emphasis in French, must complete a minimum of 9 credits of upper-division courses in French literature at the University. Not all courses taken at Poitiers will satisfy major requirements. Students should consult with a major adviser before leaving for Poitiers.

Note: All listed courses may not be offered every year.

Fr 324, 325. Intermediate French Grammar. 3 credit hours each term. Systematic study of French grammar and syntax. Includes 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.

Fr 326, 327. Exercises in French Style. 3 credit hours each term. 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.

Fr 334, 335. Introduction to French Civilization. 3 credit hours each term. Survey of French civilization from Gallo-Roman times to the 20th century, complemented by study of the geography of France. Emphasis on social history and on the history of the arts, particularly the visual arts and architecture. 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.

Fr 336, 337. Masterworks of French Literature. 3 credit hours each term. Intensive study of major works of French literature from the 17th, 18th, and 19th centuries. Recently the program has included La Fontaine, *Fables*; Balzac, *Cesar Bwrotteau*; Flaubert, *Madame Bovary*. Offered only through the Oregon Study Center at the University of Poitiers, France.

Fr 338, 339. Readings in Modern French Literature. 3 credit hours each term. Readings in the modern French novel. At least ten modern novels are read and discussed each term. Recent authors have included Joseph Kessel, Albert Camus, Jean-Paul Sartre, and Francois Mauriac among others. Offered only through the Oregon Study Center at the University of Poitiers, France.

Fr 340. Intensive Conversational French. 3 credit hours. Development of oral French skills through audio-visual techniques and small group discussion sections. Concentration is on colloquial and standard conversational French, accompanied by some composition of dialogues. Offered only through the Oregon Study Center at the University of Poitiers, France.

Fr 341. Orientation for Study in France. 3 credit hours. Introduction to a broad range of subjects pertinent to study in France for an academic year; cultural adaptation, practical information about the university and the community, orientation to the French educational system and philosophy, and pedagogical methods. Includes several excursions to artistic and historical sites of interest such as La Rochelle, the romanesque churches of Poitou, and Gallo-Roman ruins. Offered only through the Oregon Study Center at the University of Poitiers, France.

Fr 342. Contemporary France via Television. 3 credit hours. Study of contemporary

French language and society through the use of televised news and documentary material, supplemented by exercises and classroom discussion. Actual news and documentary broadcasts via videotapes. Offered only through the Oregon Study Center at the University of Poitiers in France.

Italian: Undergraduate Courses

Note: All listed courses may not be offered every year.

It 121, 122, 123. First-Year Italian. 4 credit hours each term. Introduction to Italian, stressing conversation and readings of modern texts. One section each of It 122 (winter) and It 123 (spring) offered students showing exceptional ability in It 121. Hatzantonis and staff.

It 124, 125. First-Year Italian. 6 credit hours each term, winter and spring. Covers in two terms the work of It 121, 122, 123.

It 204, 205, 206. Second-Year Italian. 4 credit hours each term. Study of selections from representative authors. Review of grammar, conversation, composition. Giustina.

It 211, 212, 213. Conversational Second-Year Italian. 4 credit hours each term. Fall: review of grammar. Winter and spring: intensive audio-oral practice in classroom and laboratory, to help students master everyday Italian. Designed for students planning to enroll in or returning from the Oregon State System of Higher Education programs in Italy. Not offered 1981-82.

It 199, RL 199. Special Studies. 1-3 credit hours.

It 307, 308, 309. Survey of Italian Literature. 3 credit hours each term. Introduction to major currents from Dante to the present. Close examination of representative texts. Prerequisite: two years of college Italian or equivalent. Offered alternatively with It 377, 378, 379. Giustina. Not offered 1981-82.

It 374, 375, 376. Italian Composition and Conversation. 3 credit hours each term. Instruction in Italian grammar and current idiomatic patterns; extensive exercises in oral communication and written composition based on cultural or literary themes. Conducted in Italian. Prerequisite: two years of college Italian or equivalent. Staff.

It 377, 378, 379. Introduction to Italian Literature. 3 credit hours each term. It 377: analysis of poetic texts. It 378: critical readings of short stories. It 379: study of theater. Offered alternately with It 307, 308, 309. Giustina.

It 387. Readings in Italian. 3 credit hours. Intended for students with advanced knowledge of other Romance languages or Latin who wish to acquire proficiency in reading literary texts. Students who complete this course may enroll in upper-division and graduate courses in literature. Consent of instructor is required. Hatzantonis. Not offered 1981-82.

It 405, RL 405. Reading and Conference. Credit hours to be arranged.

It 408, RL 408. Workshop. Credit hours to be arranged. Designed for special group activities, such as production of Italian plays. Prerequisite two years of college Italian, or consent of instructor. Giustina.

It 409, RL 409. Practicum. Credit hours to be arranged. Pass or No-Pass grade only.

Italian: Upper-Division Courses Carrying Graduate Credit

Note: All listed courses may not be offered every year.

It 407, RL 407. Seminar. (G) 3 credit hours to be arranged. Recent topics: Petrarch and His Influence, Lorenzo de' Medici's Poetic Circle, The Literature of the Italian Enlightenment, Italian Romanticism, Modern Italian Poetry, Modern Italian Prose.

It 410, RL 410. Experimental Course. (G) 3 credit hours to be arranged.

It 464, 465, 466. Dante and His Times. (G) 3 credit hours each term. Historical and literary background of the *Divine Comedy*; study of the poem and of Dante's minor works; Petrarch and Boccaccio. Hatzantonis.

It 480, 481, 482. Italian Renaissance Literature. (G) 3 credit hours each term. Study of tragedy, comedy, epic, lyric, *novella*, historical and political prose, courtesy books, criticism. Italy's role in European Renaissance. Hatzantonis. Not offered 1981-82.

It 483, 484, 485. Nineteenth-Century Italian Literature. (G) 3 credit hours each term. Study of selected Italian authors of the romantic and post-romantic movements. Emphasis on works by Foscolo, Manzoni, Leopardi, Verga, De Sanctis, Carducci, and Pascoli. Prerequisite: It 307, 308, 309, or consent of instructor. Hatzantonis. Not offered 1981-82.

It 486, 487, 488. Twentieth-Century Italian Literature. (G) 3 credit hours each term. The main trends in poetry, drama, and the novel, starting respectively with D'Annunzio, Pirandello, and Svevo to the present. Prerequisite: It 307, 308, 309, or consent of instructor. Hatzantonis. Not offered 1981-82.

Italian: Graduate Courses

Note: All listed courses may not be offered every year.

It 501, RL 501. Research. 3 credit hours to be arranged. A no-grade course. Consent of instructor is required.

It 503, RL 503. Thesis. 3 credit hours to be arranged. A no-grade course.

It 505, RL 505. Reading and Conference. 3 credit hours to be arranged.

It 507, RL 507. Seminar. 4 credit hours. Recent topics: The Italian Lyric; Dante, Petrarch, and Boccaccio; Verga's Narrative.

It 508, RL 508. Workshop. 3 credit hours to be arranged.

It 509, RL 509. Practicum. 3 credit hours to be arranged. Pass or No-Pass grade only.

It 515, RL 515. Research Methods in Romance Languages. 4 credit hours. Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, and scholarly writing. No prerequisite. Pass/no pass only. Not offered 1981-82.

Portuguese

Note: All listed courses may not be offered every year.

Port 471, 472, 473. Portuguese and Brazilian Literature. (G) 3 credit hours each term. Fall: systematic comparison of Portuguese and Spanish; practice in speaking and understanding Portuguese; readings. Winter and spring: close study of selected fiction, poetry

and plays of Portugal and Brazil. May be counted towards the major in Spanish. Hart.

Port 474, 475, 476. Brazilian Novel. (G) 3 credit hours each term. An historical and critical study of the Brazilian novel of the 19th and 20th centuries. May be counted toward the major in Spanish. Prerequisite: a reading knowledge of Portuguese. Not offered 1981-82.

Port 477, 478. Advanced Portuguese Language. (G) 3 credit hours each term, winter and spring. Winter: the Portuguese verb system, language laboratory practice; spring: advanced grammar review and conversation. Not offered 1981-82.

Provençal

Note: May not be offered every year.

RL 523, 524, 525. The Troubadours. 4 credit hours each term. Introduction to Old Provençal through the reading of easy prose texts, followed by close study of selected lyrics. Stress on the diversity of Provençal poetry and its contribution to Renaissance and later conceptions of relationships between men and women. The third term will trace the transformation of troubadour poetry into Renaissance and later love poetry. Prerequisite: a reading knowledge of French, Italian, or Spanish. Hart. Not offered 1981-82.

Spanish: Undergraduate Courses

Note: All listed courses may not be offered every year.

Span 111, 112, 113. First-Year Spanish. 4 credit hours each term. An introduction to Spanish, stressing speaking and reading. Exercises in elementary composition. Students whose competence in the language already exceeds the scope of this course will not be admitted. Curland, staff.

Span 114, 115. First-Year Spanish: Zarabanda. 6 credit hours each term, winter and spring. Covers in two terms the work of Span 116, 117, 118. For students who wish to begin Spanish in the winter term. Students whose competence in the language already exceeds the scope of this course will not be admitted. Staff.

Span 116, 117, 118. First-Year Spanish: Zarabanda. 5 credit hours each term. An intensive multi-media course in basic Spanish which 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, 8x10 color enlargements of main events in each episode, and other supportive materials. Meets five days of the week. No prerequisite. Not open to students in Span 111, 112, 113, 114, 115.

Span 207, 208, 209. Second-Year Spanish. 4 credit hours each term. Intensive oral and written exercises designed to help the student acquire an accurate and fluent use of Spanish. Study of selections from representative authors. Special sections for Honors College students and for the students who wish to concentrate on reading. Students whose competence in the language already exceeds the scope of this course will not be admitted. Staff.

Span 219, 220. Second-Year Spanish. 6 credit hours each term. Covers in two terms the work of Span 207, 208, 209. For students who wish to begin winter term. Staff.

Span 199, RL 199. Special Studies. 1-3 credit hours.

Span 311. Introduction to the Reading of Spanish Literature. 3 credit hours. Interpretation of literary texts; introduction to critical writing. Must be taken before work in other literature courses. Staff.

Span 312. Medieval Spanish Literature. 3 credit hours. Close study of *Cantar de Mio Cid*, the *Libro de buen amor*, and *La Celestina*. Topics to be discussed include: the nature of medieval epic; medieval comedy and parody; the literary tradition of courtly love. Some attention to Spanish social and intellectual history and the historical development of the Castilian language. Prerequisite: Span 311. Hart, Jackson, May.

Span 313. The Golden Age. 3 credit hours. Introduction to lyric poetry, prose, and theater of the Spanish Renaissance and Baroque, selected generally from the works of Garcilaso de la Vega, Fray Luis de León, San Juan de la Cruz, Lazarillo de Tormes, Cervantes, Lope de Vega, Calderón, and others. Prerequisite: Span 311. Jackson, Powers, Staff.

Span 314. Modern Spanish Literature. 3 credit hours. Major themes and forms of 19th- and 20th-century Spanish literature. Training in the application of basic critical concepts to selected modern works. Prerequisite: Span 311. Ayora, Jackson, May.

Span 315. Spanish-American Literature. 3 credit hours. Introduction to the basic currents and movements in the Spanish-American novel, poetry, and short story. Readings and discussions will center almost exclusively on the 19th and 20th centuries. Prerequisite: Span 311. Ayora.

Span 328. Chicano Literature. 3 credit hours. Novel, essay, drama, and poetry of Chicano writers in Spanish and English, and a study of their relationship to Hispanic and Anglo-American tradition. Prerequisite: Span 311 recommended. Epple.

Span 347, 348, 349. Spanish Composition and Conversation. 3 credit hours each term. Extensive oral and written practice with review of fundamentals of grammar. Study of the language through cultural and literary examples. Relative emphasis on grammar fall term, composition winter term, and conversation spring term. Conducted in Spanish. Prerequisite: two years of college Spanish. Ayora, Curland, Jackson, May, Epple.

Span 350, 351. Spanish Pronunciation and Phonetics. 2 credit hours each term. Scientific study of Spanish sounds, rhythms, and intonation. Supervised practice, with individual use of recording equipment. Normally required of Spanish majors and of candidates for teacher certification. Consent of instructor is required. Offered in alternate years. Curland.

Span 360. Cervantes. 3 credit hours. The course will center on *Don Quijote* and will stress its importance in the development of the modern novel. The text may be read either in Spanish or in English translation. Spanish majors must do the reading in Spanish. Prerequisite: Sp 311, but this will be waived for those students who wish to do the reading in English. Offered in alternate years. Hart, Jackson, Powers.

Span 361, 362, 363. Hispanic Culture and Civilization. 3 credit hours each term. Intellectual, cultural, and historical backgrounds of Hispanic literatures. Fall: the medieval and Golden Age periods; winter: the 18th and 19th centuries; spring: the 20th century. Conducted in Spanish. Curland. Not offered 1981-82.

Span 403, RL 403. Thesis. Credit hours to be arranged.

Span 405, RL 405. Reading and Conference. Credit hours to be arranged.

Span 409, RL 409. Practicum. Credit hours to be arranged. Pass or No-Pass grade only.

Spanish: Upper-Division Courses Carrying Graduate Credit

Note: All listed courses may not be offered every year.

Span 407, RL 407. Seminar. (G) 4 credit hours. Several seminars are offered each term. Recent topics: 19th-Century Novel; Spanish Naturalism; Literature of Concern; 20th-Century Novel; Latin American fiction; contemporary poetry; Cortázar; history of the language; Galdós; Valle-Inclán; bilingualism.

Span 410, RL 410. Experimental Course. (G) Credit hours to be arranged.

Span 438. Spanish Romantic Poetry. (G) 3 credit hours. Study of the major lyric poets of the 19th century with major emphasis on the Romantics and Post-Romantics. Readings in the works of Espronceda, Zorrilla, Bécquer, de Castro, and others. Examination of the relationship between 19th-century poetry and the vanguard movements of the 20th century. Prerequisite: previous work in Spanish or Spanish-American literature. May.

Span 444, 445, 446. Spanish-American Literature. (G) 3 credit hours each term. Study of the principal authors of Spanish America since the beginning of the 16th century. Selections from the works of Ercilla, Sor Juana, Bello, Heredia, Sarmiento, Darío, Silva, Nervo, González Prada, Mistral, and others. Prerequisite: Span 315. Ayora. Not offered 1981-82.

Span 451. Spanish Prose of the Golden Age. (G) 3 credit hours. A critical reading in several prose genres of the 16th and 17th centuries: dialogues, *libros de caballerías*, pastoral and picaresque novels, the *novela ejemplar*. Prerequisite: Span 313. Powers. Not offered 1981-82.

Span 452. Renaissance and Baroque Poetry. (G) 3 credit hours. The Petrarchism of Garcilaso and Herrera; traditional forms, especially the *romance*; the religious and mystic poetry of Fray Luis de León, San Juan de la Cruz; Santa Teresa: three 17th century poets: Góngora, Lope de Vega, and Quevedo. Prerequisite: Span 313. Powers, Hart. Not offered 1981-82.

Span 453. Introduction to the Drama of the Golden Age. (G) 3 credit hours. Readings in the works of Cervantes, Lope de Vega, Tirso de Molina, Ruiz de Alarcón, and Calderón de la Barca. Prerequisite: Span 313. Powers. Not offered 1981-82.

Span 454. History of the Spanish Language. (G) 3 credit hours. The place of Spanish among the Romance Languages and its development from the Middle Ages to the present, with some attention to the development of a distinctively American form of Spanish. Hart. Not offered 1981-82.

Span 455. The Nineteenth-Century Novel. (G) 3 credit hours. 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. Prerequisite: Previous work in Spanish literature. Jackson. Not offered 1981-82.

Span 456. Pre-Civil War Spanish Narrative. (G) 3 credit hours. Experimental prose narrative from the turn of the century until 1936, with emphasis on the Generation of '98. Prerequisite: previous work in Spanish literature. Jackson. Not offered 1981-82.

Span 457. Post-Civil War Narrative. (G) 3 credit hours. Study of major novels and short stories and their relationship to social and political conditions of the period. Prerequisite: previous work in Spanish literature. Offered alternate years. 1981-82. Jackson.

Span 458. Modern Spanish Poetry. (G) 3 credit hours. Vanguard movements in poetry, and their relationship to film and art. Emphasis on García Lorca and his generation. Prerequisite: previous work in Spanish literature. Jackson, May. Not offered 1981-82.

Sp 459. Literature and the Spanish Civil War. (G) 3 credit hours. A survey of literature arising from the Spanish Civil War. Consideration of the themes of artistic commitment and the relationship between propaganda and literature. Writers include Hemingway, Malraux, Koestler, Orwell, and others. Reading knowledge of Spanish desirable but not essential. Offered alternate years. Jackson. Not offered 1981-82.

Span 461, 462, 463. Advanced Spanish Composition and Conversation. (G) 2 or 3 credit hours each term. Normally required of Spanish majors and of candidates for teacher certification. Prerequisite: Span 347, 348, 349 or equivalent. Conducted in Spanish. Ayora, Curland, Jackson, May.

Spanish: Graduate Courses

Note: All listed courses may not be offered every year.

Span 501, RL 501. Research. Credit hours to be arranged. A no-grade course. Consent of instructor is required.

Span 503, RL 503. Thesis. Credit hours to be arranged. A no-grade course.

Span 505, RL 505. Reading and Conference. Credit hours to be arranged.

Span 507, RL 507. Seminar. Credit hours to be arranged. Recent topics have included the following.

History of the Spanish Language. Hart
La celestina. Hart, Jackson
The Renaissance Lyric in Spain and Portugal. Hart

Cervantes. Powers
Lope de Vega. Powers
The Nineteenth-Century Spanish Novel. Jackson

Spanish Vanguard Movements. Jackson
Jorge Luis Borges: Poetry, Short Story, and Essay. Ayora

The Spanish-American Short Story. Ayora
Poetry of the Generation of 1927. May

Span 508, RL 508. Workshop. Credit hours to be arranged.

Span 509, RL 509. Practicum. Credit hours to be arranged. Pass or No-Pass grade only.

Span 515, RL 515. Research Methods in Romance Languages. 4 credit hours. Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research tech-

niques, and scholarly writing. No prerequisite. Pass/no pass only. Not offered 1981-82.

Span 520, 521. Cervantes. 4 credit hours each term. Study of the principal works of Cervantes with particular attention given to criticism. Fall term: *Novelas ejemplares, entremeses and comedias*. Winter term: *Don Quijote*. Prerequisite: Previous work in Golden Age literature. Qualified undergraduates admitted with instructor's consent. Offered alternate years beginning 1981-82. Hart, Jackson, Powers.

Span 535, 536, 537. The Literature of Medieval Spain. 4 credit hours each term. Introduction to reading texts in Old Spanish. Close study of *Poema de Mio Cid*, *Libro de buen amor*, and *La Celestina*, with attention to recent developments in criticism. Hart. Not offered 1981-82.

Span 554, 555, 556. Drama of the Golden Age. 4 credit hours each term. Interpretation and criticism of selected *comedias* of Lope de Vega, Calderón, Tirso de Molina, Ruiz de Alarcón, Agustín Moreto, and Rojas Zorrilla. Conducted in Spanish. Powers.

Span 557, 558, 559. The Modernista Movement. 4 credit hours each term. Interpretation and criticism of the work of leading Spanish American "modernista" writers: Martí, Silva, Julián del Casal, Gutiérrez, Nájera, Darío, Lugones, and others. Ayora. Not offered 1981-82.

Span 561, 562, 563. Spanish-American Novel. 4 credit hours each term. Study of the novel as a literary form in Spanish America. Ayora. Not offered 1981-82.

Program in Russian

John Fred Beebe, Ph.D., Associate Professor of Russian (literature, linguistics). B.A., Wabash, 1946; M.A., Indiana, 1954; Ph.D., Harvard, 1958.

Albert Leong, Ph.D., Associate Professor of Slavic Languages (19th- and 20th-century literature, culture). B.A., 1961, M.A., 1966, Ph.D., 1970, Chicago.

James L. Rice, Ph.D., Associate Professor of Russian (folklore, 18th- and 19th-century literature). A.B., Harvard, 1960; M.A., 1964, Ph.D., 1965, Chicago.

Fruim Yurevich, M.A., Instructor of Russian (language, literature, culture). Diploma (M.A. equivalent) Astrakhan State Pedagogical Institute, 1959; M.A., Oregon, 1976.

Baccalaureate Degree in Russian

Candidates for the Bachelor of Arts degree in Russian are required to take 48 credit hours of work beyond the second-year language sequence (Russ 201, 202, 203 or its equivalent). This work normally includes the following sequences: Third-Year Russian

(Russ 316, 317, 318) ; Introduction to Russian Literature (Russ 204, 205, 2063 ; History of Russia (Hst 447, 448, 449) or Topics in Russian. Russ 240, 241, 242). In addition, 15 credit hours or more are taken from the following electives in Russian literature and linguistics.

Great Russian Novels (Russ 207)
Great Russian Short Stories (Russ 208)
Great Russian Plays (Russ 209)
Soviet Russian Literature (Russ 330)
Samizdat Russian Literature (Russ 331)
Vladimir Nabokov (Russ 332)
Seminar (Russ 407)
Fourth-Year Russian (Russ 416, 417, 418)
Pushkin (Russ 419)
Great Russian Poetry (Russ 422)
Dostoevsky (Russ 424)
Tolstoy (Russ 426)
Gogol (Russ 426)
Turgenev (Russ 427)
Chekhov (Russ 428)
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 literature, history, philosophy, political science, art, and music.

To gain a Bachelor of Arts with Honors, a student must maintain a 3.50 grade point average and write an honors essay or thesis approved by the department honors committee, for 3 credit hours.

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 CIEF 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 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 the Russian program office or the office of International Student Services.

Secondary School Teaching

The program in Russian offers work for preparation as a teacher of Russian in the public secondary schools. Certifi-

cation as an Oregon secondary teacher with the Russian endorsement requires satisfactory completion of a program of teacher preparation which includes subject matter preparation in the teaching specialty and in professional education, plus recommendation of the institution in which the preparation is completed. The program in Russian offers work toward basic and standard Oregon certification. For additional information regarding requirements for the endorsement, students should consult the program's endorsement adviser for teacher education, and the Office of Secondary Education in the College of Education.

To be recommended for certification as a teacher of Russian students must satisfy program requirements of a minimum of 45 hours in language and literature or proven proficiency in the language, and complete the state-approved professional education program, including secondary methods, and the program's requirement for applied linguistics. To receive program approval for student teaching, these requirements must be completed satisfactorily ; the student must also attain a 250 percentile rating in the MLA language proficiency test.

The program recommends that, when possible, students should complete the five-year plan for standard certification before beginning to teach, and concurrently satisfy the requirements for a master's degree in teaching Russian.

Graduate Studies

The Master of Arts program in Russian provides substantive training in Russian language, literature, and linguistics for students who want to prepare for careers in teaching, research, translation, or government service. Creative imagination, a spirit of commitment to the Slavic field, and a knowledge of Russian sufficient for graduate work—usually three or more years of college work—are the principal prerequisites for admission.

In addition to the regular Master of Arts degree, the department offers a program in Russian for a Master of Arts degree in teaching. The program provides the secondary school teacher with an opportunity to study literature at the graduate level, to achieve competence in the written and spoken language, and to study and practice methods of presenting classroom material. The program also fulfills the Oregon requirements for the standard secondary teaching certificate.

Courses Offered

Undergraduate Courses

Russ 101, 102, 103. First-Year Russian. 5 credit hours each term. Elementary Russian grammar, reading conversation, and composition. Rice, staff.

Russ 199. Special Studies. 1-3 credit hours.

Russ 201, 202, 203. Second-year Russian. 5 credit hours each term. Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Leong.

Russ 204, 205, 206. Introduction to Russian Literature. 3 credit hours each term.

Introductory survey of Russian literature from its origins to the present, with special emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All readings, lectures, and discussions in English. No prerequisites. Leong.

Russ 207, 208, 209. Great Russian Novels, Short Stories, Plays. 3 credit hours each term. Introductory study of masterpieces of Russian literature by genre. All readings, lectures, and discussions in English. No prerequisites. Leong, Rice.

Russ 240, 241, 242. Topics in Russian Culture. 3 credit hours each term. The comparative aesthetics and development of art, architecture, music, and literature within the context of Russian intellectual history. All readings, lectures, and discussions in English, with extensive use of slides, films, and sound recordings. No prerequisites. Recent topics : Emigré Russian Culture ; Russian Literature and Music ; Unofficial Russian Culture ; The 1920s ; Medieval Russian Culture.

Russ 316, 317, 318. Third-Year Russian. 5 credit hours each term. Intensive study in Russian of literary works by representative nineteenth- and twentieth-century writers, with extensive practice in speaking, writing, and comprehension. Prerequisite : two years of college Russian or equivalent. Yurevich.

Russ 324. Russian Phonetics. 3 credit hours. Scientific study of Russian sounds, rhythms, and intonation, with supervised individual practice. Beebe.

Russ 330. Soviet Russian Literature. 3 credit hours. Major developments in Russian literature since 1917 ; theory and practice of "socialist realism" ; critical analysis of representative works by Gorky, Sholokhov, Pasternak, Babel, Olesha, Mayakovsky, Bulgakov, Zoshchenko, Solzhenitsyn, and others. Readings in English ; Russian majors do selected readings in the original. Beebe, Leong, Rice, Yurevich.

Russ. 331. Samizdat Russian Literature. 3 credit hours. Introductory study of uncensored underground literature from the Soviet Union, including works by Solzhenitsyn, Nadezhda Mandel'shtam, Tertz-Siniavskii, Zinov'ev, Pasternak, Tsvetaeva, Mandel'shtam, Akhmatova, and Brodskii as yet unpublished in the USSR. No prerequisites. Readings and discussions in English. Offered alternate years. Leong.

Russ 332. Vladimir Nabokov. 3 credit hours. Introductory study of Nabokov's creative work, with special emphasis on the Russian roots of his prose fiction, literary criticism, memoirs, poetry, and translations. No prerequisites. Readings and discussions in English. Leong. Offered alternate years.

Russ 403. Thesis. Credit hours to be arranged.

Russ 405. Reading and Conference. Credit hours to be arranged.

Russ 409. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

Note: Not all of these courses are offered every year.

Russ 407. Seminar. (G) Credit hours to be arranged.

Russ 416, 417, 418. Fourth-Year Russian. (G) 5 credit hours each term. Stylistic analysis of advanced Russian literary texts with extensive practice in conversation, composition, and comprehension. Prerequisite: SL 316, 317, 318 or equivalent. Yurevich.

Russ 419. Pushkin. (G) 3 credit hours. Introductory study of 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. No prerequisites. Bilingual readings, with lectures and discussions in English. Offered alternate years. Leong.

Russ 420. Russian Folklore. (G) 3 credit hours. An introductory discussion of Russian folklore, primarily verbal art, in its social and aesthetic functions, with special attention to the paradigmatic eighteenth-century collection attributed to Kirsha Danilov and to various literary adaptations of folklore forms. Conducted in English with readings in Russian. Rice. Offered alternate years.

Russ 422. Modern Russian Poetry. (G) 3 credit hours. Detailed study of Russian symbolism, acmeism, futurism, and contemporary poetry. All readings in Russian. Leong, Rice, Beebe, Yurevich.

Russ 424. Dostoevsky. (G) 3 credit hours. 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. All readings in English, but Russian majors are expected to do selected readings in the original. Leong, Rice.

Russ 425. Tolstoy. (G) 3 credit hours. Development and context of Tolstoy's art; analysis of *War and Peace*, *Anna Karenina*, representative short novels, stories, plays, and essays. All readings in English, but Russian majors are expected to do selected readings in the original. Leong.

Russ 426. Gogol. (G) 3 credit hours. 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; Russian majors do selected readings in the original. Beebe, Leong, Rice.

Russ 427. Turgenev. (G) 3 credit hours. Literary development and context of Turgenev's art; analysis of novels *Rudin*, *A Nest of Gentlefolk*, *On the Eve*, *Fathers and Sons*, *Smoke*, *Virgin Soil*, stories, plays, and critical essays. Readings in English; Russian majors do selected readings in the original. Rice.

Russ 428. Chekhov. (G) 3 credit hours. Critical study of 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; Russian majors do selected reading in the original. Leong, Rice.

Russ 440, 441, 442. Structure of Russian. (G) 3 credit hours each term. Phonetics, grammatical and syntactical patterns of standard contemporary Russian. Beebe.

Graduate Courses

Note: Not all of these courses are offered every year.

Russ 503. Thesis. Credit hours to be arranged. A no-grade course.

Russ 505. Reading and Conference. Credit hours to be arranged.

Russ. 507. Seminar. Credit hours to be arranged. Russian Literary Criticism.

Russ 509. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Russ 520. Research Methods in Russian. 5 credit hours. Bibliography and research methods in the graduate study of Russian literature. Staff.

Russ 521. Old Russian Literature. 5 credit hours. An introductory discussion of the system of literary genres in Kievan Rus', with attention to the subsequent development of that system, 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. Offered alternate years.

Russ 523. Eighteenth-Century Russian Literature. 5 credit hours. An introductory discussion of the refashioning of Russian poetic imagination in response to the simultaneous discoveries of classical antiquity, the Renaissance, French neoclassicism, the Enlightenment, Russian history, and new aesthetic values in the Russian vernacular and oral poetry. Conducted in English with selected close readings in Russian. Rice. Offered alternate years.

Russ 540. Old Church Slavonic. 3 credit hours. History and grammar of Old Church Slavonic; sound system, morphology, and elements of syntax. Reading of texts. Beebe.

Russ 541, 542. History of Russian. 3 credit hours each term. Survey of 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.

East European: Upper-Division Courses Carrying Graduate Credit

Note: Not all of these courses are offered every year.

Slav 451, 452, 453. Basic Romanian. (G) 4 credit hours each term. Elementary Romanian grammar, conversation, reading and composition. Emphasis on pronunciation. Reading of literary texts third term. Offered in alternate years.

Slav 454, 455, 456. Advanced Romanian (G) 4 credit hours each term. Reading of Romanian literary texts, composition and discussion in Romanian. Active development of vocabulary. Prerequisite: SL 453 or equivalent.

Slav 470, 471, 472. First-Year Bulgarian (G) 4 credit hours each term. Elementary grammar, reading, and composition.

Slav 480, 481, 482. First-Year Serbo-Croatian. (G) 4 credit hours each term. Elementary Serbo-Croatian grammar, conversation, reading, and composition.

Slav 483, 484, 485. First-Year Polish. (G) 4 credit hours each term. Elementary Polish grammar, conversation, reading, and composition.

Slav 486, 487, 488. First-Year Czech. (G) 4 credit hours each term. Czech grammar, reading, and composition.

Slav 490, 491, 494. First-Year Ukrainian. (G) 4 credit hours each term. Elementary Ukrainian grammar, reading, and composition.

Program in Russian and East European Studies

M. George Zaninovich, Political Science, Director

Albert Leong, Russian, Associate Director

Stephen Reynolds, Religious Studies, Assistant Director

Howard Robertson, Library

Ronald Wixman, Geography

Gustave Alef, History

John Fred Beebe, Russian

Steven Deutsch, Sociology

Joseph Fiszman, Political Science

Arthur Hanhardt, Political Science

Alan Kimball, History

A. Dean McKenzie, Art History

Judith Merkle, Political Science

David Milton, Sociology

Tanya Page, Russian

James Rice, Russian

Carol Silverman, Ethnic Studies and Folklore

Sherwin Simmons, Art History

Fruim Yurevich, Russian

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 societies, history, languages, and contemporary problems of the people in Russia (Soviet Union) and East Europe.

The center supports basic training and interdisciplinary study on all levels in the University community, brings students and faculty with mutual interests together to share their work-in-progress, and assists individual students in planning their curriculum in language and area studies. The center also provides individual counseling for careers and for the choice of graduate programs at the University of Oregon or at other major area-studies centers.

The center maintains close contact with University of Oregon 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, and every year University undergraduates and graduate students are placed in such programs.

Fields currently represented in REESC programs and courses include history, political science, art history, geography, economics, anthropology, music, dance, language, literature, religious studies, education, business, and library science. A basic introduction to the whole interdisciplinary program of Russian and East European studies is given (without prerequisite) in *The Slavic World* (SL 199), a one-term course offered each year jointly by members and associates of the center who discuss their personal interests and special fields in the area.

The center places emphasis on its undergraduate program. Its first objective is to prepare Oregon undergraduates for significant careers and a lifelong expert interest in the Russian and East European area—a territory extending across half the world's time zones and settled by over 350 million people. Solid training is offered in Russian and other East European languages and cultures.

The University offers B.A. and M.A. degree programs in Russian language and literature and an undergraduate Russian and East European Area Studies Certificate program (described below). Advanced degree candidates in the social sciences, humanities, 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 of any member of the staff.

The library contains around 80,000 volumes in the Russian language, a growing collection of Serbo-Croatian materials, and an extensive collection of

English-language titles relating to Russia and Eastern Europe.

Russian and East European Area Studies Certificate Program

This program offers guidance to undergraduate students majoring in the various departments represented in the Russian and East European Studies Center. It encourages the integration of course material from the different disciplines in the area, and with the certificate gives formal recognition of the interdisciplinary work accomplished. With the approval of the center's program director, students majoring in fields not represented in the center may be admitted to the certificate program.

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 before a Russian and East European Area Studies Certificate may be awarded.

Language : Three years college study (or equivalent) of East European languages, commonly Russian. Exceptions may be granted in certain cases upon consultation with adviser.

Core program (two courses) : Normally to include *The Slavic World*, an introductory course offered each year jointly by all Russian and East European Studies staff members, and one seminar, colloquium, or reading course conducted by a center staff member (405, 407, or 408; 3 credit hours).

Electives (five courses) : These include seminars and courses in substantive REES area studies and must cover at least three non-language disciplines of the REES curriculum program (e.g., history, literature, political science, geography, art history); normally such courses will be offered by the REESC staff; other courses may be approved by the director.

Departments and Course Offerings

Russian Language and Literature

(Courses offered in the Department of German and Russian, coded with prefix SL for "Slavic.") First-, Second-, Third- and Fourth-Year Russian. First-Year Bulgarian, Serbo-Croatian, Polish, Czech, Ukrainian and Romanian. Russian Phonetics. Structure of Russian. Old Church Slavonic.

Research Methods in Russian. History of Russian.

Introduction to Russian Literature. Russian Culture and Civilization. Balkan Slavic Literature. Modern Russian Novel. Modern Russian Short Story. Modern Russian Poetry. Modern Russian Drama. Dostoevsky. Tolstoy. Gogol. Turgenev. Chekhov. Soviet Russian Literature. Old Russian Literature. Russian Folklore. Eighteenth-Century Russian Literature. Pushkin.

Special seminars: Nabokov, Émigré Russian Culture. Human Rights Movement in the Soviet Union.

Political Science

Marxist Political Theory. Government and Politics of the Soviet Union. Communist Political Systems. Comparative East European Political Behavior. Marxism: Revolution vs. Guerrilla Warfare. Political Literature of USSR and Eastern Europe. Russian Revolutionary Theory. Sino-Soviet Relations. Yugoslav Society and Politics. Political Development in the Balkans. Comparative Communism: Theory and Method.

History

History of Russian. Byzantium and the Slavs. The Russian Revolution. Seminars and colloquia: Medieval Russia. Byzantium. Modern Russia Revolutionary Social Movements. The Era of Great Reforms.

Art History

Russian Art. Early Christian and Byzantine Art. Later Byzantine Art. Medieval Russian Art. Seminars: Early Russian Painting. Medieval Serbian Painting.

Religious Studies

History of Eastern Orthodox Christianity. History of Christian Thought and Institutions.

Other Courses

Economics : Seminar on Marxian Economics. Comparative Economic Systems. Planned Economies. Economic History of Modern Europe.

Geography : Geography of the USSR; Soviet Nationalities; Balkan Nationalities; Geography of East Europe.

Sociology : Seminar on Marxist Sociological Theory. Sociology of Work.

Dance : Folk Dances of the Balkans. Folk Dances of Central Europe. Near East Folk Dance. International Folk Dance.

Anthropology : Ethnography of the Balkans. East European Peasant Society.

Department of Sociology

Faculty

Benton Johnson, Ph.D., Department Head, Professor of Sociology (sociology of religion, sociological theory). B.A., North Carolina, 1947; M.A., 1953, Ph.D., 1954, Harvard.

Joan R. Acker, Ph.D., Associate Professor of Sociology (sociology of women, stratification, sociology of social welfare, organizations, and occupations). B.A., Hunter, 1946; M.A., Chicago, 1948; Ph.D., Oregon, 1967.

Vallon L. Burris, Ph.D., Assistant Professor of Sociology (sociological theory, political economy, sociology of education). B.A., Rice, 1969; Ph.D., Princeton, 1976.

Lawrence R. Carter, Ph.D., Assistant Professor of Sociology (demography, human ecology, urban sociology, economic sociology). B.S., Howard, 1958; M.A., 1970, Ph.D., 1973, Oregon.

Steven Deutsch, Ph.D., Professor of Sociology (economic, political, comparative sociology, sociology of labor). B.A., Oberlin, 1958; M.A., 1959, Ph.D., 1964, Michigan State. (Labor Education and Research Center 1981-82.)

Richard P. Gale, Ph.D., Associate Professor of Sociology (environmental sociology, sociology of natural resources, sociology of developing areas). B.A., Reed, 1960; M.A., Washington State, 1962; Ph.D., Michigan State, 1968.

Marion Sherman Goldman, Ph.D., Associate Professor of Sociology (sociology of law, sociology of deviance, sociology of women). A.B., California, Berkeley, 1967; M.A., 1970, Ph.D., 1977, Chicago.

Paul Goldman, Ph.D., Assistant Professor of Sociology (bureaucratic organizations, sociology of work and occupations, social stratification, historical sociology, sociology of education). B.A., Stanford, 1966; M.A., Chicago, 1970; Ph.D., Chicago, 1974.

Richard J. Hill, Ph.D., Professor of Sociology (methodology, social psychology, formal theory) Dean, Wallace School of Community Service and Public Affairs. A.B., 1950, M.A., 1951, Stanford; Ph.D., Washington, 1955.

Miriam M. Johnson, Ph.D., Associate Professor of Sociology (sex roles, the family, socialization). B.A., North Carolina, 1948; M.A., 1953, Ph.D., 1955, Harvard.

Jeanne McGee, Ph.D., Assistant Professor of Sociology (social psychology; sociology of the life cycle, especially childhood and old age; methodology; family). B.A., California, Santa Barbara, 1967; M.S., New School for Social Research, 1969; Ph.D., Indiana, 1975.

David Milton, Ph.D., Assistant Professor of Sociology (political sociology, stratification, comparative social structures). B.A., San Francisco State, 1963; M.A., 1973, Ph.D., 1980, California, Berkeley.

Robert M. O'Brien, Ph.D., Associate Professor of Sociology (quantitative methods, urban, deviance). B.S., Pomona, 1967; M.A., 1970, Ph.D., 1974, Wisconsin.

Kenneth Polk, Ph.D., Professor of Sociology (delinquency and criminology, methodology, sociology of education). B.A., San Diego State, 1956; M.A., Northwestern, 1957; Ph.D., California, Los Angeles, 1961.

Jean Stockard, Ph.D., Assistant Professor of Sociology (sociology of education, sex roles, methodology). B.A., 1969, M.A., 1972, Ph.D., 1974, Oregon.

Albert J. Szymanski, Ph.D., Associate Professor of Sociology (stratification, social movements, sociological theory, political sociology). B.A., Rhode Island, 1964; Ph.D., Columbia, 1971.

Donald R. Van Houten, Ph.D., Associate Professor of Sociology (complex organizations, sociology of work). B.A., Oberlin, 1958; Ph.D., Pittsburgh, 1967.

David T. Wellman, Ph.D., Associate Professor of Sociology (race and ethnic relations, sociological theory, field methods, sociology of working class life). B.A., Wayne State, 1962; M.A., 1966, Ph.D., 1974, California, Berkeley.

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 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.

Careers

Recent graduates with baccalaureate degrees in sociology are found in all the pursuits normally open to graduates

from liberal arts fields and especially in 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 baccalaureate degree alone is seldom sufficient to allow a person to enter a professional career as a sociologist. Students who want to pursue careers as social scientists enter graduate programs in sociology or related fields.

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 with courses that can fulfill University group requirements.

Departmental Offerings

Undergraduate courses in sociology are given on three levels. The lower-division 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 group before moving on to upper-division courses.

The 300-level (upper-division) 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.

The 400-level (upper-division) courses are the advanced and specialized courses in the department. Most build on background obtained in the 200-level and 300-level courses. Upper-division courses are usually smaller in size than the lower-division classes and provide more opportunity for faculty-student interaction. Students should have at least 9 credit hours in sociology courses before taking 400-level courses.

Interest Areas

The Community, Urban Affairs, Population, and Resources:

- Soc 210 Communities, Population, and Resources
- Soc 303 World Population and Social Structure
- Soc 304 The Community

- Soc 415 Social Demography
 Soc 416 Sociology of the Environment
 Soc 442 Urbanization and the City
 Soc 443 The Urban Community
 Soc 444 Sociology of Migration
 Soc 450 Sociology of Developing Areas

Criminology and Delinquency :

- Soc 211 Social Deviancy and Social Control
 Soc 439 Theories of Deviance
 Soc 440, 441 Criminology and Delinquency

Social Psychology :

- Soc 206 Introduction to Social Psychology
 Soc 314 Socialization and Society
 Soc 428 Social Psychology
 Soc 429 Social Self and Identity
 Soc 430 Theory of Small Groups
 Soc 438 Social Psychology of the Family
 Soc 456 Sex and Identity : Theoretical Perspectives

Social Issues and Movements :

- Soc 212 Race, Class, and Ethnic Groups in America
 Soc 215 Social Issues and Social Movement
 — Soc 216 Introduction to the Sociology of Women
 Soc 301 American Society
 Soc 445 Sociology of Race Relations
 Soc 451, 452 Social Stratification
 Soc 455 Sociology of Women
 Soc 464 Systems of War and Peace
 Soc 467 Sociology of Social Welfare

Organizations and Occupations :

- Soc 213 Organizations and Occupations
 Soc 446 Sociology of Work
 Soc 447 Industrial Sociology
 Soc 448 Sociology of Occupations
 Soc 449 Women and Work
 Soc 451, 452 Social Stratification
 Soc 470 Bureaucracy, Power, and Society
 Soc 472 Changing Organizations

Methodology :

- Soc 326 Quantitative Methods in Sociology
 Soc 327 Introduction to Social Research
 Soc 411, 412, 413 Sociological Research Methods

Social Theory :

- Soc 349 Social Change
 Soc 370 Development of Sociology
 Soc 371, 372 Contemporary Sociological Perspectives
 Soc 375 Marxist Sociological Theory

Social Institutions :

- Soc 423 The Family
 Soc 461 Sociology of Religion
 Soc 462 Sociology of the Family
 Soc 465 Political Sociology
 Soc 466 Sociology of Knowledge
 Soc 490 Sociology of Leisure
 Soc 491 Sociology of Education

Major Requirements

Candidates for the baccalaureate degree with a major in sociology must satisfy all general University requirements. In addition, majors in sociology are required to complete a minimum of 42 credit hours of undergraduate sociology courses. Of the 42 credit hours, at least 30 must be in upper-division courses, excluding Soc 400 SEARCH courses and Soc 409. No more than nine of those 30 may be numbered Soc 401, Soc 405, or Soc 406. Seminars (Soc 407) may be counted toward the upper-division credit hour requirement for the major.

As of spring term 1978, sociology majors are required to take Introduction to Social Research (Soc 327) and Development of Sociology (Soc 370). These two courses are not required of (but are highly recommended to) students who were declared sociology majors prior to spring 1978.

The department has no restriction on the number of courses in the major that may be taken on a pass-undifferentiated basis. Of the courses which are taken on a graded basis, only 6 credit hours of D grade will count toward the required 42 hours and majors must have at least a 2.00 grade point average in graded sociology courses in order to obtain a baccalaureate degree.

Planning a Program

An adviser is assigned to each student at the time the major is declared. With the help of the faculty adviser the student should set out a model program which 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 with their faculty advisers concerning the selection of specific courses. Students with specific career plans may also consult the Career Planning and Placement Service for advice on course programs most appropriate for them.

General Sociology Majors

Students who want a broad liberal 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 an emphasis on how sociology can be applied to contemporary social issues.

In their upper-division years, general majors may choose from courses which provide more depth in the study of social institutions. Courses such as social stratification, social psychology, and social change help to tie these diverse areas together by providing perspectives which are useful in the study of any institutional area. Finally, courses in sociological theory and methodology provide more general analytical and research skills which will be useful both in sociology courses and in whatever activities the student may pursue after graduation.

Social Service Professions

The social service professions are those which 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 which deal with social issues and problems.

Students may also supplement their programs with courses in the Wallace School of Community Service and Public Affairs, in the Departments of Psychology and Political Science, and in the College of Education. Many of these occupations require graduate or field training. Students should consult the Career Planning and Placement Center for more detailed information.

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 business organizations should include courses in methodology, social psychology, and the organizations and occupations groups in their programs.

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 dealing with the community, urbanization, and population; social psychology; organizations and occupations;

and methodology. They may also want to include related courses in the Wallace School of Community Service and Public Affairs, in political science, and in economics.

Honors Program

The honors program in sociology provides qualified students with a challenging academic experience, opportunities for independent work, and close contacts with faculty. The program confers a degree "with honors" to baccalaureate candidates. It centers around an independent research project which the student develops and carries out under the supervision of a departmental committee.

Students may apply to the honors program at any time during or after the third quarter of their sophomore year but no later than the first term of their senior year. The program is not limited to those enrolled in the University's Honors College, but is open to any outstanding and highly motivated student who desires a rewarding intellectual experience. While the program may be especially important for students planning for advanced training in sociology, it may also be of interest to highly qualified students who eventually plan to enter other professional fields.

Further information concerning the honors program, including how to apply, is available from the department.

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 the fall or winter of the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisers about the programs of the various schools, what experiences will increase the chances of admission, and what will be asked of students in a graduate program in sociology.

Secondary School Teaching

The Department of Sociology offers work in preparation to teach social studies in Oregon public secondary schools. The department offers work toward basic and standard certification.

The University's programs for preparation to qualify for Oregon certification or endorsement as public school teachers or specialists have been revised to meet changes in requirements adopted by the Teacher Standards and Practices Commission. For specific information regarding department requirements for the social studies endorsement, students should consult the departmental adviser for teacher education and the Office of Secondary Education in the College of Education.

Graduate Studies

The graduate program of the Department of Sociology is primarily intended for studies leading to the Doctor of Philosophy degree.

Students seeking an advanced degree in sociology should have achieved a grade point average of 3.00 or better in their undergraduate work in the social sciences. Entry is not restricted to those with undergraduate majors in sociology, although students without any undergraduate work in sociology have a considerably reduced chance of admission.

Students admitted to the graduate program with a baccalaureate degree are required to complete 54 credit hours of graduate-level work, all of which will be graded except work taken under the numbers Soc 501, Soc 505, or Soc 506. Such students should be able to complete the 54-hour requirement in their first six terms of enrollment, and those maintaining a grade point average of 3.00 or better are awarded a master'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. The doctoral dissertation 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 of the department.

A booklet describing the graduate

program may be obtained from the department. The booklet details the entire graduate program, specifies the materials needed to apply for admission, and includes a listing of current faculty members and their research interests. Students applying for graduate admission should submit all necessary materials by February 1, if possible, and by March 1 at the latest.

Courses Offered

Undergraduate Courses

Soc 199. Special Studies. 1-3 credit hours.

Soc 200. SEARCH. 1-3 credit hours.

Soc 201. Introduction to Sociology. 3 credit hours. Introduction to the sociological perspective, with emphasis on fundamental concepts, theories, and methods of research.

Soc 206. Introduction to Social Psychology. 3 credit hours. An introduction to the field and topics of social psychology. Emphasis on 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, and selected research topics in the area. Prerequisite: Soc 201 or equivalent.

Soc 210. Communities, Population, and Resources. 3 credit hours. Analysis of the interrelationship of population and resources in the structuring of human communities; examination of processes of community change which occur in response to major social problems, population redistribution, and resource alteration; alternatives of the traditional community. Prerequisite: Soc 201.

Soc 211. Social Deviancy and Social Control. 3 credit hours. Examination of concepts of deviance, theories explaining deviant behavior, and mechanisms for the social control of deviance. Prerequisite: Soc 201.

Soc 212. Race, Class, and Ethnic Groups in America. 3 credit hours. Analysis of the distinctions between European ethnic groups and people of color, focusing on the emergence of internal colonies in American society. Prerequisite: Soc 201.

Soc 213. Organizations and Occupations. 3 credit hours. An examination of the nature and consequences of bureaucracies and bureaucratization in modern society, work and careers, technology and alienation. Prerequisite: Soc 201.

Soc 215. Social Issues and Social Movements. 3 credit hours. Contemporary social issues viewed from a sociological perspective. Poverty, racism, militarism, and other issues are related to the social structure of American society. Social movements and ideologies related to these issues are examined. Prerequisite: Soc 201.

Soc 216. Introduction to the Sociology of Women. 3 credit hours. Survey of major aspects of the position of women in contemporary society including examination of theoretical approaches to the study of women; relationship of the position of women to the family structure and the economic system; the special position of minority women; and the development of the feminist movement. Prerequisite: Soc 201.

Soc 217. Special Topics in Sociology. 3 credit hours. A selection of topics applying the concepts and skills developed in Soc 201 and 210-216 to current major sociological issues and problems. Emphasis on using theoretical formulations and research to better understand the roots, development, and varieties of present social concerns. Prerequisites: Soc 201 and one of the following depending upon the particular topic: Soc 206, 210-216. May be repeated for credit when topic changes.

Soc 301. American Society. 3 credit hours. A critical analysis of conflicting interpretations of selected aspects of American culture and institutions and the ways in which they are changing. Prerequisite: Soc 201.

Soc 303. World Population and Social Structure. 3 credit hours. Introduction to population studies, providing within a sociological framework an analysis of historical, contemporary, and anticipated population conditions and trends, as they are related to social situations and to the organization of society. Prerequisite: Soc 201.

Soc 304. The Community. 3 credit hours. Analysis of the structure and organization of human communities. Prerequisite: Soc 201.

Soc 314. Socialization and Society. 3 credit hours. Analysis of the nature and processes of socialization at different stages of the life cycle, the effects of socialization of the individual, and the effects of societal and cultural influences on socialization processes. Prerequisite: Soc 201.

Soc 326. Quantitative Methods in Sociology. 3 credit hours. 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. Prerequisite: Soc 327 and consent of instructor.

Soc 327. Introduction to Social Research. 3 credit hours. 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. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 349. Social Change. 3 credit hours. Analysis of the processes, characteristics, and conditions of change in large social systems; systematic examination of various theoretical perspectives. Not offered annually. Prerequisite: 9 credit hours in sociology.

Soc 370. Development of Sociology. 3 credit hours. 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. Special attention to the ways in which social structure affects social thought and vice versa. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 371, 372. Contemporary Sociological Perspectives. 3 credit hours each term. Introduction to the major sociological theories and perspectives in current use, including an examination of the critical issues being debated. Possible topics include functionalism, conflict theory, symbolic interactionism, ethnomethodology, social phenomenology, and critical theory. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 375. Marxist Sociological Theory. 3 credit hours. A systematic overview of basic Marxist concepts, fundamental theory, and social analysis from the works of Marx

and Engels. The topics include dialectical and historical materialism, class, historical development, political economy, imperialism, the national question, the state, the Marxist theory of sexism, revolution, and socialism. The course is designed as an introduction to Marxist social theory and as such assumes no prior knowledge of either Marxism or sociology beyond Soc 201. Prerequisite: Soc 201.

Soc 400. SEARCH. 3 credit hours.

Soc 401. Research. Credit hours to be arranged.

Soc 403. Thesis for Honors Candidates. Credit hours to be arranged.

Soc 405. Reading and Conference. Credit hours to be arranged.

Soc 406. Supervised Field Study. Credit hours to be arranged.

Soc 407. Seminar. Credit hours to be arranged.

Soc 409. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Upper-Division Courses Carrying Graduate Credit

Soc 407. Seminar (G) Credit hours to be arranged. Offerings vary from year to year depending on student needs and the interests of the faculty. In recent years typical subjects have included the following:
Sociology of Fertility
Social Impact Assessment
The Work Experience
Political Economy
Comparative Family Systems
Criminal Justice
The Life Cycle
American Labor Movements
Sociology of Sport

Soc 411, 412, 413. Sociological Research Methods. (G) 3 credit hours each term. Intermediate-level coverage of methods and statistics used in sociological research. Soc 411 includes study design, the use of theory and models, and modes of data collection such as experiments, surveys, field observation, and documents. Soc 412 covers elementary statistical concepts and applications, such as hypothesis testing, confidence intervals, non-parametric statistics, and chi-square. Soc 413 covers aspects of the general linear model such as analysis of variance, analysis of covariance, and dummy variable multiple regression. Prerequisite: Soc 326, 327 or equivalent; the work of each term is prerequisite to that of the following term.

Soc 415. Social Demography. (G) 3 credit hours. Methodological problems and techniques in demographic and ecological analysis. Prerequisite: Soc 303 or equivalent.

Soc 416. Sociology of the Environment. (G) 3 credit hours. A sociological approach to the study of society and its relationship with the natural environment. Application of basic sociological concepts to a variety of natural environment topics (natural resources, pollution, energy, population growth, resource utilization). Topics include the environmental movement, interorganizational cooperation and conflict, value and attitude change, and the uses of sociology in dealing with environmental problems. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 423. The Family. (g) 3 credit hours. The family in historical perspective. An introduction to the study of the family as a social institution and small group association. Prerequisite: 9 credit hours in sociology.

Soc 428. Social Psychology. (G) 3 credit hours. Systematic consideration of theoretical formulations of the field of social psychology, with emphasis upon sociological perspectives. Symbolic interactionist theoretical positions, social exchange theories, communication, language, and sociology of knowledge in relation to cognitive social psychology. Analysis of major research problems from various theoretical positions. Prerequisite: Soc 206 or Psy 216, 9 credit hours in sociology, or consent of instructor.

Soc 429. Social Self and Identity. (G) 3 credit hours. Consideration of the various theories of self and identity in social psychology, from William James, Cooley, and Mead to contemporary sociological treatments, such as Goffman, Strauss, and McCall and Simmons. Prerequisite: introductory social psychology and advanced standing.

Soc 430. Theory of Small Groups. (G) 3 credit hours. Group goals, decision-making, roles, status, power, and cohesion. Emphasis on understanding and improving ongoing groups. Prerequisite: 9 credit hours in social science.

Soc 438. Social Psychology of the Family. (G) 3 credit hours. The dynamics of family interaction throughout the family life cycle. Prerequisite: Soc 423, or equivalent.

Soc 439. Theories of Deviance. (G) 3 credit hours. Major sociological theories about the structural causes and effects of deviance, along with empirical studies testing those theories. Prerequisite: Soc 211.

Soc 440, 441. Criminology and Delinquency. (G) 3 credit hours each term. The nature and extent of delinquency and crime as forms of deviant social behavior; contributing factors; current prevention and treatment programs. Prerequisite: Soc 201.

Soc 442. Urbanization and the City. (G) 3 credit hours. Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prerequisite: 9 credit hours in sociology.

Soc 443. The Urban Community. (G) 3 credit hours. The city as a social system, as a place of residence, work and play; problems of integration and social order; organization to modify the nature of the contemporary city and to plan for its future. Prerequisite: Soc 442 is strongly recommended.

Soc 444. Sociology of Migration. (G) 3 credit hours. Study of the dynamics of migration as related to the dynamics of social change. Prerequisite: 9 credit hours in sociology.

Soc 445. Sociology of Race Relations. (G) 3 credit hours. Analysis of racial oppression as a structural and ideological feature in American life. Prerequisite: introductory course in sociology, anthropology, or psychology.

Soc 446. Sociology of Work. (G) 3 credit hours. An examination of work life and change in experience of work; with particular emphasis on understanding the effect of work on other aspects of life and experience such as technology, economy, social control, and culture. Prerequisite: 9 credit hours in sociology.

Soc 447. Industrial Sociology. (G) 3 credit hours. The study of the process of transformation in the post-Industrial Revolution period, the shaping of the labor force, labor history, analysis of labor union structure and organization, and current directions in the labor force: changes in technology, sexual,

and racial divisions in the occupational structure, and related shifts. Prerequisite: 9 credit hours in sociology.

Soc 448. Sociology of Occupations. (G) 3 credit hours. The nature, functions, and significance of occupational groupings in modern society; the relationships of occupation to other aspects of life; the significance of work for the various forms of social organization; the impact of change on individual occupations and occupational categories. Prerequisite: 9 credit hours in sociology.

Soc 449. Women and Work. (G) 3 credit hours. Historical development and present status of women's participation in the labor market, sex segregation of occupation, bureaucratic structure and sex stratification, housework as occupation, the relationship between paid and unpaid labor. Major theoretical perspectives explaining sex inequality in the labor force. Social-psychological factors in the work experience of women. Prerequisite: Soc 216.

Soc 450. Sociology of Developing Areas. (G) 3 credit hours. An analysis of social and economic structures and processes promoting and inhibiting change in underdeveloped areas. Special attention given to topics such as urbanization, industrialization, cultural change, and world poverty and dependence. Prerequisite: 9 credit hours in sociology.

Soc 451. Social Stratification. (G) 3 credit hours. Analysis of class in American society. The blue-collar working class, upper class, white-collar class, and independent middle class examined in their relationships to each other and to American society as a whole. Prerequisite: 9 credit hours in sociology.

Soc 452. Social Stratification. (G) 3 credit hours. Theories of stratification and class in comparative and historical perspective; functionalist, militarist, elitist, political, and Marxist theories of stratification are examined. The development of class systems from the origins of civilization to early capitalism are treated; class systems in the Third World and their relationship to those in the developed countries are also studied. Prerequisite: 9 credit hours in sociology.

Soc 455. Sociology of Women. (G) 3 credit hours. A sociological analysis of sex differentiation and sex stratification with major focus on industrial society. Intensive examination of relationships between ideologies concerning women, changes in socioeconomic organization, socialization and sexuality. Prerequisite: Soc 216.

Soc 456. Sex and Identity: Theoretical Perspectives. (G) 3 credit hours. Theories relating to the origin and perpetuation of sex differences and sex inequality. Synthesizing findings from biology, psychology, sociology, and anthropology from a feminist perspective. Relationship of family structure to sex-role development. Prerequisites: social-science background and one course in women's studies.

Soc 461. Sociology of Religion. (G) 3 credit hours. 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. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 462. Sociology of the Family. (G) 3 credit hours. The family as a social institution and its relationship to other social institutions. Prerequisite: Soc 423, or equivalent.

Soc 464. Systems of War and Peace. (G) 3 credit hours. 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. Prerequisite: 9 credit hours in sociology.

Soc 465. Political Sociology. (G) 3 credit hours. Sociological theories and concepts brought to bear on the analysis of various aspects 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. Prerequisite: 9 credit hours in sociology.

Soc 466. Sociology of Knowledge. (G) 3 credit hours. Analysis of the relationships between society and thought. Types of knowledge considered in terms of the social settings in which they were produced and received. Prerequisite: 9 credit hours in sociology.

Soc 467. Sociology of Social Welfare. (G) 3 credit hours. Analysis of the structure of social welfare, the interrelationships between social welfare programs and other sectors of the socio-economic system, the development of the welfare state in industrial capitalist society, and the problems of clients and professionals. Prerequisite: 9 credit hours in sociology.

Soc 470. Bureaucracy, Power, and Society. (G) 3 credit hours. Critical examination and evaluation of theory and research on bureaucratic structures and processes; distribution and exercise of power in organizations, the linkages between organizations and larger societal structures and processes, especially national and international power structures. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 472. Changing Organizations. (G) 3 credit hours. An examination and evaluation of theoretical and empirical work on organizational change with particular attention given to strategies of elite and non-elite change agents. Prerequisite: 9 credit hours in sociology, or consent of instructor.

Soc 490. Sociology of Leisure. (G) 3 credit hours. Sociological analysis of nonwork time and leisure behavior; the relationship between patterns of use of nonwork time and leisure and other social institutions. Prerequisite: 9 credit hours in sociology.

Soc 491. Sociology of Education. (G) 3 credit hours. The relationship between education and other social institutions; the school and the community; the school as a social system; social change and education. Prerequisite: 9 credit hours in sociology.

Graduate Courses

Soc 501. Research. Credit hours to be arranged. A no-grade course.

Soc 502. Supervised College Teaching. Credit hours to be arranged. A no-grade course.

Soc 503. Thesis. Credit hours to be arranged. A no-grade course.

Soc 505. Reading and Conference. Credit hours to be arranged.

Soc 506. Supervised Field Study. Credit hours to be arranged.

Soc 507. Seminar. Credit hours to be arranged. Offerings vary from year to year depending on student needs and the interests of the faculty.

Soc 508. Workshop. Credit hours to be arranged. Topics to be announced. Offered only in summer session.

Soc 509. Supervised Tutoring Practicum. 1-3 credit hours any term. A no-grade course.

Soc 510, 511. Logic and Scope of Sociological Inquiry. 3 credit hours. Fundamental philosophical and methodological issues which underlie sociological theory and research.

Soc 520. Durkheim, Weber, and the Modern Functionalists. 3 credit hours. A critical exposition of the theoretical works of Emile Durkheim, Max Weber, and the school of modern sociological functionalism, with special attention to the works of Talcott Parsons.

Soc 530. Marxist Theory. 3 credit hours. Reviews the basic Marxist social theory and examines major contemporary debates with the Marxist paradigm of social science. Topics include the Marx-Freud synthesis (Reich, Fromm, Marcuse), monopoly capitalism, contemporary theories of imperialism, Leninism (Lenin, Gramsci, Lukács, Trotsky, Stalin, Mao Tse-tung), Critical Theory, and Hegelian Marxism.

Soc 540. Issues in Sociological Theory. 3 credit hours. A survey of major sociological theories, perspectives, and issues that are not covered in detail in Soc 520 or Soc 530. Topics include the sociology of knowledge, phenomenological sociology, and contemporary critical theory.

Soc 550. Issues in Social Psychological Theory. 3 credit hours. A survey of the major theoretical issues and formulation of research problems in social psychology. Instructor's consent required.

Soc 560. Experimental Methods and Design. 3 credit hours. The examination of the logic and design of experimentation in non-laboratory social settings. Field approximations to experimental research; quasi-experimental designs. Factors affecting the validity of field experiments. The evaluation of social programs. Prerequisites: graduate standing, Soc 412 or the equivalent, or consent of instructor.

Soc 565. Survey Methods and Design. 3 credit hours. An examination of the design of surveys of human populations. Problem formulation, instrument development, and sampling designs. Strategies applicable to the analysis and interpretation of survey data. Prerequisites: graduate standing, Soc 412 or the equivalent, or consent of instructor.

Soc 570. Field Methods and Design. 3 credit hours. Methods for 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.

Soc 575. Demographic Methods. 3 credit hours. Use of demographic techniques as tools, and censuses as data sources for a variety of disciplinary and quantitative approaches to research in social phenomena. Purposes are to understand the nature of a census; the many uses of a census; the limitations of census data; conventional and less conventional methodological techniques in the use of census data; the uniquely spatial and temporal dimensions of census data as it is employed in sociological research; the problems encountered in aggregating and disaggregating data in macro-sociological research; and to employ demographic methods and census in conducting research.

Soc 580. Historical and Comparative Methods in Sociology. 3 credit hours. An examination of historical and comparative methods in sociological research. Theory construction, hypothesis testing, and the use of quantitative and qualitative historical sources.

Department of Speech

Faculty

Ronald E. Sherriffs, Ph.D., Department Head, Professor of Telecommunication and Film (production, criticism). B.A., 1955, M.A., 1957, San Jose State; Ph.D., Southern California, 1964.

Robert Barton, Ph.D., Assistant Professor of Theater Arts. B.A., Western Michigan, 1967; M.A., 1968, Ph.D., Bowling Green State, 1977.

Alexandra Bonds, M.A., Assistant Professor of Theater Arts. (costumer). B.S., Syracuse, 1972; M.A., Denver, 1974.

William Cadbury, Ph.D., Professor of Telecommunication and Film (film theory and criticism). B.A., Harvard, 1956; M.S., 1957, Ph.D., 1961, Wisconsin.

Carl W. Carmichael, Ph.D., Associate Professor of Rhetoric and Communication (communication theory). Associate Director, Communication Research Center. B.A., Westminster, 1961; M.A., Louisiana State, 1962; Ph.D., Iowa, 1965.

Faber B. DeChaine, Ph.D., Professor of Theater Arts. B.S., Oregon, 1952; M.A., Michigan State, 1953; Ph.D., Minnesota, 1963.

William R. Elliott, Ph.D., Assistant Professor of Telecommunication and Film (communication theory, research methods). Director, Communication Research Center. B.S., Oregon, 1964; Ph.D., Wisconsin, 1972.

Robert P. Friedman, Ph.D., Professor of Rhetoric and Communication (history and criticism of public address, ethics and freedom of speech). B.A., North Carolina, 1948; M.A., 1950, Ph.D., 1954, Missouri.

Paul C. Gaske, Ph.D., Assistant Professor of Rhetoric and Communication (forensics, communication theory, organizational communication). A.B., 1971, M.A., 1973, San Diego State; Ph.D., 1977, Southern California.

Peter A. Glaser, Ph.D., Adjunct Assistant Professor of Rhetoric and Communication (speech education fundamentals). B.S., 1967, Kansas State Teachers College; M.A., 1971, Ph.D., 1975, Pennsylvania State.

Susan R. Glaser, Ph.D., Assistant Professor of Rhetoric and Communication

(speech education, interpersonal communication). B.S., 1970, M.A., 1974, Ph.D., 1976, Pennsylvania State.

Janet R. Kenney, M.A., Adjunct Instructor in Telecommunication and Film (audio production, broadcast management, public broadcasting). General Manager, KWAX. B.S., Temple, 1972; M.A., North Carolina, 1974.

Elwood A. Kretsinger, Ph.D., Professor of Telecommunication and Film (research instrumentation). B.S., Southeastern State, Oklahoma, 1939; M.A., Oklahoma, 1941; Ph.D., Southern California, 1951.

Dominic A. LaRusso, Ph.D., Professor of Rhetoric and Communication (rhetorical theory, nonverbal communication). B.A., 1950, M.A., 1952, Washington; Ph.D., Northwestern, 1956. On sabbatical leave winter, spring 1982.

Charley A. Leistner, Ph.D., Professor of Rhetoric and Communication (history and criticism of public address, protest rhetoric, small group communication). Director, Rhetoric and Communication Area. B.A., Georgetown College, 1949; M.A., Baylor, 1950; Ph.D., Missouri, 1958.

Grant F. McKernie, Ph.D., Associate Professor of Theater Arts; Director, Theater Arts Area. B.A., Northwestern, 1964; M.A., 1965, Ph.D., 1972, Ohio State.

James S. Moy, Ph.D., Assistant Professor of Theater Arts. A.B., 1971, A.M., 1973, Ph.D., 1977, Illinois.

Thomas D. Prewitt, M.F.A., Instructor, Technical Director of Theater. B.A., Nevada, 1971; M.F.A., Minnesota, 1973.

Deanna M. Robinson, Ph.D., Assistant Professor of Telecommunication and Film (regulation, audiences). B.A., 1964, M.A., 1972, Ph.D., 1974, Oregon.

John R. Shepherd, Ph.D., Professor of Telecommunication (process of visual communication). Director, Telecommunication and Film Area. B.A., 1946, M.A., 1947, Stanford; Ph.D., Southern California, 1952.

Jerry R. Williams, M.A., Associate Professor of Theater Arts; Scenic Designer, University Theatre. B.F.A., Carnegie-Mellon, 1964; M.A., Washington, 1965.

William B. Willingham, M.A., Facilities Coordinator with the Rank of Assistant Professor. A.B., 1957, M.A., 1963, Indiana.

Undergraduate Studies in Speech

The Department of Speech offers major curricula leading to the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Fine Arts (in theater only), Master of Science, and Doctor of Philosophy degrees, with opportunities for study in filmmaking and film analysis, rhetoric and communication, telecommunication, theater, speech education, and communication theory and research.

Work in speech is also offered for students majoring in other fields who want to develop their communication skills and their abilities to appreciate and evaluate what they see and hear.

Students may gain practical experience in speech studies through the University Theatre, the University Symposium and Forensic activities, and the Communication Research Center.

For its major undergraduate programs, the Department of Speech has three principal objectives:

(1) The achievement, by all of its major students, of a broad liberal 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 credit hours in speech courses, at least 24 of which must be in upper-division courses.

(3) Concentration in at least one of these fields: rhetoric and communication, telecommunication and film, and theater arts. Undergraduate programs should be developed in conference with an adviser in the field of emphasis.

Secondary School Teaching

The Department of Speech offers work for preparation to teach speech and theater in the public secondary schools. Certification as an Oregon secondary teacher with the speech or drama endorsement requires satisfactory completion of a program of teacher preparation which includes subject matter preparation in the teaching specialty and in professional education, plus recommendation of the institution in which the preparation is completed. The speech department offers work toward basic and standard certification.

For specific information regarding requirements for the speech or drama endorsement, students should consult the departmental endorsement adviser for teacher education, Susan Glaser.

Rhetoric and Communication

The rhetoric and communication program 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 public communication. They develop skills in using the tools of communication research, gain a knowledge of the role of public discourse in history, and become familiar with collateral material in and outside the field of speech.

All courses in rhetoric and communication are available on a pass-undifferentiated basis. However, students majoring in the program must take all courses required for their major on a graded (pass-differentiated) basis with a grade of C or better, with the exception of RhCm 409 Practicum.

Requirements

In addition to general University requirements for the baccalaureate degree, the following minimum requirements are specified for students with a major emphasis in rhetoric and communication:

Two or three of the following:

Fundamentals of Speech Communication (RhCm 121)

Fundamentals of Public Speaking (RhCm 122)

Fundamentals of Small Group Communication (RhCm 123)

Fundamentals of Interpersonal Communication (RhCm 124)

Each of the following:

Theory and Literature of Rhetoric (RhCm 301, 302, 303)

Three of the following:

The Logic of Argument (RhCm 321)

Persuasion (RhCm 322)

Group Communication (RhCm 323)

Theory and Literature of Interpersonal Communication (RhCm 324)

Any two of the following, except that only two hours may come from RhCm 221, 331, or 332:

Public Discussion (RhCm 221)

Advanced Public Discussion (RhCm 331, 332)

Practicum (RhCm 409)

Directing the Forensic Program (RhCm 418)

Public Address (RhCm 435)

Three of the following:

Quantitative Methods in Speech (RhCm 430)

Speech Communication Theory (RhCm 431)

Speech Communication and Group Process (RhCm 432)

Nonverbal Communication (RhCm 434)

Interpersonal Communication (RhCm 436)

Reticient Communication (RhCm 407)

Organizational Communication (RhCm 407)

Theory of Mass Communication (Tc 433)

Any 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)

Any two of the following:

Ethics of Persuasion (RhCm 424)

Freedom of Speech (RhCm 425)

Backgrounds of Black Protest Rhetoric (RhCm 426)

Contemporary Protest Rhetoric (RhCm 427)

Additional Requirements

(1) A minimum of 8-9 additional credit hours in courses approved by the student's adviser in either telecommunication and film arts, theater, or speech pathology and audiology in the College of Education, or a combination of these.

(2) A minimum of 9 upper-division credit hours of courses approved by the student's adviser in a single related field (but not necessarily in one department) outside the speech department.

Students should consult with their advisers about their selections. For secondary school certification, please see secondary school teaching of speech or drama, above.

Telecommunication and Film

Students majoring in telecommunication and film study the production, history, criticism, aesthetics, regulation, control, influence, and theory of radio, video, and film. Production courses develop the student's imagination and creativity while encouraging mastery of the technical and expressive potentials of radio, video, and film production. Courses in criticism, history, and theory emphasize structure, theme, and style, and develop the student's capacity for and understanding of aesthetic experience, especially through careful description, interpretation, and evalua-

tion of major works. Courses in media control and organization concentrate on legal, economic, and philosophical constraints imposed upon audio-visual mass media. Courses in uses and influences of mass media explore their functions in contemporary society.

By choice of electives students may create individual programs in such a way as to emphasize particular fields of study within the area—for instance: film, radio, or television; production or analysis, aesthetics, institutional, or cultural emphasis, or any combination and inflection of these emphases. 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 requirements prior to transfer. The transfer student also should complete as many as possible of the premajor requirements for telecommunications 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 mass communication theory, history, regulation, production, writing, and criticism. Students are encouraged to supplement their courses with selections from the creative arts to enhance their knowledge and appreciation of message content. In addition, students should consider acquainting themselves with the business, advertising, news, and educational aspects of the audio and visual media through electives from other departments.

Students may also enrich their creative experience through participation in all phases of audio, video, and film production. Students wanting to become telecommunication and film majors must have completed 90 hours of course work, the required premajor courses in telecommunication and film (TcF 241 and TcF 341), and attained an overall grade point average of 2.50.

Students are formally admitted into the major upon successful application to the Telecommunication and Film area. Application forms are available from the Department of Speech, and must be

submitted at least one month prior to the beginning of the term for which admission is sought.

Area majors must complete a minimum of 46 credit hours of course work in telecommunication and film, and at least 6 additional credit hours in other areas of the Department of Speech. All courses required for the telecommunication and film degree must be taken on a graded basis, if offered, and passed with a grade of C or better. In those courses offered only on a nongraded basis, yet required for the major, a grade of P must be achieved.

In addition to all University requirements for the baccalaureate degree, the following must be completed for the major in telecommunication and film :

Courses outside of Telecommunication and Film

- RhCm 121, Fundamentals of Speech Communication 3 credit hours
 TA 271, Introduction to Theater Arts 3 credit hours
 One appreciation course in either music, art, dance, or literature taken from outside the Department of Speech 3 credit hours
 One performance-oriented course in music, art, dance, theater or creative writing 3 credit hours

Premajor courses in Telecommunication and Film

- TcF 241 Fundamentals of Broadcasting 3 credit hours
 TcF 341 Introduction to Media Aesthetics 3 credit hours

Required courses in the Telecommunication and Film area

- TcF 255, 256, 257 History of Motion Pictures 9 credit hours
 TcF 344 Elementary Radio and Television Workshop .. 4 credit hours
 TcF 347 Elementary Radio-Television Scriptwriting 3 credit hours
 TcF 433G Theories of Mass Communication 3 credit hours
 TcF 448G Radio-Television and the Public 3 credit hours
 TcF 449G Government Regulation of Broadcasting in the United States 3 credit hours

In addition, each major will complete at least 15 hours in elective courses from the Telecommunication and Film area. Of the 15 credits of electives, no more than 3 credit hours may be taken as TcF 406, Field Studies, or TcF 409, Practicum.

Students are strongly encouraged to develop a minor field of concentration

(at least 18 upper-division credit hours), outside of the telecommunication and film major to supplement their specific interest in telecommunication and film. Potentially useful minor areas include mass communication theory and research ; audio and visual aesthetics, criticism, and production ; public affairs and documentary ; sales and marketing ; journalism. Students should plan work in specific courses in a minor field with the assistance of their advisers.

Theater Arts

The theater arts program offers a humanistic and liberal arts education. Some specific courses are pre-professional in nature and provide a vocational level of 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 students continue specialized training in Master of Fine Arts degree programs or nondegree professional training schools. As do other liberal arts graduates, some students use their background to pursue vocational opportunities requiring good skills in communication and in organization. A few students combine their programs with ones in education and become certified teachers.

Faculty

There are seven full-time faculty who teach theater, including a costumer, a scene designer, a lighting designer, a technical director, and several directors who specialize in teaching acting and dramaturgy.

Theatrical Plant

There are three theater spaces in Villard Hall. Main Stage (the Horace Robinson Theatre) has a proscenium stage and seats approximately four hundred people. The Pocket Playhouse is a small proscenium stage and seats about eighty. The Arena Theatre provides a flexible open space with a capacity of about one hundred 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 on a volunteer basis. Students who qualify for work-study financial aid are hired to assist in these shops. The shops are well equipped for instruction in theater skills ; for example, there is a

computerized lighting board for the main stage, and vacuform and welding equipment in the scene shop.

Theatre 4:30

Theatre 4:30 is a weekly gathering of students and faculty. Students may sign up for time to produce a low-cost show. This weekly event is organized and run by an elected student board. A small budget is at their disposal. Workshops and speakers are also scheduled in response to student demand.

Theater Productions

During the year, several Main Stage productions are directed by faculty and qualified students ; eight or nine budgeted studio productions which may be student-directed are staged. Studio productions usually are scheduled in the Pocket Playhouse or the Arena Theatre.

Carnival Theatre

A summer stock company stages from four to six productions during the season. Comedy, drama, musicals, and shows for children are offered almost nightly under the tent adjoining the Robinson Theatre on campus. Most of the summer theater course offerings relate to this intense production program. All undergraduate company members and college level apprentices are expected to enroll in Summer Stock Workshop, TA 408 (G), for 15 credit hours. Graduate student company members must enroll either in the workshop for 12 hours of credit or in a combination of theater courses with a total of 12 credit hours.

Carnival Theatre High School Apprentice Program

Students 13-18 years of age are offered an intensive four weeks training program in the summer. They have classwork in performance and in aspects of technical production. The course work is supplemented with a special performance of a play and further production experience with the Carnival Company. For information, please write the University Theatre director. This program is suspended for the 1981 season for economic reasons.

Requirements for the Major

Students may study acting, directing, design, costume, lighting, history, stagecraft, dramatic literature, and theory. Courses in these fields are available to both majors and non-majors.

In addition to all baccalaureate

requirements of the University, the following requirements are specified for students with a major emphasis in theater.

A minimum of 50 credit hours in speech courses, at least 30 of which must be upper-division courses.

A minimum of 9 credit hours in speech courses outside the theater area (specifically, in rhetoric and communication, and telecommunication and film). It is recommended that the total 9 credit hours not be concentrated in any one of the outside areas.

Basic Stagecraft (TA 264).

Lighting Workshop (TA 266).

Costume Workshop (TA 268).

Elements of Acting (TA 251).

Introduction to Theater Arts (TA 271, 272).

One advanced course in history or theory.

Play Direction (TA 364).

History of the Theater I, II, III (TA 367, 368, 369).

7 credit hours of advanced work selected from upper-division courses in acting, directing, costume, set design, lighting, or pedagogy.

A minimum of 12 credit hours outside the speech department in upper-division courses in related fields.

Satisfactory completion (C or P grade) of course work for the major is required.

Secondary-School Certification

Please see secondary school teaching of speech or drama, at the beginning of the speech department section of this catalog.

Grading Options

All courses in theater are available on an ungraded basis. Ungraded work counts toward fulfillment of the 186-hour requirement for graduation only if satisfactorily completed.

Graduate Programs in Rhetoric and Communication

The University offers Master of Arts, Master of Science, and Doctor of Philosophy degrees in speech with concentration in the area of rhetoric and communication.

Although graduate students are encouraged to develop more than minimal familiarity with the several areas of rhetoric and communication

and at least minimal familiarity with other areas of the field of speech, they will also elect a major interest in rhetorical theory, history and criticism of public address, forensics, communication theory, or organizational communication.

Before completion of first-term registration, graduate students are obliged to consult with a member of the faculty. Before conclusion of the first term, each graduate student is expected to exert personal initiative in obtaining an adviser. Some students will know at the beginning of the first term on campus which professor they want to have as an adviser and are free to approach the professor; others may not be prepared to make such a choice until later in the first term. A student whose graduate plans are altered should not hesitate to seek a change in adviser; such changes are made without embarrassment on anyone's part.

All courses in a graduate student's degree program must be taken on a graded basis unless the course is available on a Pass-No Pass basis only or unless the Pass-No Pass option is approved by the graduate student's advisory committee.

All graduate students should consult the general University regulations governing graduate study in the Graduate School section of this catalog.

Master's Degree

With but one exception, the language requirement, requirements for the M.A. and M.S. degrees are identical. For the M.A. degree, the student must show competence in a foreign language. That competence may be demonstrated by meeting any of the following options: (1) by scoring 450 or above on the GSFLT in one of the languages for which it is available (German, French, or Spanish); (2) by successful completion of local tests administered in languages not covered by GSFLT but acceptable to the student's advisory committee; or (3) by transcript evidence of three terms of C or better work at the second-year college level in any language acceptable to the advisory committee. No foreign language competence is required for the M.S. degree.

Students entering the master's program are expected to have acceptable undergraduate preparation in rhetoric and communication or related subjects. Those students accepted for work

toward the degree who do not meet this expectation may be required to take specified undergraduate courses or additional hours of graduate courses beyond the minimal requirement for the degree.

Requirements

A minimum of 45 credit hours (not more than 9 credit hours of which may be taken for thesis) is required for the master's degree with the thesis option. A minimum total of 51 credit hours is required for the nonthesis option. Those who elect the nonthesis option must include on their programs a minimum of 12 credit hours from outside the Department of Speech. Those who elect the thesis option must include on their programs a minimum of 9 credit hours from outside the Department of Speech.

All candidates for the master's degree are required to take a qualifying examination, preferably during their first term in residence or before they have completed 15 credit hours of graduate work. The qualifying examination consists of both written and oral portions. Those students who successfully complete the examination are advanced to candidacy for the master's degree.

The only specifically required course for the master's degree is Research Methods in Rhetoric and Communication (RhCm 511). The remainder of the program is designed by the candidate, the adviser, and the candidate's graduate committee.

An examining committee administers each student's final examination at or near the completion of the student's work. The committee consists of three to five members nominated by the student's adviser and approved by the department chairman. A minimum of two of the members will be from the rhetoric and communication area and, usually, a minimum of one of the members will be from another department or another area of the Department of Speech. In the instance of students taking the thesis option, the examination is oral and not less than two hours in length. Students who do not present a thesis will take a comprehensive written examination of not less than eight hours followed by an oral examination of not less than one hour.

Doctor of Philosophy

Each student's doctoral program is designed for the student with the rationale that it provides the general

background required in the broad area of rhetoric and communication and the specific support needed for the student's area of specialization and research. Unlike the master's degree, the Ph.D. has no specified number of credit hours which candidates for the degree must take.

The doctorate usually represents the equivalent of three academic years of full-time study beyond the baccalaureate degree. Doctoral students who are serving as graduate teaching fellows or graduate assistants, and hence carry lesser academic loads, or who are taking work outside their official program of study, should realize that their academic program will take longer to complete.

Preferably, during the student's first term on campus or before completion of 15 credit hours of work, the Ph.D. student is required to take a qualifying examination, which, when passed, permits continuation of work on the degree. The examination, written and oral, is administered by a committee selected by the area faculty. The examination is designed to measure previous accomplishment and diagnose future needs.

If previous accomplishment is judged adequate, the student is passed and analysis of the results of the examination is used in planning the student's program by the permanent adviser and the advisory committee.

Program Planning

The student's advisory committee, appointed by the head of the department on the recommendation of the student's permanent adviser, is responsible for approving the total study program. Preferably the program planning will occur toward the end of the student's first year in residency, and in no instance later than the second year in residency. The committee will receive the proposed study program prepared by the student and the permanent adviser, make what changes it deems necessary, and approve the resulting program.

Ph.D. Program Requirements

Doctoral students will complete the equivalent of three academic years of full-time study beyond the baccalaureate degree. That program will be worked out in consultation with the student's adviser, be approved by the student's advisory committee, and will include a minimum of 9 graduate credit hours in a department or departments other than the speech department and apart

from any graduate-level work completed in satisfying requirements described below.

Two of the following three options must be chosen to fulfill the requirements:

Language. Proficiency may be demonstrated: (1) by scoring 450 or above on the GSFLT in one of the languages for which it is available (German, French, or Spanish); (2) by successful completion of local tests administered in languages not covered by GSFLT but acceptable to the student's advisory committee; or (3) by transcript evidence of three terms of C or better work at the second-year college level in any language acceptable to the advisory committee.

Research Tool. Completion of a progressive course of study, usually 9 hours or 3 courses, leading to the development of a research tool relevant to the student's particular program. The work offered by the student in satisfying this requirement must be approved by the student's advisory committee. For example, a student's program may require such tools as computer programming, historiography, or statistics.

Related Discipline. Completion of a progressive course of study, usually 9 hours or 3 courses in a single related discipline. The work offered by the student in satisfying this requirement must be approved by the advisory committee. The following options, although not exhaustive, are typical of sequences and alternatives taken by the doctoral students:

(1) statistics; (2) computer programming; (3) linguistics; (4) mass communication; (5) a second language (to be certified by any procedure outlined above suitable for satisfying the language requirement); (6) high proficiency in the language used in satisfying the language requirement (90th percentile on GSFLT national norms or native language proficiency in reading, writing, and speaking through local tests).

Comprehensive Examination

A doctoral student may take the comprehensive examination only after completing substantially all of the program requirements and after completing the approved options in the language, research tool, and related-discipline requirements.

The comprehensive examination, prepared by the student's advisory committee, consists of written and oral portions covering all areas of concen-

tration and such supporting areas as the committee wishes to examine. Successful completion of the examination and other required work advances the student to doctoral candidacy.

Every doctoral candidate is required to present a dissertation embodying the results of research and showing evidence of originality and ability in independent investigation.

An examining committee appointed by the dean of the Graduate School and consisting of the candidate's advisory committee and other members, including at least one who is not a member of the Department of Speech, administers the candidate's final examination. The final examination, which must be taken not later than three calendar years after advancement to candidacy, consists of an oral defense of the dissertation by the candidate together with the obligation to respond to questions over the major field with which the dissertation is not directly concerned. Failure to complete the final examination successfully within three years after advancement to candidacy will result in invalidation of the student's comprehensive examination.

Graduate Programs in Telecommunication and Film

Graduate academic programs are designed around a student's particular combination of interests which ordinarily find expression 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 area students, graduate work is most often directed to the functions and effects of the media as related to a significant aesthetic, social, political, economic, or regulatory problem. This more 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 the telecommunication and film area. A master's degree program ordinarily takes two years beyond the baccalaureate degree. A doctoral program might be expected to take four or five years beyond the baccalaureate degree.

Admissions

Students applying for admission to graduate study should comply with all general University regulations governing graduate admission which appear in the Graduate School section of this catalog.

In addition, applicants must provide transcripts of all college work, GRE scores (Verbal, Quantitative, and Analytical), at least three personal recommendations, and a brief statement of academic and career goals. Non-native speakers of the English language must provide TOEFL scores. All materials supporting applications for admission in the fall term must be received by March.

A limited number of graduate assistantships is available for the most highly qualified applicants. Assistantships involving instructional responsibilities are awarded on the basis of demonstrated scholarly potential. Those identified with studio production activities are awarded to applicants possessing the greatest technical expertise. Applications for such appointments are included among the materials supporting applications for admission.

Students applying for admission to the doctoral program also must provide evidence of completion of a master's degree at an accredited college or university.

General Requirements

The following courses are required of all graduate students:

Theories of Mass Communication (TcF 433G).

Concepts in Visual Production (TcF 444G).

Radio-Television and the Public (TcF 448G).

Government Regulation of Broadcasting (TcF 449G).

Introduction to Graduate Study (TcF 507).

Theory and Criticism of Broadcasting (TcF 541).

Film Directors and Genres (TcF 495G)

One of the following:

History of Classic Theories of the Moving Image (TcF 407G).

Contemporary Theories of the Moving Image: Structuralism and Semiology (TcF 407G).

The remainder of the graduate program is designed by the candidate, his or her adviser, and the appropriate thesis or degree program committee.

Diagnostic Examination

A diagnostic examination will be administered to each graduate student. Normally, this will take place during the week preceding the first week of fall term classes. The purpose of the examination is to determine the student's knowledge in the telecommunications area, 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 adviser in consultation with the thesis committee or degree program committee. To maintain 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 non-thesis program.

Thesis Program

A minimum of 45 credit hours (not more than 9 credit hours of which may be taken for thesis) is required for the thesis option. A minimum of 15 credit hours must be taken from outside the Department of Speech. It is anticipated that all students preparing for doctoral study will use the thesis option.

Nonthesis Program

This option involves the expansion of course work taken in lieu of the 9 thesis hours to 15, making the total course-work requirement for the option a minimum of 51 credit hours (15 of which must be taken outside of the Department of Speech), 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 (two members from the telecommunication area and one member representing an "outside" area). The committee also prepares and administers the comprehensive examination and reviews the research paper for approval.

Doctor of Philosophy

There are no credit hour minimums in the doctoral program on this campus. However, the telecommunication and film area's normal expectation is approximately 135 credit hours including those earned while completing the master's degree. 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 the benefit of additional courses) must understand that a place will not be maintained for them in the telecommunication and film area Ph.D. program.

In addition to the general graduate requirements, the doctoral program includes a "research tools" requirement which consists of a minimum of 18 credit hours of study 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, critical methodology, and foreign languages.

Graduate Programs in Theater

The theater area of the speech department offers graduate work in acting, directing, playwriting, design, history, and theory leading to the Master of Arts, Master of Science, Master of Fine Arts, and Doctor of Philosophy degrees. Students entering this program are assumed to have an undergraduate major in theater or the equivalent.

Graduate Degree Requirements

The M.A. and M.S. degrees each require 45 credit hours of graduate courses. Both of these degrees require a thesis with an oral examination. The M.A. requires competence in one language.

The M.F.A. normally is a two or three-year program with a minimum of 54 credit hours required. 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 credit hours. The course work is usually substantially completed during the first two years. During subsequent terms, students work on their terminal artistic projects. An oral evaluation and review of the project is held following the completion of the project performance. A written report on the project which is reviewed by the candidate's report committee follows the review.

The Ph.D. degree has no minimum-hour requirement. However, most students submit approximately 130 credit hours beyond the baccalaureate degree. One foreign language is required for the Ph.D. After candidates have completed most of their course work, they will write a comprehensive examination. They then take an oral examination. A dissertation is required, with an oral examination on the dissertation. The dissertation must be completed within three years after the student is admitted to candidacy after the comprehensive examination.

General Requirements

The only course required of all graduate students is Research Methods (TA 511). But it is expected that the potential Ph.D. candidate will complete 45 to 60 credit hours beyond the master's degree in the areas of history, theory, and literature of theater. The study program of each student 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 is used to determine a plan of study for the student.

The graduate student is expected to show ability in both the academic and production areas. Each student is expected to make a significant contribution in three areas out of the following six during residence at the University of Oregon: acting, directing, technical, management, playwriting, or teaching.

For the Ph.D. and M.A. degrees, each student is expected to have a reading knowledge of at least one foreign language to be approved by the student's advisory committee. Proficiency level of the language is to be established by a procedure approved by the committee.

Courses Offered in Speech

Rhetoric and Communication: Undergraduate Courses

RhCm 121. Fundamentals of Speech Communication. 3 credit hours. Basic concepts of personal communication skills. Projects of interpersonal communication, small group communication, extemporaneous speaking, listening, and analysis of communication as process. Emphasis on concepts common among communication arenas.

RhCm 122. Fundamentals of Public Speaking. 3 credit hours. Basic concepts of invention, preparation, organization, presentation, and criticism of messages for audiences. Projects emphasize audience analysis and attitude change. No fewer than three speaking assignments with student, instructor, and videotape critique.

RhCm 123. Fundamentals of Small Group Communication. 3 credit hours. Basic concepts of small group interaction. Projects emphasize participation in and analysis of communication in the small group.

RhCm 124. Fundamentals of Interpersonal Communication. 3 credit hours. Provides theoretical understanding and practical skills for examining and altering interpersonal communication. Consideration is given exchange theory, content and relationship aspects of interpersonal communication, listening and speaking skills, interpersonal bargaining, functional arguing, and other elements affecting face-to-face communication. S. Glaser.

RhCm 199. Special Studies. 1-3 credit hours.

RhCm 199. Developing Communication Competence. 3 credit hours. Designed to help students discover ways of solving their particular communication problems in one-to-one, small group, and public-speaking situations. Students learn to define specific communication goals which can be accomplished throughout the course of instruction. S. Glaser. Graded P/NP only.

RhCm 200. SEARCH. 1-3 credit hours.

RhCm 221. Public Discussion. 2 credit hours. Preparation of speeches for delivery before competitive public audiences in conjunction with the University's forensic program. Consent of instructor is required. Gaske.

RhCm 235. Great Speeches. 3 credit hours. Systematic study of selected speeches of British and American orators. Friedman, Leistner. Not offered 1981-82.

RhCm 301, 302, 303. Theory and Literature of Rhetoric. 3 credit hours each term. Selected readings on the principles of rhetoric and public address from Plato to modern times. LaRusso.

RhCm 321. The Logic of Argument. 3 credit hours. The study of principles of reasoning and evidence, particularly as they apply to oral discourse. Includes theory and practice. Friedman.

RhCm 322. Persuasion. 3 credit hours. The study of motivation and audience adaptation, particularly as they apply to oral communication. Includes theory and practice. Carmichael.

RhCm 323. Group Communication. 3 credit hours. Study of small-group behavior as it specifically relates to communication. Includes theory and practice. Leistner.

RhCm 324. Theory and Literature of Interpersonal Communication. 3 credit hours. Examines the function of communication in interpersonal relationships. Major areas examined include: interpersonal competence, discourse analysis, nonverbal communication, conflict resolution, and alternative approaches to dyadic communication. S. Glaser.

RhCm 331, 332. Advanced Public Discussion. 2 credit hours each term. Preparation of speeches to be delivered before competitive and public audiences in conjunction with the University's forensic program. Special emphasis is placed on the acquisition of advanced skills in public address. Consent of instructor is required. Gaske.

RhCm 400. SEARCH. 1-3 credit hours.

RhCm 416. Speech Composition. 3 credit hours any term. Speech forms, types and techniques; emphasis on application of basic rhetorical elements. Designed for prospective high school teachers and other nonmajors. Prerequisite: upper-division standing. Friedman, Leistner. Not offered 1981-82.

Rhetoric and Communication: Upper-Division Courses Carrying Graduate Credit

RhCm 405. Reading and Conference. (G) Credit hours to be arranged.

RhCm 406. Special Problems. (G) Credit Friedman, Leistner. Not offered 1981-82.

RhCm 407. Seminar. (G)

Teaching Strategies for Speech and Theater. 3 credits.

Reticent Communication. 3 credit hours.
Nonverbal Dimensions in Communication. 3 credit hours.

Organizational Communication. 3 credit hours.

RhCm 408. Workshop. (G) Credit hours to be arranged.

Marital Communication. (G) 3 credit hours. Enhancement of interpersonal communication skills of people involved in intimate relationships through lecture-discussion and focused activities. Couples learn to understand their own relationship and develop appropriate alternatives to indirectness, vagueness, and unnecessary conflict. S. Glaser, P. Glaser. Graded P/NP only.

RhCm 409. Practicum. (G) Credit hours to be arranged. Supervised laboratory work of a project nature, including the preliminary study, development, and execution of major artistic or public service experiments.

RhCm 410. Experimental Course. (G) Credit hours to be arranged.

RhCm 414. Rhetorical Theory: 400 B.C.-1 A.D. (G) 3 credit hours. Studies of major rhetorical works and movements developed during the Grecian periods. Special attention will be given to the relation of certain rhetorical developments and the cultural influences of those times. LaRusso.

RhCm 415. Rhetorical Theory: 1 A.D.-800 A.D. (G) 3 credit hours. Studies of major rhetorical works and movements developed during the Roman and Carolingian periods. Special attention will be given to the relation of rhetorical developments and the socio-intellectual metamorphosis of the period. Prerequisite: RhCm 301, 302, 303, or consent of instructor. LaRusso.

RhCm 418. Directing the Forensic Program. (G) 3 credit hours. Content, proce-

dures, and methods in directing a forensic program at the high school, college, and university levels. Gaske.

RhCm 422, 423. Public Discourse in the United States. (G) 3 credit hours each term. History and criticism of public discourse in the United States. First term: from the colonial period to 1912. Second term: from 1912 to the present. In each course for its appropriate period the concentration is on the role of rhetoric as a force for change in areas of public controversy. Friedman, Leistner.

RhCm 424. Ethics of Persuasion. (G) 3 credit hours. Study of 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. Not offered 1981-82.

RhCm 425. Freedom of Speech. (G) 3 credit hours. History and development of freedom of speech in the United States. Friedman.

RhCm 426. Backgrounds of Black Protest Rhetoric. (G) 3 credit hours. Survey of themes and rhetorical strategies in public disputation about the role of blacks in America from Colonial times to the Brown vs. Board of Education decision. Leistner.

RhCm 427. Contemporary Protest Rhetoric. (G) 3 credit hours. Analysis of the role of rhetoric in contemporary protest movements. Attention is given to black protest from the nonviolent civil rights movement through black power protest, as well as protest rhetoric in behalf of women's rights, minority rights, free speech, the antiwar movement, and prisoners' rights, among others. Leistner.

RhCm 430. Quantitative Methods in Speech. (G) 3 credit hours. Empirical and experimental methods of research in speech communication. Introduction to the experimental method, frequently used statistics, experimental design, problems in empirical research, and philosophical problems in quantitative research. Carmichael.

RhCm 431. Speech Communication Theory. (G) 3 credit hours. Survey of the experimental literature relevant to speech communication. Includes studies of models of the communication process, audience, message, and speaker variables, and the teaching of speech. Carmichael, Gaske.

RhCm 432. Speech Communication and the Group Process. (G) 3 credit hours. Survey and analysis of small-group literature relevant to speech communication. Major areas: group formation, group tasks, group effectiveness and efficiency, status problems, leadership, problem-solving and conflict resolution, communication in discussion, social power and social control, organizational techniques and problems. Carmichael. Not offered 1981-82.

RhCm 433. Communication, Media, and Aging. (G) 3 credit hours. Examination of the communication-related problems of aging; survey of communication-gerontology research literature; and consideration of the use of communication systems in analyzing and solving various problems of aging. Carmichael.

RhCm 434. Nonverbal Communication. (G) 3 credit hours. Aspects of the nonverbal dimensions of interpersonal communications. Psycholinguistic, psychiatric, kinesic, and perceptual theories of Hall, McLuhan, Bird-whistell, Ruesch, and others, with emphasis upon their contributions to the isolation and developments of the factors of time, space, form, material, and action. LaRusso. Not offered 1981-82.

RhCm 435. Public Address. (G) 3 credit hours. Theory of speechmaking and practice in preparation of speeches adapted to the professional requirements of students. Consent of instructor is required. Friedman, Leistner.

RhCm 436. Interpersonal Communication. (G) 3 credit hours. Examines human interaction as it affects formation of relationships. Various theoretical approaches concerning the development of interpersonal communication patterns, progress of stages of relationship and their development through a sequence of exchanges, dysfunctional patterns of communication that disintegrate interpersonal relationships. S. Glaser.

Rhetoric and Communication: Graduate Courses

RhCm 501. Research. Credit hours to be arranged. A no-grade course.

RhCm 502. Supervised College Teaching. Credit hours to be arranged.

RhCm 503. Thesis. Credit hours to be arranged. A no-grade course.

RhCm 505. Reading and Conference. Credit hours to be arranged.

RhCm 506. Special Problems. Credit hours to be arranged.

RhCm 507. Seminar. Credit hours to be arranged unless noted otherwise.

Problems of Teaching Speech
History of Speech Education
Persuasion

Theory of Argumentation
Contemporary Topics

Rhetoric of the Presidential Campaign
Communication and Language. 3 credits.

RhCm 508. Workshop. Credit hours to be arranged, unless noted otherwise.

RhCm 508. Workshop: Communication in Business. 3 credit hours. Designed to improve the student's ability to communicate orally in a variety of business contexts.

Projects emphasize extemporaneous, public, and argumentative communication. Communication concepts approached through independent reading; large master lectures; critique on projects from other students, video playback, and faculty comment. Pass/no-pass only. Leistner.

RhCm 509. Practicum. Credit hours to be arranged. For description, see RhCm 409.

RhCm 510. Experimental Course. Credit hours to be arranged.

Interpersonal Communication Instruction. 3 credit hours. Theory and instructional procedures for teaching interpersonal communication. Students attend sessions of RhCm 124, Fundamentals of Interpersonal Communication, and meet twice a week with instructor to discuss additional readings and papers. Especially relevant for graduate students in speech and counseling, as well as for high school counselors and speech teachers. S. Glaser.

Reticence Instruction. 2-3 credit hours. Theory and instructional procedures for teaching interpersonal skills to reticent individuals. Students assist in the instruction of RhCm 199, Developing Communication Competence, and meet twice a week with instructor to discuss additional readings and papers. Especially relevant to graduate students in speech counseling, and clinical psychology, as well as to high school counselors and speech teachers. S. Glaser.

RhCm 511. Research Methods in Rhetoric and Communication. 3 credit hours.

Examination of research methodologies useful in scholarly investigation in rhetoric and communication; survey of historical, descriptive, and experimental research in rhetoric and communication; introduction to scholarly writing including documentation requirements, organizational patterns, and acceptable style; familiarization with leading research resources; and opportunity to do original research. Friedman.

RhCm 513. Rhetorical Theory: 1450-1600. 3 credit hours. Studies of major and minor works in rhetoric developed in France, Germany, Spain, and Italy during the late Middle Ages and Renaissance. Concern will be with the relation of these works and the socio-intellectual focus of the periods. Latini, Dante, Valla, Erasmus, Vives, Ramus, Cavalcanti, and others are considered. LaRusso. Not offered 1981-82.

RhCm 514. Rhetorical Theory: 1700-1900. 3 credit hours. Studies of rhetorical and relevant nonrhetorical works for the purpose of determining the reciprocal influence among rhetoric and the developing trends in psychology, aesthetics, logic, literary criticism, etc. Descartes, Locke, Campbell, Hume, Valla, Blair, Whately, Adams, and others are considered. La Russo. Not offered 1981-82.

RhCm 515. Modes of Rhetorical Criticism. 3 credit hours. Examination of contemporary perspectives and methods of rhetorical criticism through theoretical and applied studies. Attention to the intersection of rhetorical and communication theory. Friedman, Leistner.

RhCm 523. Problems in Research Writing. 3 credit hours. A study of the problems in writing and rewriting of the results of scholarly investigations for thesis production and for publication. Friedman. Not offered 1981-82.

RhCm 530. Attitude Formation and Change. 3 credit hours. Survey and analysis of research in speech communication relevant to attitude formation, change, measurement, and definition. Prerequisite: RhCm 430, or consent of the instructor. Carmichael.

Telecommunication and Film: Undergraduate Courses

TcF 199. Special Studies. Credit hours to be arranged. Topics to be announced.

TcF 211. Basic Concepts in Visualization. 3 credit hours. An introduction to appreciation of media through viewing and discussion of major productions in radio, television and film. Not offered 1981-82.

TcF 241. Fundamentals of Broadcasting. 3 credit hours. General survey of broadcasting in the United States. Factors relating to the physical bases, the origin and growth, the economics, social control, and influence of broadcasting will be considered.

TcF 242. Social Impact of Television. 3 Credit hours. An exploration of the factors influencing television content and a discussion of how television content may influence behavior. Methods for the systematic criticism of entertainment, news, and documentary programming will be stressed. Prerequisite: TcF 241.

TcF 255, 256, 257. History of The Motion Picture. 3 credit hours each term. Study of the history of the motion picture as an art form. Fall term: the silent era, 1895-1928; winter term: the sound era, 1928-1965; spring term: contemporary cinema. Staff.

TcF 292, 293, 294. The Great Filmmakers. 3 credit hours each term. Introduction to

film criticism through a study of the great directors. First term : Eisenstein, Griffith, Murnau, Lang, Sternberg ; second term : Ford, Hawks, Ophuls, Renoir, Hitchcock ; third term : Antonioni, Fellini, Bergman, Godard, Ozu, Mizoguchi. Cadbury, staff. Not offered 1981-82.

TcF 341. Introduction to Media Aesthetics. 3 credit hours. The most important aesthetic variables that characterize television and motion pictures. These variables include area, light, color, time/motion, and sound. The systematic examination of these factors will give students a better understanding of how manipulations of the media can affect our perceptual systems.

TcF 342. Elementary Radio Workshop. 4 credit hours. Theory and practice of radio broadcasting. Prerequisite : TcF 241 and TcF 341.

TcF 343. Advanced Radio Workshop. 4 credit hours. Theory and practice of radio broadcasting. Prerequisite : TcF 342.

TcF 344. Elementary Television Workshop. 4 credit hours. Broadcast performance technique ; physical, acoustic, and mechanical theory and its application ; interpretative theory and its application. Prerequisites : TcF 241 and TcF 341.

TcF 345. Advanced Television Workshop. 4 credit hours. Broadcast performance technique ; physical, acoustic, and mechanical theory and its application ; interpretative theory and its application. Prerequisite : TcF 344.

TcF 347. Elementary Radio-Television Script Writing. 3 credit hours. Radio and television writing techniques ; theory and practice in the writing of all major continuity types. Prerequisite : junior standing.

TcF 348. Advanced Radio-Television Script Writing. 3 credit hours. Radio and television writing techniques ; theory and practice in the writing of all major continuity types. Prerequisites : TcF 347 or equivalent.

TcF 372. Staging and Lighting for Television. 2 credit hours. Theory and practice of identifying and controlling the visual factors in television production. The interdependence of the direction, quality, and intensity of light, the shape, surface, and composition of the objects lighted, and the camera position and lens setting is explored through group exercises and individual projects. Prerequisite : TcF 345. Not offered 1981-82.

TcF 401. Research. Credit hours to be arranged.

TcF 405. Reading and Conference. Credit hours to be arranged.

TcF 406. Field Studies. 6-12 credit hours. An internship program for outstanding senior students who have taken all of the available courses supporting selected career objectives in public or commercial broadcasting, instructional media centers, or instructional media operations. Upon recommendation of the Telecommunication Area faculty, interested students apply for such internships as are developed through the cooperation of participating professional associations.

TcF 407. Seminar. Credit hours to be arranged. Not offered 1981-82.

TcF 409. Practicum. Credit hours to be arranged. Supervised laboratory work of a project nature including the preliminary study, development, and execution of major artistic or public service programs. Prerequisite : junior or senior standing. Consent of instructor is required.

Telecommunication : Upper-Division Courses Carrying Graduate Credit

TcF 407. Seminar. (G) Credit hours to be arranged.

Children and Television
Film Board of Canada
Public Broadcasting
Cable Television and New Technology
Audience Analysis
Comparative Systems of Broadcasting
Film and TV Documentary
History of Classic Theories of the Moving Image

Contemporary Theories of the Moving Image : Structuralism and Semiology
Film History

TcF 408. Workshop. (G) Credit hours to be arranged.

TcF 409. Practicum. (G) Credit hours to be arranged.

TcF 410. Experimental Course. (G) Credit hours to be arranged.

TcF 431. Theory and Criticism of Television Drama. (G) 3 credit hours.

Major forms of public and commercial television drama, the appeals and techniques of each, and their contribution to popular culture and the public arts. Concepts of audience dynamics, media aesthetics, vicarious experience, escape and fantasy, and the consequence of economic dependence upon appeals to modal tastes will be analyzed and applied to selected examples.

TcF 433. Theory of Mass Communication. (G) 3 credit hours. Emphasis on mass communication theory as the logical progression from intrapersonal and interpersonal communication theory. A critical analysis of the structure and functions of mass media considered in relationship to several theories of mass communication. Analysis of the social context within which mass communication occurs. Spring term only.

TcF 444. Concepts in Visual Production. (G) 3 credit hours. The study of the processes by which ideas are transformed into visual language, through an analysis of various forms of visual representation.

TcF 445. Television Direction. (G) 3 credit hours. Theory and technique of television direction explored through group exercises and individual projects. Prerequisite : TcF 345.

TcF 446. Radio-Television Programming. (G) 3 credit hours. Analysis of values, trends, and procedures in broadcast programming schedules ; problems in planning program structure to meet community and public service needs. Not offered 1981-82.

TcF 448. Radio-Television and the Public. (G) 3 credit hours. Within the framework of the whole field of mass communications, this course attempts to clarify the purpose and role of broadcasting in the United States. Particular emphasis is given to analysis and discussion of freedom, responsibility, and control as these concepts relate to the broadcaster, the government, and the public.

TcF 449. Government Regulation of Broadcasting in the United States. (G) 3 credit hours. An analysis of the laws, regulations, and court decisions which act to regulate broadcasting in the United States. Prerequisite : TcF 241, or consent of instructor. Fall term only.

TcF 455. Motion Picture Editing. (G) 3 credit hours. The mechanics, techniques, and principles of editing 16mm film.

TcF 456. Motion Picture Planning. (G) 3 credit hours. Logistical problems of producing a film and methods of notating ideas. Prerequisite : TcF 455, or consent of instructor.

TcF 457. Motion Picture Production. (G) 3 credit hours. A workshop in motion picture production. Each student makes a short 16mm film and assists in the production of one other film. Prerequisite : TcF 455, 456, or consent of instructor.

TcF 470. Instructional Programs for Television. (G) 4 credit hours. Intensive study of the development of the theory and practice of televised instruction. Studio exercises designed to explore effective instructional techniques based upon current theories of learning and the achievement of behavioral objectives. Two lectures and one laboratory per week. Not offered 1981-82.

TcF 495. Film Directors and Genres [Term Subject]. (G) 3 credit hours any term. Interpretation of films and analysis of film history, aesthetics, and criticism, through the techniques developed in modern film criticism. Typical offerings : surveys of film history (e.g., "The Twenties") ; studies of types (e.g., "The Western") ; close analysis of a few *auteurs* (e.g., "Ford and Capra," "Sirk, Minnelli, Renoir"). The course may be repeated for credit and is recommended for film studies majors as the fundamental upper-division course in film history and criticism. Cadbury.

Telecommunication : Graduate Courses

TcF 501. Research. Credit hours to be arranged.

TcF 503. Thesis. Credit hours to be arranged. A no-grade course.

TcF 505. Reading and Conference. Credit hours to be arranged.

TcF 507. Seminar. Credit hours to be arranged.

Introduction to Graduate Studies. 3 credit hours.

Techniques and Problems of Theory Construction. 3 credit hours.

Film Criticism. 3 credit hours.

Experimental Design for Communication Research. 3 credit hours.

TcF 510. Experimental Course. Credit hours to be arranged.

TcF 541. Theory and Criticism of Broadcasting. 3 credit hours. A review of selected theories of mass communication, linked with other critical approaches, as a background for discussion and development of ethical and artistic standards for broadcasting.

TcF 544. Radio-Television Program Evaluation. 3 credit hours. Background and development of broadcast measurements ; quantitative methods and survey procedures applicable to the testing of hypotheses in these media. Not offered 1981-82.

Theater : Undergraduate Courses

TA 199. Special Studies. 1-3 credit hours. Stage Crew : Lighting, Scene, Costume.

TA 230. Performing Arts and the Creative Process. 3 credit hours. A study of the arts

of dance, music, and theater, with special emphasis on the artistic contribution of the performer. Interrelations among the performing arts. The physical limitations of the forms; period and stylistic influences; temperament and personality as a factor in interpretation. Lectures and performances by visiting artists. Not offered 1981-82.

TA 250. Movement: Acting I. 3 credit hours. Basic kinesthetic training as it relates to the actor's art.

TA 251. Elements: Acting II. 3 credit hours. Elementary principles of acting techniques. Prerequisite: TA 250.

TA 252. Characterization: Acting III. 3 credit hours. Problems in the interpretation of text and analysis and presentation of characters, including literature other than dramatic material. Prerequisite: TA 251.

TA 260. Makeup. 3 credit hours. The history, purpose, and techniques of application of theatrical makeup; the use of makeup in the various theatrical media, with emphasis on stage and television performers.

TA 262. Theater Promotion Workshop. 1-3 credit hours. Practical study in the development and application of promotion materials for hypothetical and actual theater productions.

TA 264. Basic Stagecraft. 2 or 3 credit hours each term. Practical experience in the construction, painting, and handling of scenery and props. Instruction in fundamentals of stagecraft and use of stage equipment. Practical experience in stage crew work.

TA 266. Lighting Workshop. 2 or 3 credit hours. Practical experience in the use and functions of stage lighting equipment and in the operation of lights under performance conditions.

TA 268. Costume Workshop. 3 credit hours. Instruction in the art and craft of stage costuming; practical experience in the design, construction, and maintenance of theatrical costumes.

TA 271. Introduction to Theatre Arts. 3 credit hours. Focuses on play and script structure, contemporary aesthetic attitudes, and the value of the theater arts to society and the individual. No prerequisites.

TA 272. Introduction to Theater Arts. 3 credit hours. Recent theater, including both drama since World War II and new trends and developments in theater practice. Prerequisite: TA 271.

TA 273. Introduction to Theater Arts. 3 credit hours. 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. Prerequisite: TA 272.

TA 318. Costume Construction. 3 credit hours. A practical course covering problems encountered in building and decorating costumes for the stage.

TA 351. Technique of Acting: Voice. 3 credit hours. Problems in the use of voice in dramatic roles. Consent of instructor required.

TA 352. Techniques of Acting: Styles. 3 credit hours. Problems in the analysis and presentation of characters. Consent of instructor required.

TA 353. Advanced Acting. 3 credit hours. Advanced problems in acting technique: study, rehearsal, and performance. Prerequisite: TA 251, TA 351, TA 352, consent of instructor.

TA 364. Play Direction. 3 credit hours. Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization.

TA 367, 368, 369. History of the Theater I, II, III. 3 credit hours each term. Development of the theater: primitive, pre-Grecian, ancient European, European Renaissance, precursory elements of the new stagecraft, Asiatic subcontinent, Asiatic mainland, Pacific island.

TA 405. Reading and Conference. Credit hours to be arranged.

Theater: Upper-Division Courses Carrying Graduate Credit

TA 407. Seminar. (G) Credit hours to be arranged.

Theater Design and Structure
Restoration Theater
Theater Management
Advanced Acting
Creative Dramatics
Period Costume Patterns
Playwriting

TA 408. Workshop. (G) Credit hours to be arranged.

TA 409. Practicum. (G) Credit hours to be arranged.

Production Projects. 1-3 credit hours. Supervised laboratory work of a project nature, including the preliminary study, development, and execution of major artistic or service activities.

Rehearsal and Performance. 1-3 credit hours. Production experience for the actor. Consent of instructor is required.

Eng 411, 412, 413. English Drama. (G) 3 credit hours each term. The development of English dramatic forms from the beginnings to Sheridan.

TA 414, 415. Costume History. (G) 3 credit hours each term. The history of clothing and costuming from earliest records through 15th century; from 16th century to contemporary. No prerequisites; instructor's permission required for TA 415 (G).

TA 416. Costume Design. (G) 3 credit hours. An exploration of beginning design concepts and various artistic media as applicable to costume design and rendering techniques. No prerequisites. Not offered 1981-82.

TA 417. Advanced Costume Design. (G) 3 credit hours. Emphasis on analysis and interpretation of scripts for costume design. Continuation of development of rendering techniques. Prerequisites: TA 416 (G). Bonds. Not offered 1981-82.

TA 418. Costume Pattern Drafting. (G) 3 credit hours. Drafting and designing costumes through the flat pattern. Elements of draping, millinery, and tailoring included. Practical experience in original selected design. Prerequisite: TA 416, Costume History, and TA 417, Costume Design, or consent of instructor.

Eng 420, 421, 422. Modern Drama. (G) 3 credit hours each term. Eng 420: growth of the modern theater in Europe from beginnings in romanticism through naturalism to symbolism and the poetic theater before 1914; Eng 421: European and American drama between 1915-1940, the experimental theater and its effect on realism; Eng 422: international

developments in drama from 1941 to the present. Ball.

TA 420. History of the American Theater. (G) 3 credit hours. Readings, reports, projects, and discussions concerning significant events in theater in the United States from its beginnings to the present. Consent of instructor is required. Offered in alternate years. Not offered 1981-82.

TA 425. Scenery Drafting Techniques. (G) 3 credit hours. Drafting techniques for the scenic artist. Plan views; isometric, orthographic, and section views of scenery details. Conventions of stage and scenery plans. Drafting equipment. Offered in alternate years. Not offered 1981-82.

TA 430. Stage Management. (G) 3 credit hours. 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. Offered in alternate years. Not offered 1981-82.

TA 440. Principles of Design in the Theater. (G) 3 credit hours. Exploration of the expression of visual statement in the theater. Elements of composition, color, spatial relationships, line, and movement for the scene, costume, and lighting designers, and for the director and actor. Prerequisite: TA 264, 266, or 268, or consent of instructor.

TA 441. Scene Design I. (G) 3 credit hours. Basic elements of scene design. The scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. (Note: course relates elements of design process and procedures to the proscenium stage only.) Prerequisite: TA 425 and TA 440, or consent of instructor.

TA 460. Advanced Play Direction. (G) 3 credit hours. Advanced theory and practice in direction of plays for public performance. Prerequisite: TA 364, or consent of instructor. Offered in alternate years.

TA 463. Scenery Painting Techniques. (G) 3 credit hours. Practical experience in the painting of scenery for the stage. Painting of drops. Highlighting, shadowing, texturing, and stenciling. Forced perspective. Paints and painting equipment. Prerequisite: TA 264 or consent of instructor. Offered in alternate years. Not offered 1981-82.

TA 464. Properties Design and Construction. (G) 3 credit hours. Practical experience in the design and construction of stage properties and furnishings. Plastics and metals fabrication. Elastic, papier-maché, and fiberglass as properties-fabricating materials. Furniture upholstery techniques. Offered in alternate years.

TA 467. Lighting for the Stage. (G) 3 credit hours. The functions of lighting on the stage. The qualities of light, lighting. Technical and aesthetic problems. Prerequisite: TA 266, or consent of instructor.

TA 468. Advanced Stage Lighting. (G) 3 credit hours. Theories and methods of lighting stage production. Prerequisite: TA 467, or consent of instructor. Offered in alternate years.

TA 471, 472. Theater and Culture. (G) 3 credit hours each term. Focuses on dramatic literature and on historical cultural concepts. The course establishes a cultural context for periods of drama, utilizing arts materials and socioeconomic factors to clarify aesthetic attitudes and practices of the theater. TA 471: Greeks through Renaissance; TA 472: Baroque through Romanticism. No prerequisites. McKernie.



Theater: Graduate Courses

TA 501. Research. Credit hours to be arranged. A no-grade course.

TA 503. Thesis. Credit hours to be arranged. A no-grade course.

TA 505. Reading and Conference. Credit hours to be arranged.

TA 507. Seminar. Credit hours to be arranged. Romantic Theater.

TA 509. Practicum. Credit hours to be arranged. For description, see TA 409.

TA 511. Research Methods. 3 credit hours. Research methodology. Examination of experimental, historical, descriptive, and developmental research methods. Style and format in scholarly presentation of research. Required course for all graduate students in theater.

TA 530. Continental Theater. 3 credit hours. Major developments and experiments in the drama and theater production of Europe, Great Britain, and Russia from Buchner to Artaud. Offered in alternate years. Not offered 1981-82.

TA 531. Avant Garde Theater. 3 credit hours. New forms, styles, treatments of mood, and expressions of ideas and emotions as they are or may be manifest in literary, dramatic,

and theatrical elements and conditions of production. Prerequisite: TA 530, or consent of instructor. Offered in alternate years. Not offered 1981-82.

TA 532. Theater of Ibsen. 3 credit hours. The modern Dano-Norwegian theater, with special emphasis on the work of Henrik Ibsen; influence on European and American theater. DeChaine. Offered in alternate years.

TA 533. Theater of Strindberg. 3 credit hours. The modern Swedish theater, with special emphasis on the work of August Strindberg; influence on European and American theater. DeChaine. Offered in alternate years.

TA 551, 552, 553. Theory of Dramatic Production. 3 credit hours each term. 551: theory of acting; 552: theory of dramatic direction; 553: theory of dramatic structure.

TA 563. Advanced Problems of Scene Design. 3 credit hours. Selected problems in the design of dramatic productions. Prerequisite: TA 440, TA 441; consent of instructor is required. Williams.

TA 564, 565. Special Problems in History of Theater. 5 credit hours each term. Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, 18th- and 19th-century Europeans. Not offered 1981-82.

Program in Women's Studies

Participating Faculty

Miriam M. Johnson, Ph.D., Associate Professor of Sociology, Chairwoman. Women's Studies Council.

Barbara Corrado Pope, Ph.D., Assistant Professor.

The women's studies program is administered by a council of faculty and student members. The program is interdisciplinary and draws from many areas of study on campus: anthropology, art education, counseling, economics, education, English, health education, history, literature, political science, psychology, speech, sociology, and others that may participate in the future.

A Certificate in Women's Studies may be granted to students who complete 21 credit hours in courses which have been approved for the program by the Women's Studies Council. The certificate also requires junior standing, that is, completion of 93 credit hours, 45 hours completed in residence. All students must take Introduction to Women's Studies (WSt 101), and either WSt 405, 407, or 409.

The other 15 hours should be taken from approved courses in three of the following areas: social and behavioral sciences, literature and art, humanities, third-world and minority women. The student must complete a regular major in another department or school of the University.

Courses Offered

WSt 101. Introduction to Women's Studies. 4 credit hours. An interdisciplinary investigation of the status and contribution of women and the expanding options open to them. Provides a basic framework for understanding the women's movement, historically and today, and attempts to connect the public issues it raises with the personal experiences of women. Required course for Women's Studies Certificate. Pope.

WSt 199. Special Studies. 1-3 credit hours.

WSt 405. Reading and Conference. (g) Credit hours to be arranged.

WSt 407. Seminar. (g) Credit hours to be arranged.

WSt 408. Workshop. (g) Credit hours to be arranged.

WSt 409. Practicum. (g) Credit hours to be arranged.



School of Architecture and Allied Arts

Administrative Faculty

Robert S. Harris, M.F.A., Dean, Professor of Architecture. B.A., Rice, 1957; M.F.A., Princeton, 1960; Reg. Architect, Texas, Oregon. (Resignation effective, August 1, 1981.)

George M. Hodge, Jr., M.S., Associate Dean, Professor of Architecture. B.S., 1949, M.S., 1950, Illinois; Reg. Structural Engineer, Texas.

The School of Architecture and Allied Arts 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 urban planning. Approximately ten percent of the students on the Eugene campus are enrolled in the school's departments of architecture, art education, art history, fine and applied arts, landscape architecture, and urban and regional planning (graduate only) and in the graduate program in historic preservation. The school also includes the Institute for Community Art Studies and the Center for Environmental Research.

Admission, major requirements, and course offerings are described in detail in the departmental sections of this catalog. 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 in which they have been admitted.

Many courses are open to nonmajors, especially in the departments of fine and applied arts and art history. Availability of some courses varies with student demand. Nonmajors should consult the *Time Schedule of Classes* issued each term and check with 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 will be found under the department headings and in the Graduate School section of this catalog.

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 adjacent buildings.

For studio courses, the school provides desks, easels, and other major items of 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.

Schoolwide Courses

The first course in a new series of schoolwide offerings was initiated in 1980-81. This course, and others to follow, is considered by the faculty to be common to all the disciplines of the school and will be offered by qualified faculty from any of the school's departments. They will be listed only in this section of the catalog.

AAA 180. Introduction to Visual Inquiry. 3 credit hours. A studio seminar course offering an opportunity to become more aware of the meaning and value of visual experience. Study of basic visualization processes by giving form to ideas and perceptions and by reflecting on their meaning. Hacker, James, O'Connell, others.

Historic Preservation

Core Faculty

Philip H. Dole, M.S., Professor of Architecture.

Marian Card Donnelly, Ph.D., Professor of Art History.

Maradel K. Gale, J.D., Assistant Professor of Urban Planning.

Arthur W. Hawn, M.A., Associate Professor of Interior Architecture.

Kenneth I. Helphand, M.L.A., Associate Professor of Landscape Architecture.

Thomas C. Hubka, M. Arch., Associate Professor of Architecture.

William Kleinsasser, M.F.A., Professor of Architecture.

Donald L. Peting, M. Arch., Associate Professor of Architecture.

Marion Dean Ross, M. Arch., Professor Emeritus of Architecture.

Leland M. Roth, Ph.D., Assistant Professor of Art History.

Michael E. Shellenbarger, M.S., Associate Professor of Architecture.

Graduate Studies

A Master of Science in Historic Preservation degree is offered by the School of Architecture and Allied Arts. The program is designed as a two-year course of study to meet the interests of students whose backgrounds are primarily in architecture and architectural history. It includes training in preservation theory and law, specific training in the structural characteristics of historic buildings, 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.

Requirements

	<i>Credit Hours</i>
<i>First Year</i>	
Courses in preservation theory, law, technology and recording	12
Courses in architectural history	9
Research	6
Electives	9
<i>Summer Internship</i>	6
<i>Second Year</i>	
Courses in architecture and architectural history	9
Electives	6
Terminal project or thesis	12
	<u>69</u>

Admission

In addition to the basic requirements for admission to graduate studies at the University, students normally are required to have completed a baccalaureate degree in architecture, architectural history, or art history with an emphasis on architectural history. The program is available to students who want to participate in the program of the Western Interstate Commission for Higher Education (inquire at Graduate School).

Requests for further information and application materials should be addressed to the Committee on Historic Preservation, School of Architecture and Allied Arts.

Center for Environmental Research

Charles W. Rusch, Director

The Center for Environmental Research coordinates research dealing with important environmental design questions relating to the built and altered environment. It encourages research in architecture, landscape architecture, and urban planning as well as those visual arts having major impact on the designed environment. The center has three primary objectives: to encourage research in environmental design by establishment of intra- and interdisciplinary communication, to give assistance to persons seeking support for projects; and to coordinate the research emphasis in environmental design of the school. Accordingly, the center encourages undergraduate and graduate students to pursue research interests and to develop grant proposals around those interests.

Current research efforts include (1) alternative energy sources, especially solar energy, (2) evaluation of building performance and the development of alternatives, (3) community and environmental planning, (4) patterns of space use, (5) historic preservation and preservation technology, (6) environmental education and (7) visual communication and inquiry.

The center sponsors colloquia for presentation and review of research work from both within and without the school. A publications series ties research work done at Oregon to that of other centers of such activity, to national and international conferences, and to individuals interested in the application of research knowledge.

Institute for Community Art Studies

Gordon L. Kensler, Ed.D., Director.

The Institute for Community Art Studies is an interdisciplinary center relating the visual arts to social and environmental factors as a basis for developing educational models.

Research is concerned with making decisions in the arts and the visual environment, behavioral and aesthetic foundations of design, educational processes in the arts, and art as a means of social communication and cultural transmission.

Public service activities are focused on the development and evaluation of different aspects of the visual and environmental arts in the schools and communities of the state.

Department of Architecture

Faculty

Jerry V. Finrow, M.Arch., Department Head, Associate Professor of Architecture (design; pattern language, theories of design, computer application, media). B.Arch., Washington, 1964; M.Arch., California, Berkeley, 1968; Reg. Architect, Oregon.

John L. Briscoe, B.Arch., Professor of Architecture (design, structures, construction). B.Architectural Engineering, Oklahoma State, 1950; NCARB Certificate; Reg. Architect, Oregon.

G. Z. Brown, M.Arch., Assistant Professor of Architecture (design; ECS; effect of energy and material conservation on architectural form, user participation in the design process). B.A., 1964, M.A., 1966, Michigan State; M.B.A., 1971, Akron; M.Arch., 1974, Yale; Reg. Architect, Oregon.

Stanley W. Bryan, M.Arch., Professor of Architecture (design; office practice and construction management). B.Arch., Washington, 1947; M.Arch., Massachusetts Institute of Technology, 1948; Reg. Architect, Oregon, Washington, California.

Donald B. Corner, M.Arch., Assistant Professor of Architecture (design; construction systems, design methods, behavioral factors). B.A. Dartmouth, 1970; M.Arch., California, Berkeley, 1974; Reg. Architect, Massachusetts.

Philip H. Dole, M.S., Professor of Architecture (design; settlement patterns; vernacular; utopias; pioneer Oregon architecture, preservation). B.Arch., Harvard, 1949; M.S., Columbia, 1954; Reg. Architect, New York.

Robert R. Ferens, M.Arch., Professor of Architecture (evolutionary and designed forms; African building and planning). Diploma Arch., 1941, B.Arch., 1942, Pratt Institute; M.Arch., Massachusetts Institute of Technology, 1948; Reg. Architect, Nigeria.

Gunilla K. Finrow, M.Arch., Assistant Professor of Architecture (design, building materials and detailing, places for children). Dipl. Arch., Swiss Federal Institute of Technology, 1963; M.Arch., California, Berkeley, 1967; Reg. Architect, Oregon, I.D.E.C. membership.

Wilmot G. Gilland, M.F.A., Professor of Architecture (design procedure, creative process, form-context systems).

A.B., 1955, M.F.A., 1960, Princeton; Reg. Architect, California, Oregon.

Philip C. Gilmore, M.F.A., Associate Professor of Architecture (design; rehabilitation; the designer's community responsibility; painting and sculpture). B.Arch., 1948, M.F.A., 1956, Oregon; Reg. Architect, Oregon.

Thomas O. Hacker, M.Arch., Associate Professor of Architecture (design; historical comparison; building materials and processes) B.A., 1964, M.Arch., 1967, Pennsylvania.

Robert S. Harris, M.F.A., Professor of Architecture and Dean (design; design process; public participation in decision-making; learning from environments). B.A., Rice; M.F.A., Princeton, 1960; Reg. Architect, Texas, Oregon.

Arthur W. Hawn, M.A., Associate Professor of Interior Architecture (design; preservation; history of furniture; color; office landscape). B.A., 1961, M.A., 1964, Washington State; I.D.E.C. membership.

Rosaria F. Hodgdon, Dott. Arch., Associate Professor of Architecture (design in urban density; historical/social context of center city revitalization; design/working drawing continuum, counseling for architectural careers). Dottore in Architettura, University of Naples, 1945; Reg. Architect, Massachusetts.

George M. Hodge, Jr., M.S., Professor of Architecture (reinforced concrete construction; prestressed concrete and earthquake design). B.S., 1949, M.S., Architectural Engineering, 1950, Illinois; Reg. Structural Engineer, Texas.

Thomas C. Hubka, M.Arch., Associate Professor of Architecture (image making and drawing in the design process, image of house and home; New England vernacular architecture and farming history; architecture and literature, neighborhood planning issues). B.Arch., Carnegie-Mellon, 1969; M.Arch., Oregon, 1972.

Wayne J. Jewett, M.F.A., Senior Instructor of Architecture (furniture design and construction; sculpture). B.S., 1970, M.F.A., 1972, Wisconsin.

Lyman T. Johnson, M.A., Director, Interior Architecture Program, Professor of Interior Architecture (design, behavioral, technological influences in the proximate environment; ergonomics; furniture design). B.A., 1957, M.A., 1959, California, Los Angeles; I.D.E.C. membership.

William Kleinsasser, M.F.A., Professor of Architecture (design, structuring,

development, and synthesis; design processes and media). A.B., 1951, M.F.A., 1956, Princeton; Reg. Architect, Pennsylvania, New York, Oregon.

Earl E. Moursund, M.Arch., Professor of Architecture (design; spatial composition and theory; typology). B.S., Texas, 1949; M.Arch., Cranbrook Academy of Art, 1951; Reg. Architect, Texas.

Gary W. Moye, M.Arch., Assistant Professor of Architecture (design; media; historical analysis). B.Arch., 1967, Oregon; M.Arch., 1968, Pennsylvania; Reg. Architect, Pennsylvania, New York, Oregon.

Michael R. Pease, B.Arch. Associate Professor (design, graphics, theory; neighborhoods and public places, pedestrian oriented communities; urban alternatives). B.Arch., California, Berkeley, 1969; Reg. Architect, Colorado.

Donald L. Peting, M.Arch., Associate Professor of Architecture (design, structures; historic preservation and technology; alternative energy). B.Arch., Illinois, 1962; M.Arch., California, 1963; Reg. Architect, Oregon, Washington.

James A. Pettinari, M.Arch., Associate Professor of Architecture (design; historical analysis; renovation and preservation; urban form; graphic communication). B.Arch., Minnesota, 1966; M.Arch., Pennsylvania, 1970; Reg. Architect, Minnesota; NCARB Certificate. On leave winter, spring 1982.

Pasquale M. Piccioni, B.Arch., Associate Professor of Architecture (design; light-space-structure; ecology of human activities, cultural ecology). B.Arch., Pennsylvania, 1960; Reg. Architect, Pennsylvania. On leave 1981-82.

Guntis Plesums, M.Arch., Associate Professor of Architecture (design; structure systems; Japanese architecture; user-completed housing). B.Arch., Minnesota; M.Arch., Massachusetts Institute of Technology, 1964; Reg. Architect, Oregon, New York.

John S. Reynolds, M.Arch., Professor of Architecture (design; relating architecture, energy consumption, climate and society; environmental control systems). B.Arch., Illinois, 1962; M.Arch., Massachusetts Institute of Technology, 1967; Reg. Architect, Oregon, Massachusetts. On leave winter, spring 1982.

Charles W. Rusch, M.Arch., Professor of Architecture (design, cognition, visual thinking, design process, design

theory). A.B. Social Relation, Harvard, 1956; B.Arch., 1964, M.Arch., 1966, California, Berkeley. On leave 1981-82.

Michael E. Shellenbarger, M.S., Associate Professor of Architecture (design; history of building technology; professional practice; construction; educational architecture, correctional architecture). B.Arch., Iowa State, 1960; M.S., Columbia, 1966; NCARB Certificate; Reg. Architect, New York.

Stephen J. Y. Tang, Ph.D., Professor of Architecture (structural planning; methodology; decision-making; operations-research techniques). B.S., 1942, M.S., 1944, Illinois; Hon. Ph.D. in Arch., China Academy, Taiwan, 1974; Reg. Structural Engineer, Illinois.

Michael D. Utsey, M.Ev.D., Assistant Professor of Architecture (design; visual language, graphic projection, light, and color in space). B.Arch., Texas, 1969; M.Ev.D., Yale, 1971. Reg. Architect, Oregon.

Adjunct Faculty

Kelcey Beardsley, M.Arch., Adjunct Assistant Professor of Architecture, B.A. Anthropology, Michigan 1969; M.Arch., Oregon, 1979.

Alice Wood Hall, M.Arch., Adjunct Assistant Professor of Architecture, (design, media). B.A., Smith College, 1966; M.Arch., Oregon, 1980.

Cherry P. Hamaker, B.I.A., Oregon, 1965. Adjunct Assistant Professor, Interior Architecture.

Daniel M. Herbert, B.F.A., Adjunct Assistant Professor of Architecture. B.S., B.F.A., Colorado, 1951; B.S., Architectural Engineering, Illinois, 1954; Reg. Architect, Oregon.

Ron W. Kellett, M.Arch., Adjunct Assistant Professor of Architecture, (design, media). B.Env. Studies, Manitoba, 1975; M.Arch., Oregon, 1979.

Michael McCullough, B.Arch., Adjunct Assistant Professor of Architecture. B.Arch., Cornell 1967; Reg. Architect, Illinois, Oregon.

John M. McGuire, Jr., Adjunct Assistant Professor of Architecture (design, media for design development). B.Arch., California Polytechnic State University, 1973; Reg. Architect, California, Oregon.

Artemio Paz, B.Arch., Oregon, 1970. Adjunct Assistant Professor of Architecture.

Rob Thallon, B.S. in Zoology, 1966, California, Berkeley; M.Arch., Oregon 1970. Adjunct Assistant Professor of Architecture.

Glenda Utsey, M.Arch., Landscape, 1977. B.Arch., Oregon, 1971. Adjunct Assistant Professor of Architecture.

Jenny E. Young, M.Arch., Adjunct Assistant Professor of Architecture (design, pattern language, planning for health care facilities). B.A., Vassar, 1970; M.Arch., California, Berkeley, 1974.

Research Associates

M. Steven Baker, Environmental Control Systems, Solar Design; M.Arch., 1976, M.U.P., 1976, Oregon; B.S., Architectural Design, 1971, B.S., Electrical Engineering, 1971, Massachusetts Institute of Technology.

Robert Lorenzen, Solar Design, B.Arch., Oregon, 1977.

Barbara-Jo Novitski, M.Arch., Research Associate (climate considerations in design). B.A., California, Santa Cruz, 1970; M.Arch., Oregon, 1978.

Guest Lecturers and Critics

The department has an extensive program of visiting lecturers and critics who are brought to the school from throughout the country and the world each year. In addition, many architects and architectural consultants from around the state visit classes and participate in studio reviews regularly.

Preparation

Students currently enrolled in high school and junior college interested in architecture should prepare themselves in the following ways.

Take fine arts classes such as drawing, sketching, painting, sculpture, design, draftsmanship, and the history of arts and architecture.

Take classes in algebra, geometry, trigonometry, and physics, as well as environmental studies.

Take classes in the social sciences. Some of these might be sociology, social organizations, psychology, individual and group behavior, cultural anthropology, community studies, and man-environment relationships.

Architectural students have to be able to read, write, and think clearly about abstract concepts. English reading and writing courses, readings in philosophy, poetry, and classic literature of the past and present should not be avoided but engaged in and enjoyed whenever the opportunity presents itself.

In addition to formal study students should discuss with local practitioners

the opportunities and possible disadvantages that may await them in pursuing the study and practice of architecture.

Students also should increase their collection of architectural images by organizing their travels around that intention in addition to their other interests.

The Study of Architecture

The environmental design fields usually include urban planning, urban design, architecture, landscape architecture, interior architecture, and sometimes industrial or product design. The purpose of environmental design is to make alterations in our surroundings that will enhance our experience of life. Within that broad purpose, architectural study and practice begins with the task of providing shelter and environmental protection for our 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 study of architecture at the University takes place within the School of Architecture and Allied Arts, which includes six departments: architecture, urban planning, landscape architecture, fine arts, art history, and art education.

The Department of Architecture includes the Interior Architecture Program. We believe this interdisciplinary context of environmentally and artistically concerned fields is important to the study of architecture, and we are constantly looking for ways our students and faculty can learn from one another.

Fundamental Premises

The program in architecture is based on the premise that students can make informed choices concerning their academic program after successfully completing the entering program which is designed to provide the student with a solid, broadly based foundation.

Having gained this shared base of skills and knowledge, students have the opportunity and responsibility to extend and develop this structure and to select courses that will support their own individual interests relative to the general discipline of architecture.

Faculty work together to continually develop and present the communal core of the program and at the same time are encouraged to pursue their own interests through seminar courses based on specialized concerns.

Students are expected to be committed to learning and to work with independent, individual responsibility and accountability toward program and course objectives. High standards have been set for student performance in the department. Students should not be surprised by continuous evaluation and response with regard to their work. Advanced students often work together in course work and with individual faculty through independent study courses as collaborators in research investigation.

Undergraduate Studies

Potential applicants who have a prior four-year undergraduate degree in any field must apply to the graduate program. (See the section on Graduate Studies, below.)

The teaching objectives of the Department of Architecture have two major components. The first considers the study of architecture as a worthy educational experience in its own right, developing problem-solving abilities and awareness of crucial environmental issues. The second leads to a detailed professional education in the understanding and skills in architectural design from the urban scale to intimate personal space.

Bachelor of Architecture

A five-year program leads to the degree of Bachelor of Architecture. The program allows flexibility for establishing study sequences according to individual student interests and needs and for recognizing diverse opportunities in the profession. Many 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 formation, urban planning, programming, design and implementation; real estate development; and construction and sales in the building industry.

Degree Requirements

Candidates for the Bachelor of Architecture degree must satisfy the following minimum requirements, totaling 220 credit hours.

General University Requirements

Group Requirements ..	36
English Composition ..	6
Physical Education	5
Health Education	2
	<hr/>
	49 credit hours

Group requirements are from the arts and letters, social sciences, and sciences. Students should take courses which provide background for subsequent architecture courses as well as advanced University courses pertinent to architecture; for example, art history, biology, geography, geology, literature, mathematics, physics, psychology, sociology. It is strongly advised that students take History of Western Art (ArH 204, 205, 206) or Survey of Visual Arts (ArH 202, 203, 204,) as one of their sets of group requirement courses.

Major Program Requirements

Interconnections	9
Design	50
Subject areas	70
Electives	42
	<hr/>
	171 credit hours
Total hours:	220 credit hours

As the study of architecture integrates understandings developed in many disciplines, the program encourages a mix of departmental and general University courses throughout the five-year course of study.

Residence Requirements

A minimum of 20 design credits must be earned at the University of Oregon. The faculty of the department are continuously evaluating and improving the structure of the curriculum. Check with the department office regarding specific areas for the most current information.

Curricular Areas

Four major curricular areas exist within the architecture program. The interconnections area introduces the program. Design and subject areas, in the mutually supporting combination suggested in the curricular diagram below, form the heart of the program. The electives area expands the architecture program beyond the bounds of the architecture department.

Interconnections Area

The 9 credit hours required in the interconnections area help the student develop a basic conceptual framework for understanding the physical environment. Students examine environmental issues, identify human and material resources, and explore the relational patterns between the department and the other areas in the School of Architecture and Allied Arts, in the University, and in the community. Course work in this area includes the sequence, Fundamental Issues in Environmental Design

(Arch 221, 222, 223), or other courses approved by the faculty for inter-connections credit. These courses are open to nonmajors.

Design Area

The 50 credit hours in the design area provide opportunities for comprehensive and integrative design activity—that is, opportunities to respond to a broad range of important, real considerations, and to develop those responses into well-resolved design proposals. Design activity is carried on in the spirit of experimentation, hypothesizing, or probing.

Emphasis is on response to the myriad of considerations underlying good design and on the appropriateness of design proposals vis-à-vis support for human activities, dependencies, and circumstances. It is common for design projects to be carried through several developmental cycles, each including complete proposal presentation, critical analysis, redefinition, and redesign.

The design area is organized into four distinct sub-areas, described below.

(1) **Introductory Design (Arch 180)** is a required two-term (10 credit hours) design studio which introduces beginning students to basic design methods, basic design development media (in close coordination with the introductory media class), and to basic and extensive design theory. Emphasis is placed immediately upon the development of physical surroundings that are humane, supportive, and opportunity-rich, as well as upon physical surroundings that are efficient in regard to energy use, ecology, technology, codes, and economy. Studio sizes vary, but usually are less than 20 students.

(2) **Intermediate Design (Arch 380)**, while continuing to emphasize process and media skills and a comprehensive base of design theory, offers more diverse types of design projects. This diversity may be based upon all of the following, or upon combinations thereof: building purpose and type, scope-size complexity, degree of completion expected, degree of user participation, location (urban vs. non-urban, developed place vs. nondeveloped), content, mode of operation (group work vs. individual work).

Arch 380 studios are limited in size to 16 students and are open to all students having between 10 and 35 credit hours of design.

On occasion, students may be asked to complete additional 380-courses before being eligible for Arch 480.

(3) **Advanced Design (Arch 480[G])** is a required advanced level,

two-term (10 credit hours) design studio which offers opportunities for engagement of design considerations and design development beyond those possible in less advanced design studios. In this way, the studio acts as a thesis course for students completing their design work. It is intended that this studio will provide a comprehensive and demanding concluding design experience. It also provides an opportunity for final year students to reunite with their classmates (after several years of mixed-experience-level studios).

Arch 480(G) studios are limited in size to 16 students and are open only to those students with a minimum of 35 credit hours of design.

(4) **Graduate Design (Arch 506)** is a required one-term (5 credit hours) orientation studio for beginning Option II graduate students. The course emphasizes relating students with prior architecture degrees to the program and faculty at Oregon.

(5) **Graduate Design (Arch 506)** is similar to Arch 180 except that it is taken only by new graduate students in the Option III program.

Up to 5 hours of credit in the design area may be taken in either landscape architecture or interior architecture design studios, (LA 289, 389, 489, 589; IArc 388, 425, 426).

Subject Area

As the curricular diagram below suggests, the subject area (70 credit hours) works in close conjunction with the design area. It provides support to the design area in regard to the basic

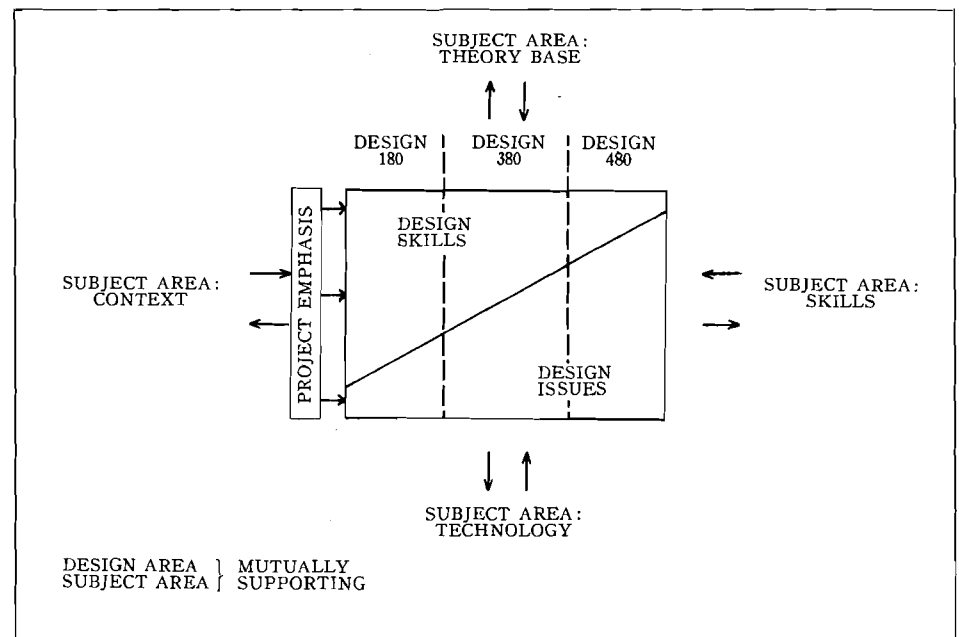
knowledge and skills needed in environmental design. It leaves the design area free to focus on actual design activities.

The subject area is organized into four major sub-areas, shown below. In turn, each of the major sub-areas contains several topical areas in which there are courses and opportunities for advanced study. These also are shown below.

(1) **Context for Environmental Design Study:** Surveys of architectural history provided by the Department of Art History; study of the issues, conditions, problems, and opportunities that are directly related to environmental design and its development.

Examples: Urban-suburban change, the fragmented yet powerful building industry, industrialization and its potential for the building industry, resource depletion, energy sources, historical and building project discontinuity, disenfranchised users of the built environment, the need for research into the environmental needs of various human groups, design and value systems, tastes and tastemakers, new professional roles, the history of the architectural profession, and the history of architectural education.

(2) **Theory Base for Environmental Design:** Essential consideration-frames for design; special problems (needs of specific groups, support for specific activities); design ideas of universal significance; case studies of significant places; case studies of significant architects and their principles; history and evolution of architectural form.



(3) Skills for Environmental Design and for Diverse Professional Roles: Skills for research, building evaluation, new and traditional professional practice, and design development. Design development skills include methods of coping with complex problems, design methods, design development media (drawings, models, pictures, words), programming of architectural projects (comprehensiveness), and place analysis (existing supportive and nonsupportive structure).

Also included in the skills sub-area are construction skills (how to make things).

(4) Technology for Environmental Design: Construction systems and processes; structural design theory; environmental control systems.

Electives Area

The 42 credit hours in the electives area provide opportunities to develop individual interests. Students are encouraged to take courses in the University at large which are relevant to and supportive of environmental design studies.

Special Courses

In addition to courses in the above four basic curricular areas, the following special courses may be approved by the Department of Architecture faculty as satisfying interconnection, 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). Such courses are usually not available for design credit.

Majors may take any graded course in the department on either a graded or an ungraded basis. The maximum allowable number of ungraded courses is set by University regulations.

Both the Bachelor of Architecture and the Master of Architecture (first professional degree) programs are accredited by the National Architectural Accrediting Board.

Undergraduate Admissions

Because interest in the program exceeds the capacity of the department, prospective students are advised to make early application. New students are admitted into the program only in the fall term. Transfer students should be advised that an accelerated program normally will not be possible. The

B.Arch. degree requires a five-year program of study.

The admissions review focuses on (a) creative capability, (b) academic capability, and (c) potential program contribution through diversity of background, experience, or maturity. Students are expected to submit specific materials supporting each of these attributes.

The University deadline for undergraduate applications to the architecture program is February 15 (see the section on admission to professional schools, page 14). The deadline for completion of the departmental application is March 1. All applicants must meet both deadlines.

Students will receive notices concerning their application after April 1.

Graduate Studies

There are three programs of graduate study in architecture at the University of Oregon: the Option I program (approximately one year minimum in length), the Option II program (approximately two years in length), and the Option III program (approximately three years in length).

The Option I program leads to the Master of Architecture degree as a second professional degree. This program normally takes from four to six terms and includes up to ten new students each year. Applicants must have a professional degree in architecture.

Options II and III lead to the Master of Architecture degree, but as a *first* professional degree. The Option II program normally takes six or seven terms and is for those students who have a nonprofessional degree from an accredited architecture school. The Option III program is completed in ten terms, and applicants must have a Bachelor of Arts or Bachelor of Science degree upon entering. Fifteen new students are admitted to each of the Option II and III programs each year.

Occasionally exceptional candidates are admitted to the graduate program who, in lieu of a degree, have extensive and significant experience as *professionals* in the field.

Master of Architecture Degree Requirements

Option I

The Option I program should be understood as an opportunity beyond that normally offered by five-year, professional degree architectural programs

to study architectural subjects of significance. An Option I student is expected to become aware quickly of the people and resources of the department and the variety of research and creative work in progress, then to initiate and develop a personal study program which relates closely to that work. This individual study program culminates in a Master of Architecture thesis, which synthesizes and clearly communicates the work done.

A typical master's study program focuses on one or several significant architectural topics and usually will rely heavily on the study method of design probing. It draws upon professional and general University courses, formal and informal reading courses and seminars, continuous personal consultation with members of the faculty, and other investigation growing from a student's initiative.

Students might also conduct their own funded research, assist in the preparation of course work, teach in an assisting capacity, prepare exhibits and demonstrations, and give lectures.

Students in the Option I program are required to complete 45 credit hours of work in graduate level courses; 30 of the 45 hours must be done in the Department of Architecture; 9 of the 45 graduate hours must be 500-level courses; 9 of the 45 must be thesis hours; the remaining 36 hours must be of nonthesis, formal course work in nature.

Ordinarily, Option I graduate students are required to begin their work in the fall term.

Options II and III

The Option II and III programs enable persons with nonprofessional architectural degrees and persons with degrees in fields other than architecture to obtain the Master of Architecture degree as a first professional degree.

Option II and III students must complete the hours of work in design (50 hours), subject (70 hours), and electives (9 hours) normally required as departmental work for the undergraduate Bachelor of Architecture degree. Consequently, a substantial amount of course work will be taken with department undergraduates.

In addition, graduate students must satisfy the requirement of 45 graduate credits for the master's degree, 30 of which must be taken in the Department of Architecture, and 9 of which must be 500-level courses.

Normally, the Option II can be completed in 6 terms (two academic

years), and the Option III program in 10 terms (three and one-third academic years).

For Option II, the minimum residency requirement is six terms. Transfer credit may be given to students who have had academic experience in an accredited program of architecture. Option III students will seldom have appropriate transfer credit.

Option II and III students may substitute (at the adviser's discretion) other appropriate course work for up to 5 of the required 50 hours of design credit, but there is a minimum number of hours in design as defined below.

Further, Option II students must complete the following requirements: (a) 9 of the 45 graduate hours must be in 500-level seminars; (b) 6 hours must be in 500-level research; (c) a design or research departmental terminal project (copy to be bound for the AAA library); (d) a minimum of 20 hours of design (exclusive of terminal project) must be taken in residence at the University; (e) a minimum of 30 credit hours in subject area must be taken in residence at the University.

All graduate students are required to begin their work in the fall term; the department does not have a late admissions program.

Application Procedures

Prospective students may receive a detailed description of the graduate program by writing directly to Graduate Secretary, Department of Architecture.

Applications should be postmarked by February 1. Notice of decisions on applications will be mailed after April 1.

In keeping with general University of Oregon policy, applications from ethnic minority-group and women students are encouraged.

Leave of Absence

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 for this purpose. 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.

Courses Offered

Interconnections Area

Arch 221, 222, 223. Fundamental Issues in Environmental Design. 3 credit hours each term. Introduction for beginning students majoring in one of the environmental design fields: architecture, landscape architecture, interior architecture, and urban planning. Introduces students from other majors to the design fields. Content includes who designs the "man-made" environment, what they do as designers, how they think, how they live, what they value and believe to be important. Required course for architecture majors. Lectures, slides, readings, student projects, and short papers. Open to nonmajors; no prerequisites. Not offered 1981-82.

Design Area

Up to 10 hours of landscape architecture or interior architecture design studio may be used to satisfy the 50-hour design requirement. (LA 289, 389, 489, 589; IArc 388, 425, 426)

Arch 180. Architectural Design. 5 credit hours each term. A two-term course. Execution of design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Students are encouraged to develop techniques of problem formulation and sound bases for design judgments; understanding basic design theory is stressed. May be repeated for credit. A no-grade course. Majors only.

Arch 380. Architectural Design. 5 credit hours. Design projects requiring comprehensive and integrative study. A wide range of project options varying in complexity and in central focus are identified each term. Individual criticism, group discussions, lectures, and seminars by visiting specialists, review of projects. Prerequisite: two terms of Arch 180. May be repeated for credit. A no-grade course. Majors only.

Arch 480. Advanced Architectural Design. (G) 5 credit hours. Two terms of advanced level design studio allowing in-depth engagement of complex design projects and design development beyond that normally possible in less advanced studios. Two terms (10 hours) are required. This studio counts toward the completion of the required 50 hours of design. Prerequisite: 35 credit hours of Architectural Design (Arch 180 and 380). May be repeated for credit. A no-grade course. Majors only.

Arch 506. Graduate Design. 5 credit hours. Graduate-level design projects requiring comprehensive and integrative study. May be repeated for credit. A no-grade course. Majors only.

Subject Area Courses: Skills

Arch 232. Introduction to Design Development Media. 4 credit hours. Introductory experience in the use of basic media types within the media families: drawings, models, pictures, and words. Will engage these media types as they are useful in the following stages of design development: (1) beginnings (issue base, criteria, precedents), (2) contextual analysis, (3) development of project components, (4) development of appropriate organizational structure, (5) testing or "checking out" design proposals. Students

taking Arch 180 *must* complete this course during their *first* term of Arch 180. This requirement may be waived for students with exceptional media experience equal to that described above, subject to approval by the department head. Lectures and studio work. No prerequisites.

Arch 311. Design Process and Method. 3 credit hours. Introduction to concepts of environmental design strategies and tactics. Exploration of relationships between theory and practice in traditional and emerging methods of design decision-making. Prerequisite: one term of Arch 180. A no-grade course.

Arch 333, 334, 335. Media for Design Development. 3 credit hours each term. Applied study of specific media types within the media families: 333, drawings; 334, models; 335, pictures/words. Useful in the following stages of design development: (1) beginnings, (2) contextual analysis, (3) development of project components, (4) development of appropriate organizational structure, (5) testing of design proposals. Prerequisite: Arch 232. May be repeated for credit.

LA 361. Site Analysis. 4 credit hours. Even though not departmental, this course may be used to satisfy skills-area subject requirement. For course description see section on Landscape Architect, page 194.

Arch 408. Workshop. (G) Credit hours to be arranged.

Arch 408. Architecture Workshop. (G) 2-4 credit hours. Investigation through experimental construction and demonstration of full-scale mockups representing three-dimensional architectural space; visual and tactile effects, light and color influences; impact on human behavior; material and energy consideration. Offered infrequently.

Arch 409. Practicum: Architectural Experience. (G) 3 credit hours. 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 Architectural Design (Arch 380 and Arch 480). A no-grade course.

Arch 411. Research Methods. (G) 3 credit hours. Introduction to research methodology, with special emphasis on problems in environment research. A no-grade course. Not offered 1981-82.

Arch 429. Architectural Practice. (G) 3 credit hours. Problems and opportunities in professional practice explored through an investigation of diverse modes of operation together with the relationships between users, clients, designers, contractors, and regulating agencies. Case studies and seminars with visiting practitioners. Occasionally includes a field trip. A no-grade course.

Arch 436. Advanced Design Development Media. (G) 3 credit hours. Advanced level examination of issues in media as they occur within the following (or similar) stages of design development: (1) beginnings, (2) contextual analysis, (3) development of project components, (4) development of project organizational structure, (5) testing of design proposals; also affords opportunity to deal with other media or media issues with consent of instructor. Prerequisite: 9 hours Arch Media course work.

IArc 530. Office Practice (Interior). 2 credit hours. Office procedure for the interior designer in private practice; trade contracts, discounts, interprofessional relations; sources of materials.

Subject Area Courses: Context

IArc 224. Survey of Interior Design. 2 credit hours. A study of the scope, aims, principles, and techniques of interior design, intended to provide an introduction to the professional field. Open to nonmajors.

Arch 441. Critical Issues in the Urban Environment. (G) 3 credit hours. Focus on the city as a special human institution for supporting social existence, cultural amenity, and individual growth. An investigation of different urban settings in which the tension between individual choice and communal responsibility is sharply reflected in physical form. Seminar and discussion based on readings in literature, urban design, planning, and politics. Open to nonmajors.

Subject Area Courses: Theory Base

IArc 330, 331. Materials of Interior Design. 3 credit hours each term. Critical survey and study of the properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. Open to nonmajors with consent of instructor.

Arch 337. Color Theory and Application for the Built Environment. 3 credit hours. A study of factors involved in developing an understanding of and criteria base for 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. Prerequisite: 10 credit hours of Arch 180 or consent of instructor.

Arch 416. Spatial Composition and Dynamics. (G) 3 credit hours. Study of architectural space as a means by which people measure their existence and expand their awareness. Exploration of methods for analyzing and means for generating spatial organizations with particular reference to human experience. Prerequisite: 10 credits of Arch 380.

IArc 424. Furniture and Accessories. (G) 3 credit hours. 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 consent of instructor.

Arch 431, 432, 433. Settlement Patterns. (G) 3 credit hours each term. Investigates the three-dimensional structuring for settlements and cities as human responses to physical context, cultural forces, and changing opportunities. Studies of the implication of ideal models and utopian concepts and the realization of place in the vernacular.

Arch 435. Architecture as Form. (G) 3 credit hours. This course involves architectural analysis and comparison as tools for the architect using historical and contemporary works as examples in presentation on site and context; use, space, and the room; connection and circulation; material and form; structure and form; environmental control; light and color; and compositional qualities of balance, scale, and rhythm.

Arch 451. Experiential Considerations in Design (G) 3 credit hours. Considerations and actions that underly the appropriate structuring and development of built places,

together with processes and media required to achieve these objectives.

Arch 454. Ecological Implications in Design. (G) 3 credit hours. Study of interrelationships: non-human and human environments; tangible and nontangible systems and consequent social orders. Speculation concerning viable alternatives for the architectural designer. Not offered 1981-82.

Arch 457. Social and Behavioral Factors in Design. (G) 3 credit hours. Introduction to the study of the patterns of people's interactions with the physical settings of everyday activities. Identification of the range of relevant analytical concepts and approaches available. Application of social science paradigms and research to issues in architectural program, design, and evaluation processes. Prerequisite: Arch 180 and Arch 221, 222, or 223. Not offered 1981-82.

Subject Area Courses: Technology

Arch 321, 322. Environmental Control Systems. 4 credit hours each term. Studies of sound, light, heat, moisture, air motions, fluids, electricity; their characteristics in both natural and people-altered states, their effects upon human behavior, the mechanical equipment by which they are manipulated, and their influence upon the environmental design process and product. Lectures and calculation problems. A working knowledge of algebra, trigonometry, and basic physics is necessary. Open to nonmajors. Not offered 1981-82.

Arch 323. Environmental Control Systems. 4 credit hours. Further investigation of Arch 321, 322 subject matter through the design of the control systems. Prerequisite: Arch 321, 322. Not offered 1981-82.

Note: The sequence Arch 321, 322, 323 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 will be offered in the alternate years.

Arch 365. Introduction to Structures. 4 credit hours. Development of the basic understanding of the behavior of structural elements and framed systems, study of force systems using analytical and graphical methods, strength of materials. Prerequisite: working knowledge of algebra, trigonometry, and basic physics.

Arch 366. Theory of Structures I. 4 credit hours. Application of mathematics and mechanics to the design of building structures of steel and wood. Analysis of simple elements, connections, and systems; the relation of structural design to architectural design. Winter term. Prerequisites: Arch 365. Physics and mathematics through trigonometry are recommended.

Arch 367. Theory of Structures I. 1 or 6 credit hours. Further study of Arch 366 subject matter with emphasis on wood. Lateral loading is included. Lectures and problems are the same for both and 1 and 6 credit options. For the 6 credit option: an extensive comprehensive project is required; it is a further development of an architectural design which considers in a more comprehensive way structures, construction materials and mechanical systems. A large-scale

construction model, some construction drawings, and structural calculations are required. The students will have advice and criticism from practicing professionals during the progress of the project and in the review. Spring term. Prerequisite: Arch 366.

Arch 372, 373. Structure Systems. 3 credit hours each term. 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. Prerequisite: Arch 365.

Arch 410. Fundamentals of Structure Systems. 3 credit hours. Introduction to elemental framed structural systems and their influence on design decisions. Non-mathematical approach; explores relationships among building form, spatial configuration, and structural framework through investigation of historical and contemporary examples; basic understanding of structural elements, materials, and their behavior.

Arch 410. Materials and Processes of Construction. 3 credit hours. Introduction to the nature of materials and building processes in architecture constructions. Analysis of the use of materials and building technologies accompanied by direct investigations of material properties, building practices, and industrial processes which affect the nature of architecture in contemporary society. Currently under revision.

Arch 417, 418, 419. Construction Communications. 3 credit hours each term. Examination of the information required for communication of the construction processes in building. Methods and techniques of construction, contract documents including working drawings and specifications, cost-estimating, and administration of the project. May be taken out of sequence. Prerequisite: 6 terms of design. Although not a prerequisite, it is recommended that the student take Materials and Processes of Construction (Arch 410) prior to taking this series.

IArc 449. Specification Documents in Interior Design. (G) 1 credit hour. In-depth study of detailed information required in preparing specification documents as related to the process of construction and furnishing of interior space.

IArc 462, 463. Working Drawings in Interior Architecture. 4 credit hours each term. Preparation of working drawings for projects in interior architecture. For majors only.

Arch 465, 466, 467. Theory of Structures II. (G) 3 credit hours each term. The theory, design, communication, and construction processes of reinforced-concrete building systems. Prestressed-concrete design principles, effects of wind and seismic forces on structures. Prerequisite: Arch 366, 367.

Arch 472. Structural Planning. (G) 3 credit hours. An introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. The study of operations-research techniques. Prerequisite: Arch 365, 366, 367.

Arch 506. Special Problems. Advanced Structural Planning. 3-5 credit hours. For fifth-year and graduate students who have had Arch 472, Structural Planning, and who wish to do further study in research in the following areas of interest: (1) structural systems design and analysis; (2) functional,

technological, architectural and financial context; (3) integrated design and planning methods and applications; (4) evaluation system and method. A no-grade course. Prerequisite: Arch 472 (G).

Arch 565, 566, 567. Theory of Structures III. 4 credit hours each term. Advanced studies in structural-design methodology and criteria; intensive coverage of theoretical analysis; design and evaluation of structural systems. Prerequisite: Arch 465, 466, 467.

Special courses designated as 407/507 that have been taught over the past year that carry subject area credit include

Introduction to Interior Architecture
Studies in Architectural Context
Studies in Construction Coordination
Organizational Studies in Architecture
Architectural Theory
Multi-family Housing

In addition to the courses listed above, the following courses outside the department are approved for subject area credit. Curriculum development in various departments may cause this list to vary from year to year. Check with the departmental office or an adviser for most up-to-date list.

ArH 427 (G) Early Medieval Architecture

ArH 429 (G) Gothic Architecture

ArH 410 (G) Prehistoric and Ancient Architecture

ArH 410 (G) Greek Architecture

ArH 410 (G) Roman Architecture

ArH 410 (G) Romanesque Architecture

ArH 444 Renaissance and Baroque Architecture

ArH 448 (G) 19th-Century Architecture

ArH 449 (G) 20th-Century Architecture

ArH 478, 479. History of Landscape Architecture

ArH 471, 472, 473 (G) American Architecture

ArH 464, 465, 466 Chinese Art

ArH 467, 468, 469 Japanese Art

ArH 410 (G) Modern Art I.

ArH 410 (G) Modern Art II.

URP 350 Introduction to Urban Planning

URP 545 Urban Design

URP 555 Housing and Urban Renewal

LA 225 Introduction to Landscape Architecture

LA 260 Understanding Landscapes

LA 491 Contemporary American Landscape

ArH 410 (G) 20th-Century American Architecture

Special Courses

Arch 200. SEARCH. 1-3 credit hours.

Arch 400. SEARCH. 1-3 credit hours.

Arch 401. Research. Credit hours to be arranged.

Arch 403. Thesis. Credit hours to be arranged. Student may propose studies in Interconnection, Design, or Subject areas. Faculty approval required. A no-grade course.

Arch 405. Reading and Conference. Credit hours to be arranged.

Arch 406. Special Problems. (G) Credit hours to be arranged.

Arch 407. Seminar. (G) Credit hours to be arranged.

Arch 408. Workshop. (G) Credit hours to be arranged.

Arch 409. Practicum. (G) Credit hours to be arranged.

Arch 410. Experimental Course. (G) Credit hours to be arranged.

Arch 501. Research. Credit hours to be arranged. No-grade course.

Arch 503. Thesis. Credit hours to be arranged. Open only to master's degree candidates. Department approval required. A no-grade course.

Arch 505. Reading and Conference. Credit hours to be arranged.

Arch 506. Special Problems. Credit hours to be arranged.

Arch 507. Seminar. Credit hours to be arranged.

Arch 510. Experimental Course. Credit hours to be arranged.

Program in Interior Architecture

Potential applicants who have a prior four-year undergraduate degree in any field must apply to the graduate program (see Graduate Studies, below).

Undergraduate Studies

The curriculum in interior architecture leading to the degree of Bachelor of Interior Architecture is a five-year program. 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 which satisfy individual interests and needs. The flexibility of the program allows students to extend their study to the allied disciplines of architecture, landscape architecture, urban planning, art history, and fine and applied arts.

The program in interior architecture engages the student in all phases of interior planning. Emphasis is placed 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. The student works closely with the students and instructors in architecture and landscape design. The program includes field trips to acquaint the 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. Students transferring from other institutions are encouraged to submit a portfolio of their work in order to aid design course placement. It is recommended that the student participate in two annual interior-design field trips prior to graduation.

Because interest in the program exceeds the capacity of the department, prospective students are advised to make early application. New students are admitted into the program only in the fall term. Transfer students should be advised that an accelerated program normally will not be possible. Consult the department for advice on enrollment policies and application deadlines.

Degree Requirements

Candidates for the Bachelor of Interior Architecture degree must satisfy the following requirements, totaling 220 credit hours:

General University Requirements

Forty-nine credit hours, distributed as follows: (1) group requirements, 36 credit hours in arts and letters, social sciences, and sciences; (2) English composition, 6 credit hours; (3) physical education, 5 credit hours; (4) health education, 2 credit hours.

Major Program Requirements

One hundred seventy-one credit hours, distributed as follows: interconnections, 9 credit hours; design area, 60 credit hours; subject area, 70 credit hours; elective area, 32 credit hours.

Specific Program Requirements

The program requires that students engage in all four of the following areas.

Interconnections. Nine credit hours.

Design Area. Sixty credit hours, including two terms Architectural Design (Arch 180); seven terms of Interior Design (IArc 388); Furniture Design (IArc 425); two terms of Fifth-Year Thesis (IArc 488).

Up to two terms of Architectural Design (Arch 380) may be substituted for IArc 388. Furniture Design (IArc 426) may be substituted for one term of IArc 388. Enrollment in design courses is limited to one per term.

Subject Area. A minimum of 70 credit hours. This area is divided into the following three groups.

Group I: Courses which are required by the program: Survey of Interior Design (IArc 224); Introduction to Design Development Media (Arch 232); Materials of Interior Design (IArc 330, 331); Furniture and Accessories (IArc 424); Working Drawings, Interiors (IArc 462); History of Interior Architecture (ArH 451, 452, 453).

Group II: Nine credit hours selected from the art history program.

Group III : A minimum of 33 credit hours selected from the following :

Color Theory and Application for the Built Environment* (Arch 337) ; Specification Documents (IArc 449) ; Working Drawings, Interiors (IArc 463) ; Office Practice (IArc 530).

Architecture : Media for Design Development (Arch 333, 334, 335, 436) ; Environmental Control Systems* (Arch 321, 322, 323) ; Design Process and Method (Arch 311) ; Research Methods (Arch 411) ; Spatial Composition and Dynamics (Arch 416) ; Experiential Considerations in Design (Arch 451) ; Fundamentals of Structure Systems (Arch 410) ; Introduction to Structures* (Arch 365) ; Structure Systems (Arch 372, 373) ; Settlement Patterns (Arch 431, 432, 433) ; Multi-Family Housing (Arch 407) ; Architecture as Form (Arch 435) ; Ecological Implications in Design (Arch 454) ; Social and Behavioral Factors in Design (Arch 457).

Landscape Architecture : up to 6 credit hours from the landscape subjects program.

Urban Planning : Survey of Regional and Urban Planning (URP 350).

Art History : up to 9 credit hours in courses different from those used to satisfy Group II.

Fine Arts : up to 15 credit hours from the various areas. Note : Additional courses may be approved for this group. Check with the program director.

* These courses are especially recommended by the Foundation for Interior Design Education Research.

Elective Areas. Thirty-two credit hours : students are encouraged to select a mix of departmental and general University courses throughout the five-year course of study.

Special Courses. The following special courses may be developed and approved for credit in interconnection, subject, or elective areas : Research (IArc 401, 501) ; Reading and Conference (IArc 405, 505) ; Special Problems (IArc 406, 506) ; Seminar (IArc 407, 507) ; Workshop (IArc 408) ; Practicum (IArc 409).

Majors may take any graded course in the department on either a graded or an ungraded basis. The maximum allowable number of ungraded courses is set by University regulations.

The curriculum in interior architecture is accredited by the Foundation for Interior Design Education Research.

Graduate Studies

There are two programs of study in interior architecture at the University of Oregon.

The Option IV program leads to the Master of Architecture with a special emphasis in interior architecture. This program normally takes from four to six terms. Applicants must have a professional degree in interior architecture.

The Option V program leads to the Bachelor of Interior Architecture. This program normally takes nine terms. Applicants must have an A.B. or B.S. degree. Option V students with special study interests may become eligible to transfer into the Option IV program.

Both Option IV and V students are required to begin their work in the fall term.

Option IV : Master of Architecture

This program should be understood as an opportunity, beyond that normally offered by five-year professional Bachelor of Interior Architecture and Interior Design programs, to study architectural subjects of significance. Option IV students are expected to become quickly aware of the people and resources of the department and the variety of research and creative work in progress, and then to initiate and develop personal study programs which have close relation to that work. These individual study programs normally culminate in Master of Architecture theses which synthesize and report the work done.

A typical master's study program focuses on one or several significant architectural topics related to the proximate environment and usually relies heavily on the study method of design probing. It draws upon professional and general University courses, formal and informal reading courses and seminars, continuous personal consultation with members of the faculty, and other investigation growing from a student's initiative. Students may conduct their own funded research, assist in the preparation of courses of instruction, do assistant teaching, prepare exhibits and demonstrations, and give lectures.

Students in the Option IV program are required to complete 45 credit hours of work in graduate courses ; 30 of the 45 hours must be done in the Department of Architecture ; 9 of the 45 must be thesis hours (500-level) and 36 of the 45 must be nonthesis courses.

Option V : Bachelor of Interior Architecture

The Option V program provides students with work leading to the first professional degree, the Bachelor of Interior Architecture. Because Option V students must complete the normal hours of interconnection, design, and subject work (129 total credit hours) required by that degree, the program is longer and less flexible than the Option IV program. In some cases, transfer credit may be given for other courses completed or for special experience in the architectural field.

The following substitutions may be made in the requirements for the Bachelor of Interior Architecture degree (Substitutions apply to work done after students have initiated a program on Option V status at the University of Oregon) :

(1) In lieu of 9 credit hours in interconnection courses, Option V students may substitute work in other appropriate courses.

(2) Option V students may substitute work in other appropriate courses for up to 5 of the required 50 hours of design credit.

(3) Option V students may substitute work in other appropriate courses for up to 15 of the required 70 hours of subject credit.

Applications for Option IV and V students should be postmarked by February 1. Notice of decisions on applications will be mailed after April 1.

Courses Offered Interior Architecture

Interconnections Area

Arch 221, 222, 223. Fundamental Issues in Environmental Design. 3 credit hours each term. Introduction for beginning students majoring in one of the environmental design fields : architecture, landscape architecture, interior architecture, and urban planning. Introduces students from other majors to the design fields. Content includes who designs the "man-made" environment, what they do as designers, how they think, how they live, what they value and believe to be important. Required course for interior architecture majors. Lectures, slides, readings, student projects, and short papers. Open to non majors ; no prerequisites.

Design Area

Arch 180. Architectural Design. 5 credit hours each term. A two term course. Execution of design projects and exercises intended to familiarize the student with

fundamental concepts of environmental design. Students are encouraged to develop techniques of problem formulation and sound bases for design judgments; understanding basic design theory is stressed. May be repeated for credit. A no-grade course. Majors only.

IArc 288. Creative Problems in Interior Design. 5 credit hours. A series of creative problems in interior design relating to the planning processes by which interior spaces and forms are studied and executed. Prerequisite: IArc 224 and Arch 180. A no-grade course. Not offered 1981-82.

IArc 388. Interior Design. 5 credit hours any term. 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. Prerequisite: Arch 188, Arch 232. A no-grade course. Majors only.

IArc 425, 426. Custom Cabinet and Furniture Design. (G) 5 credit hours each term. Projects involving the design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. Prerequisite: IArc 424, and 15 credit hours in IArc 388 or Arch 380. Open to nonmajors with consent of instructor. A no-grade course.

IArc 488. Interior Design Terminal Project. 5 credit hours. Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Two terms required. Prerequisite: 20 credit hours in IArc 388. A no-grade course. Majors only.

IArc 588. Advanced Interior Design. 1-12 credit hours any term. Studio-based investigation of special aspects of interior design. Prerequisite: fifth-year or graduate standing; consent of instructor. A no-grade course. Majors only.

Interior Design: Subject

IArc 224. Survey of Interior Design. 2 credit hours. A study of criteria intended to provide an introduction to the theory base of interior design. Open to nonmajor students.

Arch 232. Introduction to Design Development Media. 4 credit hours. Introductory experience in the use of basic media types within the media families: drawings, models, pictures, and words. Will engage these media types as they are useful in the following stages of design development: (1) beginnings (issue base, criteria, precedents), (2) contextual analysis, (3) development of project components, (4) development of appropriate organizational structure, (5) testing or "checking out" design proposals. Students taking Arch 180 *must* complete this course during their *first* term of Arch 180. This requirement may be waived for students with exceptional media experience equal to that described above, subject to approval by head of the department. Lectures and studio work. No prerequisites.

Arch 311. Design Process and Method. 3 credit hours. Introduction to concepts of environmental design strategies and tactics. Exploration of relationships between theory and practice in traditional and emerging methods of design decision-making. Prerequisite: one term of Arch 180. A no-grade course.

Arch 321, 322. Environmental Control Systems. 4 credit hours each term.

Studies of sound, light, heat, moisture, air motions, fluids, electricity; their characteristics in both natural and people-altered states, their effects upon human behavior, the mechanical equipment by which they are manipulated, and their influence upon the environmental design process and product. Lectures and calculation problems. A working knowledge of algebra, trigonometry, and basic physics is necessary. Open to nonmajors. Not offered 1981-82.

Arch 323. Environmental Control Systems. 4 credit hours. Further investigation of Arch 321, 322 subject matter through the design of the control systems. Prerequisite: Arch 321, 322. Not offered 1981-82.

Note: The sequence Arch 321, 322, 323 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 will be offered in the alternate years.

IArc 330, 331. Materials of Interior Design. 3 credit hours each term. Critical survey and study of the properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. Open to nonmajors with consent of instructor.

Arch 333, 334, 335. Media for Design Development. 3 credit hours each term. Applied study of specific media types within the media families: 333, drawings; 334, models; 335, pictures/words. Useful in the following stages of design development: (1) beginnings, (2) contextual analysis, (3) development of project components, (4) development of appropriate organizational structure, (5) testing of design proposals. Prerequisite: Arch 232.

Arch 337. Color Theory and Application for the Built Environment. 3 credit hours. A study of factors involved in developing an understanding of and criteria base for 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. Prerequisite: 10 credit hours of Arch 180 or consent of instructor.

Arch 365. Introduction to Structures. 4 credit hours. Development of the basic understanding of the behavior of structural elements and framed systems, study of force systems using analytical and graphical methods, strength of materials. Prerequisite: working knowledge of algebra, trigonometry, and basic physics.

Arch 366. Theory of Structures I. 4 credit hours. Application of mathematics and mechanics to the design of building structures of steel and wood. Analysis of simple elements, connections, and systems; the relation of structural design to architectural design. Winter term. Prerequisites: Arch 365. Physics and mathematics through trigonometry are recommended.

Arch 367. Theory of Structures I. 1 to 6 credit hours. Further study of Arch 366 subject matter with emphasis on wood. Lateral loading included. Lectures and problems are the same for both the 1 and 6 credit options. For the 6 credit option, an extensive comprehensive project is required, a further development of an architectural design which considers in a more comprehensive way structures, construction materials,

and mechanical systems. A large-scale construction model, some construction drawings, and structural calculations are required. The students will have advice and criticism from practicing professionals during the progress of the project and in the review. Spring term. Prerequisites: Arch 366.

Arch 410. Fundamentals of Structure Systems. 3 credit hours. Introduction to elemental framed structural systems and their influence on design decisions. Non-mathematical approach; explores relationships among building form, spatial configurations, and structural framework through historical and contemporary examples.

Arch 411. Research Methods. (G) 3 credit hours. Introduction to research methodology, with special emphasis on problems in environment research. A no-grade course.

Arch 416. Spatial Composition and Dynamics. (G) 3 credit hours. Study of architectural space as a means by which people measure their existence and expand their awareness. Exploration of methods for analyzing and means for generating spatial organizations with particular reference to human experience. Prerequisite: 10 credits of Arch 380.

IArc 424. Furniture and Accessories. (G) 3 credit hours. 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 consent of instructor.

Arch 431, 432, 433. Settlement Patterns. (G) 3 credit hours each term. Investigates the three-dimensional structuring for settlements and cities as human responses to physical context, cultural forces, and changing opportunities. Studies of the implication of ideal models and utopian concepts and the realization of place in the vernacular.

Arch 435. Architecture as Form. (G) 3 credit hours. This course involves architectural analysis and comparison as tools for the architect using historical and contemporary works as examples in presentation on site and context; use, space, and the room; connection and circulation; material and form; structure and form; environmental control; light and color; and compositional qualities of balance, scale, and rhythm.

Arch 436. Advanced Design Development Media. (G) 3 credit hours. Advanced level examination of issues in media as they occur within the following (or similar) stages of design development: (1) beginnings, (2) contextual analysis, (3) development of project components, (4) development of project organizational structure, (5) testing of design proposals; also affords opportunity to deal with other media or media issues with consent of instructor. Prerequisite: 9 hours work in architectural media.

Arch 441. Critical Issues in the Urban Environment. (G) 3 credit hours. Focus on the city as a special human institution for supporting social existence, cultural amenity, and individual growth. An investigation of different urban settings in which the tension between individual choice and communal responsibility is sharply reflected in physical form. Seminar and discussion based on readings in literature, urban design, planning, and politics. Open to nonmajors.

IArc 449. Specification Documents in Interior Design. (G) 1 credit hour. Indepth

study of detailed information required in preparing specification documents as related to the process of construction and furnishing of interior space.

Arch 451. Experiential Considerations in Design. (G) 3 credit hours. Considerations and actions that underly the appropriate structuring and development of built places, together with processes and media required to achieve these objectives.

Arch 454. Ecological Implications in Design. (G) 3 credit hours. Study of interrelationships: nonhuman and human environments; tangible and nontangible systems and consequent social orders. Speculation concerning viable alternatives for the architectural designer.

Arch 457. Social and Behavioral Factors in Design. (G) 3 credit hours. Introduction to the study of the patterns of people's interactions with the physical settings of everyday activities. Identification of the range of relevant analytical concepts and approaches available. Application of social science paradigms and research to issues in architectural program, design, and evaluation processes. Prerequisite: Arch 180 and Arch 221, 222, or 223.

IArc 462, 463. Working Drawings in Interior Architecture. 4 credit hours each term. Preparation of working drawings for projects in interior architecture. For majors only.

IArc 530. Office Practice (Interior). 2 credit hours. Office procedure for the interior designer in private practice; trade contracts, discounts, interprofessional relations; sources of materials.

Interior Design: Special Courses

IArc 200. SEARCH. 1-3 credit hours.

IArc 400. SEARCH. 1-3 credit hours.

IArc 401. Research. Credit hours to be arranged.

IArc 405. Reading and Conference. Credit hours to be arranged.

IArc 406. Special Problems. (G) Credit hours to be arranged.

IArc. 407. Seminar. (G) Credit hours to be arranged.

IArc 408. Workshop. (G) Credit hours to be arranged.

IArc 409. Practicum. (G) Credit hours to be arranged.

IArc 410. Experimental Course. (G) Credit hours to be arranged.

IArc 501. Research. Credit hours to be arranged. No-grade course.

IArc 503. Thesis. Credit hours to be arranged. Open only to master's candidates. Department approval required. No-grade course.

IArc 505. Reading and Conference. Credit hours to be arranged.

IArc 506. Special Problems. Credit hours to be arranged.

IArc 507. Seminar. Credit hours to be arranged.

IArc 510. Experimental Course. Credit hours to be arranged.

Department of Landscape Architecture

Faculty

Jerome Diethelm, M.L.A., Department Head, Professor of Landscape Architecture (land-planning research, site planning and design). B.Arch., Washington, 1962; M.L.A., Harvard, 1964; Reg. Architect, Oregon; Reg. Landscape Architect, Oregon.

Ann Bettman, M.L.A., Adjunct Assistant Professor of Landscape Architecture (plants). B.A., Boston, 1967; B.L.A., 1978; M.L.A., 1979, Oregon.

Eugene Bressler, M.L.A., Associate Professor of Landscape Architecture (site analysis, land-use planning, computer graphics). B.L.A., Syracuse, 1968; M.L.A., Harvard, 1970.

Richard Britz, M.A., Assistant Professor of Landscape Architecture (educational psychology, environmental education and urban agriculture). B.Arch., Kansas, 1965; Reg. Architect, Arizona, Missouri, Oregon.

Ron Cameron, B.L.A., Adjunct Assistant Professor of Landscape Architecture (site development). B.A., Stanford, 1963; B.L.A., Oregon, 1967.

John Etter, B.L.A., Adjunct Assistant Professor of Landscape Architecture (irrigation design). B.L.A., Oregon, 1969.

Kenneth I. Helphand, M.L.A., Associate Professor of Landscape Architecture (landscape history and perception). B.A., Brandeis, 1968; M.L.A., Harvard, 1972.

Ronald J. Lovinger, M.L.A., Professor of Landscape Architecture (planting design theory, landscape transformation). B.F.A., Illinois, 1961; M.L.A., Pennsylvania, 1963.

Joseph D. Meyers, M.S., Assistant Professor of Landscape Architecture (geo-environmental analysis). B.S., 1949, M.S., 1952, Oregon.

Damon Ohlerking, M.L.A., Assistant Professor of Landscape Architecture (planting design, plants, and community development). B.S., 1968, M.L.A., 1976, Iowa.

Zara Pinfold, M.L.A., Assistant Professor of Landscape Architecture (design, social science applications in design). Dip. L.A., Gloucestershire College of Art and Design, 1976; M.L.A., Illinois, 1979.

Jay Rood, M.L.A., Adjunct Assistant Professor of Landscape Architecture (design, cross-cultural studies). B.L.A., 1975, M.L.A., 1979, Oregon.

Glenda Frawel Utsey, M.L.A., Adjunct Assistant Professor of Landscape Architecture (design, settlement patterns). B.Arch., 1971; M.L.A., 1977, Oregon.

Graduate Teaching Fellows

Marshall Bishop, B.S., Florida State, 1969.

Shmuel Burmil, B.S.C., 1970, M.S.C., 1973, Jerusalem.

Thomas Forster, B.A., Reed, 1977.

Sara Geddes, B.S., Oregon, 1977.

Dorothy Hallock, A.B., Stanford, 1966.

William Harris, B.S., Wisconsin, 1977.

Tom Miller, B.S., Texas Tech, 1977.

Noel Prchal, B.S., Montana State, 1971.

Terrill Samura, B.L.A., Oregon, 1980.

Kent Sundberg, B.A., Chicago, 1973.

Paul White, B.S., Oregon, 1978.

Jeffrey Wilson, M.A., Oregon, 1978.

Undergraduate Studies

Landscape architecture is an environmental discipline and profession of broad scope whose central concern is the wise use of land.

Land is earth, air, water, the base of cultures, and the home of life. Landscapes are culturally determined units of environment, a product of the eye and the mind's eye. They are immediate, tangible, vital, and they are also expressions of a yearning for an ideal human habitat.

The value base for landscape architecture includes earthly stewardship, and the search for appropriate technologies and for community processes which yield healthy social change.

As a profession it 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 profound response to human need and its ecological context. Planning and design are seen as processes for understanding the complex interdependencies between the biophysical and cultural landscapes.

Curriculum

The curriculum in landscape architecture leads to the degree of Bachelor of Landscape Architecture. It is a five-year program which combines a general preparation in the arts and sciences with a focus on environmental relations. The program hopes to produce a visually literate citizen and a graduate 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, geography, biology, sociology, recreation and park management, and the fine arts 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 should be planned with the help of faculty advisers.

The options and departmental electives offered reflect the need to both provide a wide range of environmental subject material and to introduce the rapidly expanding spectrum of career areas within the profession. 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; 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 the internship programs of the profession.

Curriculum Structure

The undergraduate curriculum is structured according to four inter-related areas:

Planning and Design Program.

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 policies and management policies and programs. Tutorially oriented studio work is the integrative heart of the curriculum.

Subjects Program. Seven subject areas are included, believed essential foundations to integrative work in the planning and design program. These are landscape architectural technology, plant materials, history and literature of landscape architecture, interconnection and environmental awareness, media and communication, planning, fine arts. Course work in the above areas, offered through various departments, is provided in a core and option format which encourages the student to participate through the advisement in the structuring of an educational program.

Supportive Subjects Program. Providing supplementary course work in technical, topical, and research areas of the profession, it also includes courses relating to special faculty interests and course work reflecting contemporary career opportunities in landscape architecture.

Elective Program. The program, which includes the general requirements of the University, provides for wide personal choice in the structuring of course work in the humanities, arts, and sciences.

Preparation

Students planning to major in landscape architecture may prepare by taking beginning studies in the following areas.

Visual Language Skills. Courses in drawing, painting, photography, cinematography, design, art history, and related subjects will be helpful in developing perceptual skills and the ability to explore and communicate ideas graphically.

Problem-Solving. Courses in philosophy, mathematics, and other natural sciences will aid in the development of analytical skills.

Ecological Awareness. Courses in ecology, biology, botany, geology, and geography will 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, which help explain human needs, values, attitudes and activities, will be useful in preparing for the design of physical places.

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 15th and to the department by April 1st. Please contact either the Department of Landscape Architecture or the admissions office for further information.

Requirements

Degree requirements total 220 credit hours, distributed as follows.

Planning and Design Program

Seventy-one credit hours, 13 studios required. 1st year: 2 studios (Arch 180); 2nd year: 2 studios (LA 289); 3rd year: 3 studios (LA 389); 4th year: 3 studios (2-LA 489, 1 choice); 5th year: 3 studios (1-LA 589, 1-LA 506, comp. project, 1 choice).

Architectural Design (Arch 380), Practicum (LA 409), and Summer Design Workshop (LA 408) may be substituted for required studios with adviser's approval.

Subject Program

Seventy-two credit hours are required, distributed as follows.

(1) Landscape Architectural Technology, core courses, 18 credit hours. Introduction to Landscape Field Studies (LA 230); Site Analysis (LA 361); Site Development I (LA 362); Site Construction I (LA 366); Surveying (LA 408); Introduction to Landscape Planning Analysis (LA 440). Optional courses include Site Development II (LA 459G); Site Construction II (LA 460G); Construction Communication (LA 461G); Landscape Planning Analysis (LA 511-513); Land Planning Computer Applications (LA 515); Introduction to Structures (Arch 365), (plus architecture structure sequence).

(2) Plant Materials, core courses, 15 credit hours: Plant Communities and Environments (LA 226); Plants (LA 326, LA 327, LA 328); Planting Design Theory (LA 431G). Optional courses include The Garden (LA 432G); Systematic Botany (Bi 438G).

(3) History, Theory and Literature of Landscape Architecture, 9 credit hours minimum. Understanding Landscapes (LA 260); History of Landscape Architecture (ArH 447, 448); Landscape Perception (LA 490G); The Contemporary American Landscape (LA 491G); Land and Landscape (LA 543).

(4) Interconnection courses, 8 credit hours: Introduction to Landscape Architecture (LA 225). Optional courses include (choose any two): Fundamental Issues in Environmental Design, (Arch 221, 222, 223); Living in the Environment (LA 290); Urban Farm (LA 390); Introduction to Ecology (Bi 272).

(5) Media courses, 7 credit hours: Introduction to Design Development Media (Arch 232). Options include Design Development Media (Arch 333, 334, 335); Advanced Design Development Media (Arch 436G); Drawing Workshop (LA 408).

(6) Planning courses, 9 credit hours (URP 350 recommended; upper-division courses to be taken in urban and regional planning, geography, sociology, economics, political science, etc.).

(7) Fine Arts, 6 credit hours.

Supportive-Subjects Program

Reading and Conference (LA 405, 505); Seminar (LA 407, 507); Irrigation Workshop (LA 408); Special Problems (LA 406); Studies in Aerial Photographic Interpretation (LA 406, Geog 312).

Graduate Studies

The graduate program in landscape architecture leading to the degree of Master of Landscape Architecture 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 sub-areas of the profession, community service projects which contribute to the development of harmonious man-land relationships in the region, and pedagogical preparation for teaching at the university level. Programs combining work in two or more divisions of the school are encouraged. The program takes two years.

Requirements

The degree requirement for the M.L.A. is a minimum of 45 credit hours: (1) 30 credit hours are normally taken within the department and 15 credit hours from related departments, (2) 10 of the 30 credit hours are assigned to an original graduate project.

Students entering the program from related professions or other academic areas are required to earn Bachelor of Landscape Architecture equivalency before graduate work.

A B.L.A. degree will usually require three years of additional study beyond a first baccalaureate degree. Eligibility for graduate study beyond the B.L.A. will depend on a demonstrated capacity for original endeavor. Some students will find it possible to earn both B.L.A. and M.L.A. in ten terms. Candidates for a second baccalaureate degree are considered graduate students and should follow the application procedure below.

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.

Graduate Credit Courses: Graduate Project (LA 509); Landscape Planning Analysis (LA 511, 512, 513); Graduate Seminar (LA 507); Landscape Perception (LA 490G); The Contemporary American Landscape (LA 491G); Land Planning Computer Applications (LA 515); Land and Landscape (LA 543); Planting Design Theory (LA 431G); The Garden (LA 432G); Site Development II (LA 459G); Site Construction II (LA 460G); Construction Communication (LA 461G); Research (LA 501); Reading and Conference (LA 505); Special Problems (LA 506).

General University regulations governing graduate admission may be found in the Graduate School section of this catalog.

Courses Offered

Undergraduate Courses

LA 200. SEARCH. 1-3 credit hours.

LA 225. Introduction to Landscape Architecture. 2 credit hours. For majors and non-majors. Lectures and multi-media presentations by faculty offers introduction and background for the profession. Members of related professions demonstrate the wide scope of the field and its interdisciplinary relationships.

LA 226. Plant Communities and Environments. 3 credit hours. Development of awareness and understanding of ecological processes of natural plant communities as a basis for knowing the role of plants in the landscape, and the implications for human intervention.

LA 230. Introduction to Landscape Field Studies. 3 credit hours. Introduction to field evaluation of terrain for potential of various landscapes for human use and settlement. Emphasizes learning how to analyze, classify, and appraise land forms, land traditions, and consequent land use of an area in a particular cultural context. A class lecture and field trip is made each week to develop an under-

standing of the natural and cultural processes currently shaping the various landscapes of the southern Willamette Valley.

LA 260. Understanding Landscapes. 3 credit hours. The perception, description, explanation of landscapes as environmental sets, as biophysical processes, cultural values.

LA 289. Landscape Architecture Design. 3-6 credit hours. Study of places, their use, and how they evolve. Fundamental principles of environmental awareness, small-scale site planning and principles of ecology, supported with studies in abstract design and elementary graphic techniques. Discussions, talks, field trips, site investigation.

LA 290. Living in the Environment. 3 credit hours. Discussion of critical environmental issues, problems, and alternative solutions. Exploration of such interconnected topics as: urban services boundaries, urban reforestation, neighborhood resource conservation districts, land banking, small-scale agriculture, buildings as organisms, infill housing, and public environmental education.

LA 326. Plants, Fall. 3 credit hours. Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers, with emphasis on identification and appropriate use in landscape design.

LA 327. Plants, Winter. 3 credit hours. Characteristics, identification, and design uses of ornamental conifers, and broadleaved evergreen trees, shrubs, and ground covers.

LA 328. Plants, Spring. 3 credit hours. Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring.

LA 357, 358. Landscape Maintenance. 3 credit hours each term. Cultivation of landscape plant materials; maintenance problems in relation to landscape architecture. Offered infrequently. Last offered 1977.

LA 361. Site Analysis. 4 credit hours. As part of the site planning and design process, develops knowledge and understanding of place; concerned with developing and using analytical tools and strategies for extending perception and understanding of land and proposals for its modification.

LA 362. Site Development I. 3 credit hours. Techniques for measuring, recording sites; methods for modification of sites; grading for earth movement, drainage; site systems.

LA 366. Site Construction I. 3 credit hours. Consideration of materials and processes of landscape construction; communication of design intent through documents, including sources and costs.

LA 389. Landscape Architectural Design. 3-8 credit hours any term. Elementary problems in landscape architecture; emphasis on design as process, analysis of site and behavioral patterns, and the development and communication of design proposals.

LA 390. Urban Farm. 2-4 credit hours. 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. Laboratory for LA 290, Living in the Environment.

LA 400. SEARCH. 1-3 credit hours.

LA 401. Research. Credit hours to be arranged.

LA 405. Reading and Conference. Credit hours to be arranged.

LA 406. Special Problems. Credit hours to be arranged. Group discussion and study in depth of problems involving conflicting facts, principles, and uncertainties.

LA 407. Seminar. Credit hours to be arranged.

LA 408. Workshop. Credit hours to be arranged. Concentrated short-term programs of study, combining instruction normally offered through regular courses, work projects, laboratory study, discussion and solution of special problems.

LA 409. Practicum. Credit hours to be arranged. Supervised field laboratory work; clinical or in-service educational experience. Such experiments to involve planned programs of activities and study, with assured provisions for adequate supervision.

LA 410. Experimental Course. Credit hours to be arranged.

LA 410. Landscape Films. 3 credit hours. A regular film series (features and shorts) examining our perception of landscape through the film medium. Also offered as Hum 410 for majors outside the department

LA 440. Introduction to Landscape Planning Analysis. 3 credit hours. Introduction to principles and practice of designing land- and waterscapes for human use and settlement. Emphasis on analysis and appraisal of significant natural and cultural phenomena and processes that shape rural and urban landscapes. A class project is used for learning how to apply theory to practice through exercises in ecological, social, and economic analysis of landscapes, resources, and patterns of occupancy that occur in the Eugene-Springfield metro area.

LA 489. Site Planning and Design. 3-10 credit hours any term. Advanced problems in landscape architecture; cultural determinants of site planning and design; continuing emphasis on design development and the study of natural systems and processes as indicators of carrying capacity; integration with Site Development II.

LA 510. Experimental Course. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

LA 431. Planting Design Theory. (G) 3-6 credit hours. Theories and 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.

LA 432. The Garden. (G) 3-6 credit hours. Analytical case studies of existing private and public gardens of the Pacific Northwest. Field trips, measured drawings, landscape restoration of historic gardens and townscapes.

LA 459. Site Development II. (G) 3-6 credit hours. Complex problems in site modification and development; road siting and layout; irrigation and lighting systems. Integration with LA 489.

LA 460. Site Construction II. (G) 3-6 credit hours. Special problems and strategies in the construction of structural additions to sites; construction documents; neighborhood construction; integration with LA 489.

LA 461. Construction Communication. (G) 3-6 credit hours. Procedures and documents necessary to the communication of construction information; design and construction information; office organization.

LA 490. Landscape Perception. (G) 3 credit hours. Explores the 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.

LA 491. Contemporary American Landscape. (G) 3 credit hours. The evolution of the contemporary American landscape as an expression of American culture.

Graduate Courses

LA 501. Research. Credit hours to be arranged. No-grade course.

LA 505. Reading and Conference. Credit hours to be arranged.

LA 506. Special Problems. Credit hours to be arranged.

LA 507. Seminar. Credit hours to be arranged.

LA 508. Workshop. Credit hours to be arranged.

LA 509. Graduate Terminal Project. Credit hours to be arranged.

LA 511. Landscape Planning Analysis. 3-8 credit hours. (Rural Landscape Analysis.) Training and exercises in the geo-environmental analysis of natural landscapes, resources, and rural patterns of occupancy; student preparation of environmental and development sieve maps to determine the capability, compatibility, and feasibility of various uses and modifications of natural landscapes in selected rural areas of Oregon.

LA 512. Landscape Planning Analysis. 3-8 credit hours. (Urban Landscape Analysis.) Training and exercises in the socio-environmental analysis of cultural landscapes, resources, and urban patterns of occupancy; student preparation of environmental and development sieve maps to determine the compatibility, feasibility, and suitability of various uses and modifications of cultural landscapes in selected urban areas of Oregon.

LA 513. Landscape Planning Analysis. 3-8 credit hours. (Regional Landscape Analysis.) Training and exercises in the environmental analysis of the natural and cultural elements determining human occupancy of a region: current trends in resource use and linkage systems; student preparation of environmental and development sieve maps to determine the potentials for harmonious use and modification of natural and cultural landscapes in selected regions of Oregon.

LA 515. Land Planning and Computer Applications. 3 credit hours. Addresses the development, application, and evaluation of computer processing systems for land use/site-planning issues; focuses on the theories, implications, and state of the art techniques for accessing and using the GRID data, cell storage, and analysis systems.

LA 543. Land and Landscape. 3 credit hours. Exploration of fundamental concepts in landscape planning and design: land, landscape, place, environment, experience, carrying capacity, property, form, scenery, and time.

LA 589. Land Planning and Design. 3-12 credit hours any term. Advanced planning and design problems in landscape architecture of increased cultural complexity. Land use planning, computer aided ecological analysis of land, environmental impact, urban and new community design. Integration with related planning, design and scientific disciplines.

Department of Urban and Regional Planning

Faculty

David C. Povey, Ph.D., Department Head, Associate Professor of Urban Planning (political aspects of planning, community research). B.S., Lewis and Clark, 1963; M.R.P., 1969, Ph.D., 1972, Cornell.

John H. Baldwin, Ph.D., Assistant Professor of Urban Planning (environmental sciences, resource management), B.A., S.U., New York, 1972; Ph.D., Wisconsin, 1977.

Maradel K. Gale, J.D., Assistant Professor of Urban Planning (legal issues in planning and environmental and resource planning). B.A., Washington State, 1961; M.A., Michigan State, 1967; J.D., Oregon, 1974.

Richard L. Ragatz, Ph.D., Professor of Urban Planning (housing, community development). B.A., 1961, M.C.P., 1963, California, Berkeley; Ph.D., Cornell, 1969.

Dean Runyan, Ph.D., Associate Professor of Urban Planning (planning analysis, community research). B.S., California, Los Angeles, 1966; M.S., 1967, Ph.D., 1973, Michigan.

Graduate Teaching Assistants At Oregon 1980-81

Timothy Beatley, B. of Planning, Virginia 1979.

Edward Demos, B.S., 1975, M.P.A., Ball State.

Dennis A. Egner, B.A., Oregon, 1975.

Sandra Gilligan, B.A., York, 1975.

Thomas R. Hayes, B.A., 1971, M.A., 1973, California State.

Christine Herman, B.A., Bowdoin College, 1976.

John D. Ingle, B.S. Oregon, 1978.

Gregg S. Kantor, B.A., California, Santa Barbara, 1979.

Paul W. Ketcham, B.A., Kansas, 1979.

Susan Lynn, B.S., Nevada, 1976.

Yiu Tsan Mak, Diploma, Hong Kong Baptist College, 1978.

Gregory H. Morris, B.A., M.A., Oregon, 1969.

Mary Neiderbach, B.A., California, Berkeley, 1977.

Leon P. Skiles, B.A., Oregon, 1979.

Stefano M. Viggiano, B.A., California, Berkeley, 1975.

Graduate Studies

The Department of Urban and Regional Planning offers a two-year Master of Urban Planning degree recognized by the American Planning Association. The department is located in the School of Architecture and Allied Arts.

The field of urban and regional planning is concerned with the rational guidance of future community change. Planners are responsible for identifying and clarifying the nature and effect of community problems, formulating alternative solutions and assisting in the implementation of appropriate alternatives to alleviate community problems.

To meet this challenge, the planner must have a basic understanding of the economic, social, political, physical, and environmental characteristics of a community, and be able to identify these and other variables as they relate to the processes of change at both the urban and regional levels of analysis.

Recognizing that the field of urban planning requires extension into many areas of concern and that students attracted to the department have varying career expectations, the program provides flexibility for the pursuit and development of skills requisite for entry into a number of professional planning specialty areas.

The objective of the program is not only to provide professional skills of current practice, but also to impart a basic knowledge of the urban and regional community, to develop competence in theory and method, and to stress creativity in the solution of community problems. The entering student should be prepared to become involved in, and committed to, the basic issues of our society.

Courses within the department, coupled with related courses in other departments at the University, provide the student an opportunity to obtain a thorough education in the planning profession.

Applicants must have received a baccalaureate degree or its equivalent from a recognized college or university. The department makes no restriction as to undergraduate background. The department places particular emphasis on the recruitment and professional placement of minority and women applicants.

A limited number of graduate teaching fellows are appointed each spring to assist with instruction the following academic year. Details are available at the departmental office.

Requirements

A total of 72 credit hours beyond the undergraduate degree is required for the Master of Urban Planning; 36 hours must be taken within the department. The remaining 36 hours may be taken within the department or from other departments at the University or elsewhere, depending upon the program pursued by the student.

Students are expected to enroll for six regular terms with an average load of 12 credit hours per term. A three-month internship is encouraged for the summer between the first and second years in the program unless the student has already had equivalent experience. Internships are also available during the regular school year. A student may receive up to 6 credit hours for approved internship positions.

Required Courses

Introduction to Urban and Regional Planning (URP 511), 3 credit hours, fall.

Community Workshop (URP 508), 6 credit hours (2 terms, winter, spring).

Planning Analysis I (URP 530), 3 credit hours, fall.

(4) Planning Theory (URP 515), 3 credit hours, winter.

Legal Issues (URP 520), 3 credit hours, *or* Planning Legislation (URP 522), *or* Legislative and Administrative Procedures (URP 507), 3 credit hours.

Thesis (URP 503), *or* Terminal Project (URP 509). Up to 10 credit hours.

Student-Faculty Research Seminar (URP 590), 1 credit hour each term, winter, spring.

The remaining credit hours required within the department are selected by the student in consultation with an adviser as are the other 36 hours required for the degree.

In addition, students must complete an advanced undergraduate- or graduate-level introductory course in statistics, to be taken prior to or concurrently with URP 530. No credit towards the MUP will be allowed for this course; however, this requirement will be waived for those students with work in appropriate courses or other prior experience. Entering students are encouraged to satisfy this requirement prior to enrollment in the department.

Students in the program may take no more than 15 credit hours per term. Students may petition for transfer of up to 15 graduate credit hours taken prior to admission to the planning department. Petitions must be submitted during the first term of the program.

For additional information, please consult the admissions secretary, Urban and Regional Planning Department (503) 686-3635.

Courses Offered

Undergraduate Courses

URP 350. Survey of Urban and Regional Planning. 3 credit hours. For students seeking an introduction to the field. Review of the origins and evolution of urban and regional planning. Examination of legal, social, and political constraints on planning. Consideration of perspectives and performance of the planning profession and an appraisal of the role of the urban and regional planner. Students will acquire skills which will facilitate their involvement in planning activities in their own communities.

URP 401. Research. Credit hours to be arranged. A no-grade course.

URP 405. Reading and Conference. Credit hours to be arranged. A no-grade course.

URP 406. Special Problems. Credit hours to be arranged.

URP 407. Seminar. Credit hours to be arranged.

URP 410. Experimental Course. Credit hours to be arranged.

Graduate Courses

URP 501. Research. Credit hours to be arranged. A no-grade course.

URP 503. Thesis. Credit hours to be arranged. A no-grade course.

URP 505. Reading and Conference. Credit hours to be arranged.

URP 506. Special Problems: Internship. Credit hours to be arranged. Department majors may receive up to 6 graduate-level credit hours for intern work in approved planning positions.

URP 507. Seminar. Credit hours to be arranged. Topics vary from year to year. Seminars in recent years have included Planning Graphics and Communication Legislative and Administrative Procedures in Planning

Transportation Planning
Energy Policy Planning
Planning and Small Communities

URP 508. Community Planning Workshop. 6 credit hours. Design and execution of cooperative planning endeavors in which the insights and tools of several disciplines simultaneously are brought to bear upon selected urban or regional problems. The topics selected change from year to year. Students are responsible for (1) defining the problems they examine; (2) determining the appropriate research methods and techniques for problem identification and determination of alternative solutions; (3) identifying the groups involved in promoting or resisting change; (4) testing alternative problem solutions to determine probable future impacts of proposed solutions; (5) preparing a final plan or product for presentation to the client.

URP 509. Terminal Project. Credit hours to be arranged. A no-grade course.

URP 510. Experimental Course. Credit hours to be arranged. Each term a series of short seminars is offered on planning and

planning-related topics. Seminars are usually held in the evening and meet two times for a total of six contact hours and 1 credit hour. Students may enroll in no more than six short seminars per year. Short seminars are offered only for a pass/no pass grade.

URP 511. Introduction to Urban Planning. 3 credit hours. Broad overview of major fundamentals involved in the urban planning profession which relates the need for planned change to the concept of urbanization and its explanation, extent, and resulting forms. Integrated analysis of concepts and functions of the planning process as they relate to the social, economic, political, and environmental parameters of the community. Designed to provide students a perspective for defining academic and professional goals in urban planning. Open only to majors.

URP 515. Planning Theory. 3 credit hours. Examination of the fundamental bases and logic of the planning process and its basic terms and concepts; review of the major contributions to urban planning's search for a theory; the relationship of planning to the political process and rational decision making.

URP 517. Regional Planning. 3 credit hours. Introduction to the theory and practice of regional planning. Emphasis on substate regional analysis and the development of regional policies and plans as these relate to the natural and human resource base of the Pacific Northwest.

URP 520. Legal Issues in Planning and the Environment. 4 credit hours. Survey of the legal issues which relate to environmental planning; three major areas of law considered: the Constitutional issues (due process, property rights, civil rights), environmental legislation (NEPA, state environmental protection legislation, state and federal land-use planning laws), environmental planning law in operation (adjudication, rule-making, judicial review). Consent of instructor required.

URP 521. Planning Administration. 3 credit hours. Study of the urban planning function in local government; organization and activities of local, metropolitan, regional, and state planning agencies; current trends in the planning process as they affect local planning administration. Consent of instructor.

URP 522. Planning Legislation. 3 credit hours. Examination of the various federal and state laws governing the planning function, and regulating programs, land use, and development. Prerequisite: URP 520 or consent of instructor.

URP 525. Politics and Planning. 3 credit hours. A review of the roles of the politician and the planner in planning, policy formulation and decision-making; student reading and discussion supplemented with guest lectures by local planners, political figures, and representatives of citizen groups.

URP 526. Environmental Issues in Planning. 3 credit hours. An overview of contemporary environmental problems as they relate to the social, economic, and physical systems of the world. Examination of the long- and short-term impacts of overpopulation, overconsumption, and harmful technologies. The development and integration of environmental ethics, concepts, and plans into the comprehensive planning process.

URP 527. Environmental Analysis in Planning. 3 credit hours. Examination of the development, requirements, and impacts of the National Environmental Policy Act on agency decision-making. The development and integration of agency requirements, legislation, and regulations affecting environ-



mental problems. Short- and long-term impacts, techniques of analysis, nonquantifiable considerations, and social challenges to the process. Practical work on critique and preparation of environmental impact statements will be required.

URP 530. Planning Analysis I. 3 credit hours. Introduction to theoretical bases and applications of research methods and techniques used in the planning process. Exploration of the nature and relevance of the scientific method for urban planning; discussion of the treatment, organization and validity of data used by planners; relationships of quantitative analysis to planning standards and measures, long-range inference, and policy formation. Open only to majors, or with consent of instructor.

URP 531. Planning Analysis II. 3 credit hours. Advanced course in research methods and techniques used in urban planning. Collecting, analyzing, forecasting, and application of population, employment, economic base, land use, and transportation information. Discussion of budget, time, uncertainty of data, and other limitations imposed upon research activity. The use of computers and models in planning. Prerequisite: URP 530, or consent of instructor.

URP 540. Land-Use Planning I. 3 credit hours. Application of land-use planning in urban, rural, and interface environments. Evaluation of the functions, distribution, and relationships of various land uses along with the social, economic, fiscal, and physical consequences of alternative land use development patterns.

URP 541. Land-Use Planning II. 3 credit hours. Advanced application of principles and concepts of physical planning and design problems. Evaluation of the social, economic, fiscal, and physical consequences of alternative land use development patterns. Investigation of the sources of basic information for physical design, the formulation of a physical design program, the preparation of solutions to problems and presentation techniques. Seminars and studio assignments. Prerequisite: URP 540, or consent of instructor.

URP 545. Urban Design. 3 credit hours. Advanced discussion of the role of urban design in the planning process. Investigation of historical and contemporary thought on the visual aspects of cities, including evaluation of technological and cultural influences on urban

design, perception of urban form, and aesthetic qualities of physical environments. Current urban design theories and examples of successful innovations. Methods of effecting urban design through public policy decisions. Open only to majors, or with consent of instructor. Not offered 1981-82.

URP 550. Social Issues in Planning. 3 credit hours. Intended to sensitize the student to the theory and workings of the societal context in which planners operate. Review of modes of citizen participation in public decision-making, advocacy planning, and participatory democracy in terms of the community planning and development processes. Examination of techniques and methods for planning social services. Consent of instructor. Offered irregularly.

URP 555. Housing and Urban Renewal. 3 credit hours. Survey of American housing, and its formative processes as they relate particularly to community welfare. The relationship of housing to urbanism and planning; the functioning of housing markets and the house-building industry; housing controls; use of various methods and programs for improving housing in the community. Consent of instructor required.

URP 556. Housing Planning. 3 credit hours. Integration of the activities of housing and planning so that housing issues may be approached through a comprehensive process-oriented methodology. Focus on the preparation of housing element and housing assistance plans, housing market analysis, housing survey techniques and housing information base. Prerequisite: URP 555, or consent of instructor.

URP 560. Urban Development. 3 credit hours. The development of commercial, industrial, and residential areas studied from the viewpoint of the developer and planners. Feasibility and environmental impact studies are undertaken by an interdisciplinary team of students as a means of better understanding the economic, political and environmental aspect of urban development.

URP 590. Student-Faculty Research. 1 credit hour. Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. Required course for all advanced second year students and recommended for all first year urban and regional planning majors. Two terms required.

Department of Art Education

Faculty

June K. McFee, Ed.D., Department Head, Professor of Art Education and Education (psychological-social foundations; environmental design). B.A., Washington, 1939; M.Ed., Central Washington, 1954; Ed.D., Stanford, 1957.

Jack W. Burgner, M.F.A., Professor of Art (elementary and preprimary school art). B.S., Eastern Illinois, 1948; M.F.A., Colorado State College, 1949.

Rogena M. Degge, Ph.D., Assistant Professor of Art Education (school and community curriculum, ethnographic research, mass media criticism). B.A., Fresno State, 1964; M.S., 1972, Ph.D., 1975, Oregon.

Beverly J. Jones, Ph.D., Assistant Professor of Art Education (curriculum, research technology, aesthetics). B.S., 1967, Oregon College of Education; M.S., 1976, Ph.D., 1977, Oregon.

Gordon L. Kensler, Ed.D., Professor of Art Education; Associate Professor of Education; Director, Institute for Community Art Studies (curriculum; research; community art). B.F.A., 1949, M.F.A., 1951, Art Institute of Chicago; Ed.D., Stanford, 1964.

Vincent Lanier, Ed.D., Professor of Art Education and Education (newer media; educational theory, art criticism). B.A., M.A., 1948, Ed.D., 1954, New York University.

Graduate Teaching Fellows

Martin Rayala, M.S., Wisconsin

Linda Ettinger, M.S., Illinois State

Joanne Kurz, M.S., Oregon

Dana Laurson, M.S., Oregon

The art education department prepares teachers of art to work with students of all ages. It also prepares art education consultants, art coordinators, and college and university faculty and researchers.

Art education courses encompass and assess the concepts, values, and technicalities needed by teachers whose students are creating, designing, and critiquing art and environments in a changing society.

In the program, students focus on foundational studies in art education, the varied aptitudes of students, curriculum development, and classroom strategies for contemporary schools and centers. They also study the appli-

cation of contemporary and historical theories in aesthetics, criticism, art history, and artistic expression as applied to teaching.

Art education courses also are concerned with developing social and visual literacy in response to nonverbal messages through designed images in mass media, the environment, and printed advertising.

Objectives

(1) To present the current content of the field appropriate to the professional goals of students and the groups they will serve.

(2) To create a climate of inquiry in which faculty and students can research critical issues and contribute to professional literature.

(3) To relate to ongoing research developments in other departments in the School of Architecture and Allied Arts, the College of Education, and related fields in the University.

Freshman and sophomore work is primarily in studio art, art history, and University requirements. Although majors receive advising in this department, professional courses in art education and education are taken at the junior and senior levels. Transfer students may enter at any level. The time required to complete the program will depend upon the extent of previous work completed. Community college students in Oregon should refer to the recommended transfer programs for art education at the University of Oregon in the transfer program booklet at their college.

Students planning graduate study should write directly to the department for information and application forms for the master's or doctoral program. Department policies are available upon request.

Preparation

High school students preparing for college who want to become art teachers should take University prerequisites as well as art classes. Students are encouraged to come to the department for continued advising for their art courses and University requirements before beginning courses in art education.

Undergraduate Studies

The curriculum in art education leads to the bachelor of arts or the bachelor of science degree in two different

programs. The principal program 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 program is expressly designed for teaching art in elementary, junior, and senior high schools. (A fifth year of graduate preparation is required for the standard certificate; see Graduate Studies, below.)

The second program is in cultural services and prepares students to teach art in community art centers and to coordinate art programs for museums, city recreation centers, or government services.

Grading

Most courses are for letter grades. The D grade is given infrequently, as students are in upper-division or graduate work but the option to give the grade is open to faculty.

Undergraduate students must have a 2.50 grade-point average to be admitted or continue in the art endorsement program for teacher certification. Graduate students, working toward art endorsement, must maintain a 3.00 GPA in accordance with Graduate School requirements.

Teaching in the Public Schools

The Department of Art Education offers work for preparation to teach art in the public secondary schools. Certification as 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, plus recommendation of the institution in which the preparation is completed. The department offers work toward basic and standard Oregon certification. For additional information regarding requirements for the art endorsement, students should consult the departmental endorsement adviser for teacher education, Gordon L. Kensler.

Major in Art Education

The following upper-division courses are necessary to complete the requirements for the major in art education: Introduction to Art Education (ArE 324); Methods and Curriculum in Elementary and Secondary School Art (ArE 326); Seminar: Student Teaching (ArE 407); Practicum: School Art (ArE 409); Newer Media in Art Education (ArE 495); and three hours of electives in Art Education; Human

Development and Group Processes (EPsy 321); Human Development and Educational Measurement (EPsy 322); Teaching Strategies (CI 314); Escape Practicum I, (CI 409); Social Foundations of Teaching (EdPM 327) or Education in Anthropological Perspective (EdPM 407) or History of Education (EdPM 441) or Modern Philosophy of Education (EdPM 445); Reading and Writing, Secondary School (CI 469); Student Teaching SHS (CI 417).

Major in Cultural Services

This program prepares students to assume roles in noncertified positions in which they may work with different age groups, primarily within the context of the visual arts. The curriculum provides opportunity for the student, with an adviser, to individualize the selection of courses while maintaining a foundation designed to develop background and understandings that will be useful in working in community agencies.

Following are the requirements for the cultural services program: At least 20 credit hours of studio courses in the Department of Fine and Applied Arts; 26 credit hours in art education, including Introduction to Art Education (ArE 324); Art in Society (ArE 407); Non-Museum Art (ArE 407); 9 credit hours Practicum (ArE 409); The Role of Art Criticism in Art Education (ArE 415); Newer Media in Art Education (ArE 495); 9 credit hours in art history: Survey of Visual Arts (ArH 201-203), or History of Western Art (ArH 204-206), or History of Oriental Art (ArH 208-209); electives within the School of Architecture and Allied Arts totaling 23 credit hours; School of Community Service and Public Affairs, 9 credit hours; 9 credit hours in performing arts, including at least one course in each of the following areas: music, drama and dance.

Graduate Studies

Master's Programs

The department offers the advanced degrees of Master of Arts and Master of Science in art education. Courses leading to standard certification may be combined with work for a master's degree. (See standard certification below.) Admission to either degree program in the Department of Art Education is determined by a selection committee of departmental faculty. Transcripts, teaching experience, and

evidence of scholarship are considered. A portfolio of art work may be requested.

University Requirements

Of the 45 minimum credit hours of required course work for the master of science or master of arts degree in art education, 30 credit hours must be taken in residence. Of the 45 credit hours, 30 hours must be completed in the major area of art education, and 15 credit hours of University electives. The master of arts degree requires competence in one foreign language.

All work for the master of science or master of arts degree must be completed within a period of seven years.

Departmental Requirements

Candidates working for either one of the above degrees may meet the requirements by attending the University during the academic year, or three consecutive summer sessions. During the first quarter of residence, the candidate, in consultation with an adviser, will plan a curriculum of studies for the program including the required courses.

The faculty member who chairs the departmental master's program will help each student select a program and thesis or master's thesis adviser in terms of the student's professional goals.

The student may select to do a master's thesis according to Graduate School standards. Or a student may select a master's project which includes a visual study and scholarly paper. A presentation of the master's project or thesis must be made after the second term of residence.

A maximum number of 6 credit hours of graduate credit in courses numbered 501 or 505 may be taken in addition to the required Special Problems: Master's Degree Project (ArE 509) 3 credit hours.

Standard Certification

The department offers a nondegree program leading to a standard certificate for teaching art for students who already have a degree. This is a program of 45 credit hours that includes renewal of the basic certificate and ends with the standard norm. The program may be completed during the academic year or during three summer sessions. Requirements for meeting the standard norm may be combined with work for a master's degree in a program totaling 54 credit hours.

Doctoral Programs

The Doctor of Philosophy and Doctor of Education degrees in art education are three-year postbaccalaureate programs. The programs are administered by the art education department in the School of Architecture and Allied Arts and are granted by the Area of Curriculum and Instruction 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 include college and university teacher education and research; city and state art supervision, or other relevant areas.

Students may develop supporting areas in fine arts, environmental design, art history, elementary, secondary or higher education, educational psychology, a social science, or in electronic and film media.

All students must meet the Graduate School and College of Education requirements for the Ph.D. or D.Ed. degrees for admission, advancement to candidacy, and dissertation. Two years of work beyond the master's degree are usually required.

Summer Session

The Department of Art Education offers an annual summer school program for regular students completing their degrees, and returning teachers working for standard certification, master's degrees, and professional growth. Required courses for the master's degree are offered on a rotating basis so that students may complete a degree in three consecutive summers.

Courses Offered

Undergraduate Courses

Art 320. Art in the Schools. 2 credit hours. A transition course from university art studio practices to the context of the public school teaching of art. Organizing, designing, and analyzing art experiences, activities, and classroom environments. Selecting, budgeting, ordering, maintaining supplies, tools, and equipment. Prerequisite: 30 hours of studio art. Kensler.

Art 322. Art in the Elementary School. 2 credit hours. An introduction to the basic skills in art of seeing, drawing, designing. Experience with a variety of art materials in two and three dimensions and newer media appropriate to the elementary school. Criticism of art, environments, and mass media.

ArE 323. Methods and Curriculum in Elementary School Art. 3 credit hours. Teaching strategies and curriculum design for elementary art instruction. Theory and planning focuses on designed environments, cultural understanding, creating and responding to art. Satisfies Board of Education methods requirements. Prerequisite: Art 322.

ArE 324. Introduction to Art Education. 3 credit hours. Designed to provide the student with a fundamental knowledge of teaching art in the public schools, including the history and current trends in art education; purposes and theories relevant to teaching art, structures of curriculum, individual differences of students, psychological and sociological foundations; teaching roles and differences in public schools. Required of all art education majors. Taken concurrently with ArE 409 Practicum. Prerequisite: minimum of 30 credit hours of studio art courses. Degge.

ArE 325. Children's Art Laboratory. 3 credit hours. Work with children in a supervised art laboratory; designed for students preparing for teaching art at both the elementary and secondary levels. Open to majors and nonmajors. Not offered 1981-82.

ArE 326. Methods and Curriculum in Elementary and Secondary School Art. 4 credit hours. Special methods and curriculum design in the teaching of art. Examination of teaching methodology and theory relative to public school philosophy. Required of all art education majors. Meets state certification requirements. Consent of instructor is required. Prerequisite: ArE 324, ArE 409 Practicum: School Art, and ArE 320. Jones.

ArE 331. Art in Community Services. 3 credit hours. Organization of visual arts programs for community agencies. Planning art experiences appropriate for diverse social and individual needs. Burgner. Offered infrequently.

ArE 400. SEARCH. 1-3 credit hours.

ArE 401. Research. Credit hours to be arranged.

ArE 405. Reading and Conference. Credit hours to be arranged.

ArE 406. Special Problems. Credit hours to be arranged.

ArE 407. Seminar. Credit hours to be arranged.

CI 417. Student Teaching. 5-15 credit hours any term. Student teaching in the public schools. Arrangements are made to provide the student with teaching experiences in public schools. Permission for student teaching assignments must be obtained from the Department of Art Education. Kensler. For further information, see College of Education.

Upper-Division Courses Carrying Graduate Credit

ArE 407. Seminar. (G) 3 credit hours. Art in Society. McFee. Teaching Environmental Design. McFee.

ArE 407. Seminar. (G) 1 credit hour. Student Teaching. Degge.

ArE 408. Workshop. (G) Credit hours to be arranged.

ArE 409. Practicum: School Art. (G) 3 credit hours. Field experience for the prospective art teacher; opportunity to formulate personal and professional objectives based upon field observations and opportunities. Required for all art education majors. Taken concurrently with ArE 324, Introduction to Art Education. Meets state certification requirements. Degge.

ArE 409. Practicum: Alternative Sites. (G) Credit hours to be arranged. Field experience in places other than public schools. Lanier.

ArE 410. Alternatives to Public School Teaching. (G) 3 credit hours. Curricular content, needs, and planning strategies will be surveyed for teaching art to the elderly, the incarcerated, the physically and emotionally handicapped, and in museums. Degge.

ArE 410. Non-Museum Art. (G) 3 credit hours. A survey of those nonmuseum/gallery visual arts which provide aesthetic involvement for a considerable portion of the public. Content includes folk arts, popular arts, and mass media. Students are encouraged to explore alternative materials. Lanier. Not offered 1981-82.

ArE 410. Literature of Art Education. (G) 3 credit hours. Examination and analysis of historical and current book and periodical literature. Lanier.

ArE 410. Women and Their Art. (G) 3 credit hours. Dialogues with women artists and designers about their work and professional careers. Focus on problems and solutions. Review of literature. Burgner.

ArE 410. Understanding Today's Artists. (G) 3 credit hours. Dialogue with a selection of contemporary artists and designers. Concepts, problem-solving, production techniques and processes. Burgner.

ArE 411. Methods and Research Materials: Art in Elementary Schools. (G) 3 credit hours. Study of significant literature and research in the field; laboratory investigation of materials, ideas, and methods currently used in elementary schools. Satisfies state certification requirement for an elementary art-methods course. Consent of instructor is required. Prerequisite: Art 322 or elementary classroom teaching experience.

ArE 415. The Role of Art Criticism in Art Education. (G) 3 credit hours. Theory and practice of art criticism as it relates to art education in the schools. Lanier.

ArE 430. Art for the Exceptional Student. (G) 3 credit hours. Exploratory course to help art education majors prepare for teaching art to handicapped students in the regular classroom. Investigation of limitations of handicapped students and the selection of appropriate art activities. Includes some laboratory work with art materials. Kensler.

ArE 432. Preprimary Art. (G) 3 credit hours. A study of the role of art in the education of the young child in terms of developmental trends and individual variability. Includes experimentation with materials and the development of activities. Burgner.

ArE 492. Teaching Art History in Secondary School. (G) 3 credit hours. Critical

examination of problems in teaching art history in public schools. Investigation of traditional and alternative teaching strategies using a variety of visual media. Prerequisite: 9 credit hours of art history. Jones.

ArE 495. Newer Media in Art Education. (G) 3 credit hours. An investigation of the implications of new technologies, teaching strategies, concepts, and communication media for the teaching of art. Required for all art education majors. Meets state certification requirements for media course. Lanier.

Graduate Courses

ArE 501. Research. Credit hours to be arranged. A no-grade course.

ArE 502. Supervised College Teaching. Credits to be arranged.

ArE 503. Thesis. Credit hours to be arranged. A no-grade course.

ArE 505. Reading and Conference. Credit hours to be arranged.

ArE 506. Special Problems. Credit hours to be arranged.

ArE 507. Seminar. Credit hours to be arranged. Issues in Art Education. Advanced Foundations. McFee. Advanced Research Methodology. Jones.

ArE 509. Master's Degree Project. Credit hours to be arranged.

ArE 510. Experimental Course. Credit hours to be arranged.

ArE 512. Research Methodology in Art Education. 3 credit hours. Study of the fundamental methodologies of scientific inquiry with attention to their application to research in art education. The scientific bases of research; classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique research reports. Kensler.

ArE 520. Foundations of Art Education I. 3 credit hours. A review of the history of the field and an examination of the philosophical origins of those principal concepts structuring theory and practice in teaching art. Lanier.

ArE 521. Foundations of Art Education II. 3 credit hours. Review and analysis of 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. McFee.

ArE 532. Supervision of Children's Art Laboratory. 3 credit hours. Designed to provide an opportunity for work with children in a planned laboratory situation; responsibility for program design and supervision of children's art activities. Consent of instructor is required. Prerequisite: teaching experience. Not offered 1981-82.

ArE 566. Curriculum Development in Art Education. 3 credit hours. Curriculum development in the visual arts in terms of individual and subcultural differences between students. Consent of instructor is required. Prerequisite: ArE 521 or equivalent. Degge.

Department of Art History

Faculty

Esther Jacobson, Ph.D., Department Head, Associate Professor of Art History (Asian art). B.A., 1962, M.A., 1964, Ph.D., 1970, Chicago.

Marian Card Donnelly, Ph.D., Professor of Art History (history of architecture, Scandinavian art). B.A. 1946, A.M., 1948, Oberlin; Ph.D., Yale, 1956.

Jeffrey M. Hurwit, Ph.D., Assistant Professor (ancient art, Greek and Roman archaeology). A.B., M.A., 1971, Brown; M.A., 1972, Ph.D., 1975, Yale.

Ellen Johnston Laing, Ph.D., Maude I. Kerns Professor of Oriental Art (Chinese and Japanese art). B.A., 1954, Missouri; M.A., 1956, Wisconsin; Ph.D., 1967, Michigan.

A. Dean McKenzie, Ph.D., Professor of Art History (medieval art, Russian art). B.A., San Jose State, 1952; M.A., California, 1955; Ph.D., New York University, 1965.

Kathleen D. Nicholson, Ph.D., Assistant Professor (modern art, 19th century). B.A., Connecticut, 1969; M.A., 1971, Ph.D., 1977, Pennsylvania.

Richard Paulin, M.A., Director, Museum of Art, Assistant Professor of Art History (museum training). A.B., De Pauw, 1951; M.A., Denver, 1958.

Frances L. Pitts, M.A., Assistant Professor (Renaissance art). B.A., 1966, California, Riverside; M.A., 1970, California, Los Angeles.

Leland M. Roth, Ph.D., Assistant Professor of Art History (history of American and modern architecture). B.Arch., Illinois, 1966; M.Phil., 1970, Ph.D., 1973, Yale.

W. Sherwin Simmons, Ph.D., Associate Professor of Art History (modern art, twentieth century). B.A., Yale, 1967; M.A., 1975, Ph.D., 1979, Johns Hopkins.

Graduate Teaching Fellows (At Oregon 1980-81)

Maria R. Borissow, B.A., California, Los Angeles, 1969; M.A., San Francisco State, 1977.

Lucy M. Embick, B.A., Pomona College, 1978.

Lisa O. Morrisette, B.A., Oregon, 1979.

Carlis M. Nixon, B.A., British Columbia, 1977.

Barbara J. Sabatine, B.A., California, Berkeley, 1978.

Stewart J. Wilson, B.A., Wisconsin, 1979.

The program in art history provides (1) instruction in this basic aspect of human culture for all University students; (2) the historic background in art and architecture needed in the several major curricula of the School of Architecture and Allied Arts; (3) a major curriculum in the history of art; and (4) graduate studies leading to the M.A. and Ph.D. degrees.

For undergraduate and graduate majors, the department offers a limited number of scholarships and fellowships, including the Eric G. Clarke Scholarship in Oriental Art, the Maude I. Kerns Fellowship in Oriental Art, and the Samuel H. Kress Fellowship and Scholarships.

In addition to providing a broadly based liberal education, the program in the history of art leads to opportunities for teaching, working in art museums and in art galleries, and art publishing.

Undergraduate Studies

The major in the history of art combines historical study with an opportunity for studio practice and leads to the degree of Bachelor of Arts.

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, a non-art history major may take any departmental course offered by the department under either the graded or the ungraded option.

Students expecting to transfer to the program in art history from two-year colleges should plan to include in their program the History of Western Art, ArH 204, 205, 206, or its equivalent, and two years of French or German. They should also complete as many of the University group requirements as possible.

Major Requirements

The following lower-division courses are required as preparation for a major: studio courses (drawing, painting, sculpture, or applied design), 6 credit hours; History of Western Art (ArH

204, 205, 206) or Survey of Visual Arts (ArH 201, 202, 203), 9 credit hours; one term of History of Oriental Art (either ArH 207, 208, or 209), 3 credit hours; two years of French or German, or of another appropriate language, 24 credit hours.

Upper-Division Requirements

The upper-division major program in art history, leading to the degree of Bachelor of Arts, includes the following required courses:

Third Year: History of art (selected), 18 credit hours; language or literature, 9 credit hours; electives (recommended: philosophy, history, anthropology, literature, music, art studio courses), 18 credit hours.

Fourth Year: History of art (selected), 18 credit hours; language or literature, 9 credit hours; electives (recommended: philosophy, history, anthropology, literature, music, speech, art studio courses), 18 credit hours.

The 36 upper-division hours in art history required for the major must be taken on a graded basis. Of these 36 hours, majors in art history must take one sequence in ancient, medieval, or renaissance art. They must take a second sequence in either another of these periods or in oriental or modern art.

Graduate Studies

The University of Oregon offers programs leading to the Master of Arts and the Doctor of Philosophy degrees in the history of art in the fields of classical, medieval, renaissance, modern, and oriental art, and the history of architecture. Within these general fields, particular areas may be selected for study. Some of the advanced lecture courses are offered in alternate years only. A graduate course in museology is offered, using the facilities of the University Museum of Art.

Master of Arts Requirements

For the Master of Arts degree, an undergraduate major in art history, or its equivalent, is ordinarily prerequisite to graduate work in the department.

Two 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 residency. Students in both programs must satisfy the general re-

quirements of the Graduate School regarding residence and the number of pass-differentiated hours.

The thesis program is intended for students preferring some specialization or planning to continue in a doctoral program. Thesis-track students must complete at least 9 credit hours in graduate research seminars. They must also earn 9 credit hours in ArH 503 (Thesis) through the presentation of a written thesis. An oral examination will be given on the thesis.

The program without a thesis is intended for students who wish to undertake a more general and broadly based course of study and who do not see continuation in a doctoral program as their immediate goal. It is expected that these students will give emphasis to either Western or Asian art. Their programs should be based on one of the following suggested patterns:

Western Art Majors Credit Hours

- 24 Western art
- 9 Asian art
- 3 Bibliography and Methods
- 9 Museology or electives

45 total credit hours

Asian Art Majors Credit Hours

- 24 Asian art
- 9 Western art
- 3 Bibliography and Methods
- 9 Museology or electives

45 total credit hours

Nonthesis-track students must take 9 credit hours of 500-level courses. The comprehensive examination will be based on the student's individual course of studies.

All entering graduate students are required to complete satisfactorily ArH 514 (Bibliography and Methods), given each fall term. During the first term of residence, each student is required to take a written examination in French or German, designed to test the student's ability to read the language. Students who do not satisfactorily complete the examination will be asked to undertake further language study. In addition, students are encouraged to undertake the study of other languages pertinent to their specific fields of research.

Ph.D. Requirements

For the Doctor of Philosophy, in addition to the general University requirements for the degree, the following should be noted. Students entering the doctoral program who have not completed a master's degree in art

history may be required to pass a general qualifying examination in art history during the first term in residence. The student must have passed written examinations in both French and German by the end of the first year; demonstration of competence in other necessary languages may be required.

The comprehensive examination includes three areas in art history: (1) two adjacent areas in one of which the dissertation will be written, and (2) a third unrelated area. These areas are selected from an established list. The comprehensive examination should be taken before the completion of 45 credit hours beyond the M.A.

Applications for admission to the graduate program for the academic year 1982-83 must be received by February 15, 1982.

Courses Offered

Undergraduate Courses

- ArH 199. Special Studies. 1-3 credit hours.**
- ArH 200. SEARCH. 1-3 credit hours.**
- ArH 201, 202, 203. Survey of the Visual Arts. 3 credit hours each term.** Study of the expressive value of the visual arts through consideration of form, media, and motives. Material includes both historical and contemporary works. Terms need not be taken in sequence. ArH 201, spatial arts (architecture, planning, landscape); ArH 202, two-dimensional arts, (painting, prints, drawing); ArH 203, plastic arts (sculpture, ceramics). Roth, Simmons.
- ArH 204, 205, 206. History of Western Art. 3 credit hours each term.** 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. (ArH 204, ancient; ArH 205, medieval to early renaissance; ArH 206, renaissance to modern.) McKenzie, Pitts, Simmons.
- ArH 207, 208, 209. History of Oriental Art. 3 credit hours each term.** 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. (ArH 207, India; ArH 208, China; ArH 209, Japan.) Jacobson, Laing.
- ArH 400. SEARCH. 1-3 credit hours.**
- ArH 401. Research.** Credit hours to be arranged.
- ArH 405. Reading and Conference.** Credit hours to be arranged.
- ArH 407. Seminar.** Credit hours to be arranged.
- ArH 409. Practicum.** Credit hours to be arranged.
- ArH 478, 479. History of Landscape Architecture. 3 credit hours.** History of gardens and public open spaces. First term: development of the formal garden from the end of the Middle Ages to the 18th century. Second term: the landscape garden since the

18th century. Oriental and modern garden design. Offered irregularly. Ross, Helphand.

ArH 451, 452, 453. History of Interior Architecture. 3 credit hours each term. History of interior architecture as artistic expression, including the study of furnishings, textiles, and other interior traditions. Hawn.

Upper-Division Courses Carrying Graduate Credit

Art history upper-division courses carrying graduate credit offer different requirements for undergraduates and graduates.

- ArH 407. Seminar. (G)** Credit hours to be arranged.
- ArH 408. Workshop. (G)** Credit hours to be arranged.
- ArH 410. Experimental Course. (G)** Credit hours to be arranged.
- ArH 411, 412, 413. Ancient Mediterranean Art. (G) 3 credit hours each term.** Fall: the Bronze Age in the Near East; Winter: Aegean Bronze Age and Geometric Art to 700 B.C.; spring: Greek and Etruscan Art c. 700-c. 480 B.C. Prerequisite: ArH 204, or consent of instructor. Offered in alternate years with ArH 414, 415, 416. Hurwit.
- ArH 414, 415, 416. Greek and Roman Art. (G) 3 credit hours each term.** Fall: Classical Greek and Etruscan art, c. 480-c. 330 B.C.; winter: Hellenistic Greek and Etruscan art; spring: Roman art, to Constantine the Great. Prerequisite: ArH 204, or consent of instructor. Offered in alternate years with ArH 411, 412, 413. Hurwit.
- ArH 421. Early Byzantine Art. (G) 3 credit hours.** Early Christian and Byzantine art from the second century to A.D. 726. McKenzie. ArH 421, 422, 423 offered in alternate years with ArH 424, 425, 426.
- ArH 422. Later Byzantine Art. (G) 3 credit hours.** Byzantine art after Iconoclasm. A.D. 843-1453. McKenzie.
- ArH 423. Russian Medieval Art. (G) 3 credit hours.** Russian art from pre-Christian times up to Peter the Great at the beginning of the 18th century. McKenzie.
- ArH 424, 425, 426. Western Medieval Art. (G) 3 credit hours each term.** Fall: early medieval art in Western Europe to the eleventh century; winter: Romanesque art; spring: Gothic art. Prerequisite: ArH 205, or consent of instructor. Offered in alternate years with ArH 421, 422, 423. McKenzie.
- ArH 410. Prehistoric and Ancient Architecture. (G) 3 credit hours.** Prehistoric building in western Europe; architecture in ancient Egypt and the Near East. Prerequisite: ArH 204. Donnelly.
- ArH 410. Greek Architecture. (G) 3 credit hours.** Pre-Hellenic building in Crete and Greece; Greek architecture from the seventh to the second centuries B.C. Prerequisite: ArH 204. Donnelly.
- ArH 410. Roman Architecture. (G) 3 credit hours.** Etruscan and Roman Republican architecture; building programs and technologies of the Roman Empire. Prerequisite: ArH 204. Donnelly.
- ArH 410. Romanesque Architecture (G) 3 credit hours.** Architecture in western Europe c. 1000-1200.
- ArH 431, 432, 433. Renaissance Art. (G) 3 credit hours each term.** Origin and development of Renaissance art in Italy. Prerequisite:

site : ArH 205, 206, or consent of instructor. Offered in alternate years with ArH 434, 435, 436. Pitts.

ArH 434, 435, 436. Northern European Art. (G) 3 credit hours each term. Painting, sculpture, and graphic arts in Northern and Western Europe in the Renaissance and Baroque Periods. Prerequisite : ArH 205, 206, or consent of instructor. Offered in alternate years with ArH 431, 432, 433. Pitts.

ArH 441, 442, 443. Modern Art. (G) 3 credit hours each term. Not offered 1981-82.

ArH 410. Modern Art I. (G) 3 credit hours each term. Fall : eighteenth-century origins ; European art from 1700 to the French Revolution ; winter : Romanticism ; European art from the French Revolution to 1848 ; spring : Realism and Impressionism. Prerequisite : ArH 206 or consent of instructor. Nicholson.

ArH 410. Modern Art II. (G) 3 credit hours each term. Fall : art in Europe and the United States from 1880 to 1914 ; winter : art in Europe and the United States from 1914 to 1940 ; spring : art in Europe and United States from 1940 to the present. Prerequisite : ArH 206 or consent of instructor. Simmons.

ArH 427. Early Medieval Architecture. (G) 3 credit hours. Architecture from Imperial Rome to the Romanesque. Prerequisite : ArH 204 or ArH 205, or ArH 441, or consent of instructor. Donnelly.

ArH 429. Gothic Architecture. (G) 3 credit hours. Architecture in Western Europe from c. 1130 to c. 1500. Prerequisite : ArH 205, or ArH 442, or consent of instructor. Donnelly.

ArH 444. Renaissance and Baroque Architecture. (G) 3 credit hours. Architecture in Italy and Western Europe from 1400 to the 18th century. Prerequisite : ArH 206, or consent of instructor. Roth.

ArH 448. Nineteenth-Century Architecture. (G) 3 credit hours. Architecture from the Industrial Revolution to c. 1890. Prerequisite : ArH 206 or ArH 444, or consent of instructor. Roth.

ArH 449. Twentieth-Century Architecture. (G) 3 credit hours. Architecture from the *Art Nouveau* to the present. Prerequisite : ArH 206 or ArH 448 or consent of instructor. Roth.

ArH 454, 455, 456. Art in Latin America. (G) 3 credit hours each term. Fall : Pre-Columbian art in the Mexican, Mayan, and Andean regions ; winter : art in the Spanish and Portuguese colonies ; spring : 19th- and 20th-century art. Ross. Offered infrequently.

ArH 457, 458, 459. Scandinavian Art. (G) 3 credit hours each term. Art and architecture in the Scandinavian countries from pre-historic times to the present. Donnelly.

ArH 464, 465, 466. Chinese Art. (G) 3 credit hours each term. Origin and development of the major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch'ing dynasties. Prerequisite : ArH 208, or consent of instructor. Offered alternate years with ArH 407 (G), Seminar in Chinese Art. Jacobson, Laing.

ArH 467, 468, 469. Japanese Art. (G) 3 credit hours each term. Epochs of art in Japan, including architecture, landscape design, sculpture, and painting, from pre-historic times to the present. Prerequisite : ArH 209, or consent of instructor. Offered infrequently.

ArH 470. Historic Preservation. (G) 3 credit hours. Theory and history of historic preservation in the United States and Europe. Legislation and procedures. Donnelly.

ArH 471. Seventeenth-Century American Architecture. (G) 3 credit hours. Architecture in America, 1650-1750. Donnelly.

ArH 472. Eighteenth-Century American Architecture. (G) 3 credit hours. Architecture in America, 1750-1810. Donnelly.

ArH 473. Nineteenth-Century American Architecture. (G) 3 credit hours. Architecture in the United States, 1800-1890, with discussion of planning and building technology. Prerequisites : ArH 201, ArH 206, or ArH 472. Roth.

ArH 410. Twentieth-Century American Architecture. (G) 3 credit hours. Architecture in the United States, 1885 to the present, with discussion of planning, technology, and historicism. Prerequisites : ArH 201, ArH 206, or ArH 473. Roth.

ArH 481. The History of Photography. (G) 3 credit hours. The history and development of the medium of photography, from its origins in the nineteenth century to the twentieth century. Nicholson.

ArH 482. The Nonfiction Film. (G) 3 credit hours. Offered infrequently.

Graduate Courses

ArH 501. Research. Credit hours to be arranged. A no-grade course.

ArH 503. Thesis. Credit hours to be arranged. A no-grade course.

ArH 505. Reading and Conference. Credit hours to be arranged.

ArH 506. Special Problems: Internship. Credit hours to be arranged.

ArH 507. Seminar. Credit hours to be arranged. Each term the department offers a number of seminars. The following subjects indicate the general areas in which seminars are given. They are not necessarily the specific seminar titles.

Greek and Roman Art. Hurwit
Ancient Topography and Monuments. Hurwit
Byzantine Art. McKenzie

Aegean Bronze Age Art. Hurwit
Early Russian Painting. McKenzie
Medieval Serbian Painting. McKenzie

Nineteenth Century Art. Nicholson
Twentieth Century Art. Simmons

Chinese Bronzes. Jacobson
Chinese Painting. Laing
Eurasian Bronze Age Art. Jacobson

Japanese Art. Laing
American Architecture. Donnelly, Roth
Islamic Architecture. Ross

Oregon Architecture. Ross
Prints and Drawings
History of Film and Photography

Art Criticism. Jacobson
Italian Renaissance. Pitts
Northern European Art. Pitts

Medieval Art. McKenzie

ArH 509. Practicum. Credit hours to be arranged.

ArH 510. Experimental Course. Credit hours to be arranged.

ArH 511, 512, 513. Museology. 3 credit hours each term. Theories and techniques in the operation of art museums. Paulin.

ArH 514. Bibliography and Methods. 3 credit hours. Introduction to the bibliography and methodology of art history. Required of entering graduate students in art history. Staff.

Department of Fine and Applied Arts

Faculty

David G. Foster, M.F.A., Department Head, Professor of Art (visual design). B.A., Institute of Design, Illinois Institute of Technology, 1951 ; M.F.A., Oregon, 1957.

Laura J. Alpert, M.F.A., Assistant Professor of Art (sculpture). B.A., Stanford, 1968 ; M.F.A., Oregon, 1971.

Ralph B. Baker, M.F.A., Associate Professor of Art (painting, drawing). B.A., 1956, M.F.A., 1964, Washington.

Paul E. Buckner, M.F.A., Professor of Sculpture (the human and organic form). B.A., Washington, 1959 ; M.F.A., Claremont, 1961.

Milton Halberstadt, Lecturer, Fine Arts (photography).

Robert C. James, M.F.A., Professor of Art (ceramics). B.A., California, Los Angeles, 1952 ; M.F.A., Cranbrook Academy, 1955.

George Kokis, M.F.A., Associate Professor of Art (ceramics). B.F.A., 1955, M.F.A., 1961, Alfred University (New York).

LaVerne Krause, B.S., Professor of Art (printmaking, painting). B.S., Oregon, 1946.

C. Max Nixon, B.F.A., Professor of Applied Design (metalcraft, jewelry, weaving). B.F.A., Kansas, 1939.

Kenneth O'Connell, M.F.A., Assistant Professor of Art (visual design). M.F.A., Oregon, 1972.

Frank S. Okada, B.F.A., Professor of Art (painting, drawing). B.F.A., Cranbrook Academy of Art, 1957.

Kenneth H. Paul, M.A., Associate Professor of Art (printmaking, painting). B.A., 1961, M.A., 1965, Wyoming.

Richard C. Pickering, M.F.A., Senior Instructor. B.A., Arizona State, 1964 ; M.F.A., Oregon, 1970.

Barbara Pickett, B.S., Assistant Professor of Art (weaving). B.S., Portland State, 1971.

Jay V. Soeder, M.F.A., Associate Professor of Art (painting, drawing). B.S., Indiana State Teachers, 1948 ; B.F.A., 1950, M.F.A., 1950, Chicago Art Institute.

David R. Stannard, M.S., Associate Professor of Art (ceramics). B.A., Redlands, 1948 ; M.S., Oregon State, 1966.

Paul H. Tetzner, Assistant Professor
(visual design) M.F.A., Oregon 1964.

1980-81 Graduate Teaching Fellows

Margaret Ann Bollock (sculpture)
B.F.A. Oregon, 1977.

Laurie Childers (ceramics)
B.F.A., Louisiana State, 1979.

Ward Doubet (ceramics)
B.A. Knox College, 1976.

Pierre Dunn (visual design)
B.A. Oregon, 1971.

Arthur Edelman (sculpture)
B.A. Brandeis, 1971.

Jennifer Guske (printmaking)
B.F.A. Oregon, 1977.

Payton Kelly (printmaking)
B.F.A. Southwest Missouri State, 1978.

Edward Kornbrath (visual design)
B.S. Philadelphia College of Art, 1970.

Jack Liu (visual design)
B.A. Oregon, 1974.

Julia O'Reilly (printmaking)
B.F.A. Southwest Missouri State, 1977.

William Osterman (visual design)
B.F.A. Ohio, 1977.

Jan Peterson (metalsmithing, jewelry)
B.F.A. New York State College of
Ceramics, 1976.

Siena Sanderson (painting)
B.F.A. Southern Methodist, 1978.

Craig Schowengerdt (painting)
B.F.A. Kansas City Art Institute, 1979.

Roland Sieracki (ceramics)
B.F.A. Ohio, 1973.

Margaret Sjogren (painting)
B.F.A. Pennsylvania State, 1970.

Ju-i Maxine Yuon (painting)
B.A. National Taiwan Normal, 1977.

The Department of Fine and Applied Arts has courses of instruction in painting, printmaking, sculpture, photography, visual design, ceramics, fibers, metalsmithing and jewelry. The lower-division courses throughout the department are designed to serve both those students doing their major work in the department and nonmajors seeking studio work as a part of a liberal education.

Undergraduate Studies

Three baccalaureate degrees are offered by the department: a four-year program leading to the Bachelor of Arts or Bachelor of Science degree, and a program, usually taking five years, leading to the Bachelor of Fine Arts.

Major disciplines are not separated at the undergraduate level except in the case of the fifth-year program for a Bachelor of Fine Arts degree.

Requirements

General departmental requirements for the B.A. and B.S. degree are 72 credit hours, including 9 hours of art history and of the remaining 63 hours in the major, at least 6 credit hours of either drawing or basic design and 24 credit hours in upper-division studio work.

Requirements for the B.F.A. degree are as follows: (1) completion of a five-year program totaling 220 credit hours; (2) satisfaction of general University requirements for a B.A. or a B.S. degree; (3) satisfaction of departmental requirements for a program leading to the B.A. or B.S. degree and, in the fifth year, 23 credit hours of studio work, 9 credit hours in art history, and 4 credit hours of Terminal Creative Project (Art 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 credit hours for all undergraduate degrees. For transfer students finishing a degree here, the department requires at least 24 credit hours of studio work to be done in residence; of those 24 hours, at least 12 hours 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 oriented to the individual student's interests and needs. Each student is encouraged to select a regular faculty adviser during the first year. The importance of program planning cannot be over-emphasized. The necessity for the selected adviser to be familiar with and sympathetic to the student's direction and capabilities is critical to the development of worthwhile programs of study.

The general lower-division courses, Drawing (Art 291) and Basic Design (Art 295), are introductory courses preparatory to further work in the department. For descriptions, see course listings.

Graduate Studies

The department offers the Master of Fine Arts degree in each area of instruction: painting, printmaking, sculpture, visual design, ceramics, and metalsmithing and jewelry. Graduate studies in weaving and photography are offered through the visual design area.

The M.F.A. program is intended to promote mature and independent creative work based on a colleague-like 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 hour and course requirements normally associated with undergraduate and master's degrees. The M.F.A. is a two-year program which is ordinarily six consecutive terms of regular session as a full-time student. It is not the intention of the departmental faculty to generate a preoccupation with credit-hour requirements, but there are certain minimum conditions which may be reflected as credit-hour requirements or considerations.

The six terms of full-time residence results in a 54 credit hour minimum. Other requirements are six formal courses (no total credit hour minimum) in either art history or art theory or both, plus a minimum of 9 credit hours of Terminal Project (Art 509). Graduate students in this department may elect to take all their work on a pass-no pass (ungraded) 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 private and in other schools and foundations though not reviewed for credit, will be honored.

Most of the first year is spent in establishing work patterns and in becoming more familiar with the courses of instruction, staff, and facilities of the department. 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 the background deficiencies before being considered as entered in the two-year program.

It is assumed prospective graduate

students have some knowledge of the department's offering, and seek entrance for a particular reason. Those having visited the school prior to application and those having based their application on some firm knowledge have found the transition from the first year into the more independent phase of the terminal project of the second year most rewarding.

Formal Procedures

Conditional Admission

Applicants must make specific inquiry based on discipline and commitment and submit application, transcripts, vita, portfolio, and letters of recommendation as requested. All applicants accepted into the Graduate School will be given conditional admission to study for the M.F.A., which is 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 class 3 adviser. During this time, the student's enrollment will consist of course work and special studies in his or her discipline, and in other instructional areas to assure broader acquaintance with the department and the University.

Some time after the first term of residence, and usually before the end of the third, a committee for reviewing candidacy is constituted by the class 3 adviser. The committee is to be composed of not less than four members of departmental faculty two of whom, wherever possible, should be from the candidate's area of discipline. At least one member of the committee must be from another discipline of the department. In those instances in which faculty members from outside the department are wanted on this committee, they are to be appointed to serve in a nonvoting capacity. The purpose of this meeting is for a departmental committee to review 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 classification to G8.

Terminal Adviser and Project

As soon as the student's status has been classified G8, the student is eligible to select a terminal 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. This entire committee will meet with the student for a preliminary statement of project intention (the preliminary review), at least two progress meetings, 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 held at such a time as would allow three subsequent terms to complete the terminal project.

During the course of work on the terminal project, the candidate arranges for individual conference with committee members and should arrange through the chair 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. The department will assist the candidate in arranging the space and dates for the public exhibition of his or her terminal project. The final review is open to all faculty and graduate students of the University. The exhibition is open to the public.

The degree is officially granted after the candidate has fulfilled all requirements, including the 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 school 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 area of discipline for its use. The student may also request an additional bound copy.

Courses Offered

General Departmental Courses

Art 199. Special Studies. 1-3 credit hours.

Art 200. SEARCH. 1-3 credit hours.

Art 291. Drawing. 2-4 credit hours any term. A beginning course in observation, selection, and recording of significant elements in various drawing media.

Art 295. Basic Design. 2-4 credit hours any term. Programming of information and processes invested in the act of designing; exercises in understanding the syntax of problem posing. A no-grade course. James, Pickering, Baker, Paul.

ArtS 297. Drawing and Modeling. 2-4 credits any term. The study of forms in space using the two dimensions of drawing and the three dimensions of modeling. May be repeated for credit.

Art 400. SEARCH. 1-3 credit hours.

Art 408. Workshop. (G) Credit hours to be arranged. Special workshops are frequently offered in calligraphy, papermaking, book-binding, typography, small metal casting, audiographics, and electromedia.

Art 410. Experimental Course. (G) Credit hours to be arranged.

Art 482. Anatomy for Artists. 2-4 credit hours, winter. Study of the principles and formation of the skeletal and muscular structure of the human figure. Prerequisite: ArtP 290 or Art 291. Buckner.

Note: Unless specified otherwise, for listings 199, 401, 405, 406, 407, 409, 410, 501, 505, 506, and 507 subject matter and hours are to be arranged with the faculty consenting to be responsible for instruction. The subject will vary according to opportunity and need to serve the program interests of both the faculty and student. Generally, but not limited to, a studio-related exploration not offered as a regular course of study. Consent of instructor is required for all studies to be arranged both for content and scheduling.

Students are encouraged to discuss these possibilities with their advisers.

Ceramics: Undergraduate Courses

ArtC 199. Special Studies. 1-3 credit hours.

ArtC 255. Ceramics. 2-4 credit hours any term. Both directed and self-directed opportunities. Instruction available in many aspects of the study of ceramic processes. Open to nonmajors. Kokis, Stannard, James.

ArtC 401. Research. Credit hours to be arranged.

ArtC 405. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

ArtC 406. Special Problems. Credit hours to be arranged.

ArtC 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Ceramics: Upper-Division Courses Carrying Graduate Credit

ArtC 407. Seminar. (G) Credit hours to be arranged. Consent of instructor is required.

ArtC 408. Workshop. (G) Credit hours to be arranged.

ArtC 455. Advanced Ceramics. (G) 2-4 credit hours any term. Intensive study opportunities for those who seek the integration of skills, theory, and practice with the development of personal meanings. Kokis, Stannard, James.

Ceramics: Graduate Courses

ArtC 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

ArtC 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

ArtC 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

ArtC 507. Seminar. Credit hours to be arranged. Consent of instructor is required.

ArtC 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

ArtC 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

Visual Design: Undergraduate Courses

ArtV 199. Special Studies. 1-3 credit hours.

ArtV 251. Introduction to Photography. 3 credit hours. The camera and how it functions. Lectures, field trips, and reviews. Work with color slide film; no darkroom work. No prerequisites.

ArtV 258. Basic Photography. 2-4 credit hours any term. Study of basic black-and-white photographic processes and techniques; development of camera and darkroom skills; seeing photographically; numerous reviews of student work. Prerequisite: consent of instructor. May be repeated for credit.

ArtV 382. Letter Form. 2-4 credit hours any term. Fall term, study of fundamentals of calligraphy. Winter term, study of typography. Spring term, codification techniques as related to photo and electronically generated graphics. Offered infrequently.

ArtV 383. The Graphic Symbol. 2-4 credit hours any term. Studies in symbolic communication. Exploration in the graphic evolution of symbols. May be repeated for credit. Prerequisite: ArtV 382, or consent of instructor. Tetzner. Offered infrequently.

ArtV 384. Intermediate Photography. 2-4 credit hours. Previsualization of images. Control and manipulation of light and resulting tonal scale in photography (zone system). Prerequisite: ArtV 258 or consent of instructor.

ArtV 401. Research. Credit hours to be arranged. Consent of instructor required.

ArtV 405. Reading and Conference. Credit hours to be arranged. Consent of instructor required.

ArtV 406. Special Problems. Credit hours to be arranged. Consent of instructor required.

ArtV 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Visual Design: Upper-Division Courses Carrying Graduate Credit

ArtV 407. Seminar. (G) Credit hours to be arranged. Consent of instructor is required.

ArtV 408. Workshop. (G) Credit hours to be arranged.

ArtV 493. Visual Continuity. (G) 2-4 credit hours any term. Study of the problems of image sequence and continuity in all graphic media including photography, video, and computer-generated graphics. Prerequisite: Art 295, or consent of instructor. Open to nonmajors. Foster.

ArtV 484. Advanced Photography. (G) 2-4 credit hours any term. Previsualization of images; control and manipulation of light and the resulting tonal scale in photography (zone system). Advanced processes, and their individual application to gain predictable results. Exploration of color as form. Processes and materials of color printing. Introduction to the large format camera. Prerequisite: ArtV 384, or consent of instructor.

ArtV 495. Motion Graphics. (G) 2-4 credit hours any term. Study of moving imagery, both diagrammatic and photographic: use of video in visual design. Study includes various animation techniques. Prerequisite: Art 295, ArtV 493, or consent of instructor. O'Connell. Open to nonmajors. May be repeated for credit.

Visual Design: Graduate Courses

ArtV 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

ArtV 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

ArtV 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

ArtV 507. Seminar. Credit hours to be arranged. Consent of instructor is required.

ArtV 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

ArtV 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

Metalsmithing and Jewelry: Undergraduate Courses

ArtJ 199. Special Studies. 1-3 credit hours.

ArtJ 257. Metalsmithing and Jewelry. 2-4 credit hours any term. Introduction to the handworking of ferrous and nonferrous metals; practical information about making small tools and jewelry and metal objects.

ArtJ 401. Research. Credit hours to be arranged.

ArtJ 405. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

ArtJ 406. Special Problems. Credit hours to be arranged.

ArtJ 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Metalsmithing and Jewelry: Upper-Division Courses Carrying Graduate Credit

ArtJ 407. Seminar. (G) Credit hours to be arranged. Consent of instructor is required.

ArtJ 408. Workshop. (G) Credit hours to be arranged.

ArtJ 457. Advanced Metalsmithing and Jewelry. (G) 2-4 credit hours any term. Emphasis on creative work. Advanced problems in forging, raising, centrifuge casting, enameling, etching, stonemasonry. Nixon.

Metalsmithing and Jewelry: Graduate Courses

ArtJ 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

ArtJ 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

ArtJ 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

ArtJ 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

ArtJ 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

Painting: Undergraduate Courses

ArtP 199. Special Studies. 1-3 credit hours.

ArtP 290. Painting. 2-4 credit hours any term. A course exploring basic visual elements and their application to painting as a means of expression. Traditional subject matter is incorporated: still life, landscape, figure. No prerequisites but prior experience in drawing is recommended. Baker, Okada.

ArtP 292. Water Color. 2-4 credit hours. Basic instruction in the use of water media, with particular attention to the limitations and capabilities of these media.

ArtP 381. Water Color. 2-4 credit hours. Instruction in visual and manual understanding of the media, with emphasis on transparency and fluidity. Special attention to notation of transitory conditions of light and atmosphere. Prerequisite: Art 291 or ArtP 292. Okada.

ArtP 390. Painting. 2-4 credit hours any term. Advanced study of painting concepts and technical processes. Independent initiative is encouraged. Prerequisite: 8 credit hours of lower-division painting or the equivalent. Baker, Okada.

ArtP 391. Drawing. 2-4 credit hours any term. Continued study in observation related to visual and spatial phenomena. Prerequisite: 4 credit hours of Art 291. Baker, Okada.

ArtP 392. Composition and Visual Theory. 2-4 credit hours any term. A three-term sequence concerned with visual theory and its

relation to visual, tactile, kinetic, and mnemonic characterization. Prerequisite: 4 credit hours of Art 295 or Art 291, or consent of instructor.

ArtP 401. Research. Credit hours to be arranged.

ArtP 405. Reading and Conference. Credit hours to be arranged.

ArtP 406. Special Problems. Credit hours to be arranged.

ArtP 481. Water Color. 2-4 credit hours, spring. Advanced study in selected water media. Prerequisite: Art 381, or consent of instructor. Okada.

ArtP 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Painting: Upper-Division Courses Carrying Graduate Credit

ArtP 407. Seminar. (G) Credit hours to be arranged. Consent of instructor is required.

ArtP 408. Workshop. (G) Credit hours to be arranged.

ArtP 490. Advanced Painting. (G) 2-4 credit hours any term. Advanced study in the use of various media to characterize observation of a variety of subject matter, including still life, landscape, and figure. Prerequisite: 6 credit hours of ArtP 390, or equivalent. Baker, Okada.

ArtP 491. Advanced Drawing. (G) 2-4 credit hours. Advanced work in the use of drawing as a conceptual and technical tool for revealing information from various sources, including still life, landscape, and figure. Prerequisite: 6 credit hours of ArtP 391. Baker, Okada.

ArtP 492. Composition and Visual Theory. (G) 2-4 credit hours any term. A study of light, color, surface, and visual processes as related to painting and visual communication. Baker.

Painting: Graduate Courses

ArtP 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

ArtP 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

ArtP 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

ArtP 507. Seminar. Credit hours to be arranged. Consent of instructor is required.

ArtP 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

ArtP 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

ArtP 590. Graduate Studies in Painting. Credit hours to be arranged. Work at an advanced level with problems of color and form, techniques, and processes. Consent of instructor is required.

ArtP 591. Graduate Studies in Drawing. Credit hours to be arranged. Work at an advanced level with problems of form, technique, processes, and visual theories. Consent of instructor is required.

Printmaking: Undergraduate Courses

ArtR 199. Special Studies. 1-3 credit hours.

ArtR 349. Fundamentals of Printmaking. 3 credit hours any term. Introduction to techniques of woodcut, silk screen, collograph, lithography, and etching as primary means of expression. Practice in hand-printing of editions. Rotating term-long offerings in each media. May be repeated for credit. Krause, Paul.

ArtR 401. Research. Credit hours to be arranged.

ArtR 405. Reading and Conference. Credit hours to be arranged.

ArtR 406. Special Problems. Credit hours to be arranged.

ArtR 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Printmaking: Upper-Division Courses Carrying Graduate Credit

ArtR 407. Seminar. (G) Printmaking. Credit hours to be arranged. Krause.

ArtR 408. Workshop. (G) Credit hours to be arranged.

ArtR 480. Lithography. (G) 2-4 credit hours any term. Principles and methods of lithography, including color printing and advanced techniques. Practice in all stages of stone preparation and hand-printing of editions, with special emphasis on the medium's potential as a conceptualizing resource. Consent of instructor is required. Prerequisite: ArtR 349. Paul

ArtR 483. Intaglio Printing Methods. (G) 2-4 credit hours any term. Etching, dry point, engraving, aquatint, soft ground, sugar life, inkless embossment, color and relief printing, with generally a three-term cycle observed in the introduction of the above methods. Intensive individual work combined with lecture demonstrations, critiques, and group discussions all serve to relate imagery development, philosophy of printing, self-expression, and social responsibility to the development of plates and the hand-printing of editions. Consent of instructor is required. Prerequisite: ArtR 349. Krause.

Printmaking: Graduate Courses

ArtR 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

ArtR 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

ArtR 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

ArtR 507. Seminar. Credit hours to be arranged. Consent of instructor is required. Krause.

ArtR 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

ArtR 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

ArtR 580. Graduate Studies in Printmaking. Credit hours to be arranged. Experimental investigation and theoretical analysis of problems in various printmaking techniques: woodcut, etching, silk screen, wood engraving, lithography, collograph. Intensive independent work combined with regular review and critique. May be repeated for credit. Consent of instructor is required.

Sculpture: Undergraduate Courses

ArtS 199. Special Studies. 1-3 credit hours.

ArtS 293. Elementary Sculpture. 2-4 credit hours any term. Introduction to materials. Elementary consideration of form; technical and compositional exercises in clay, plaster, wood, and stone. Buckner, Alpert.

ArtS 393. Intermediate Sculpture. 2-4 credit hours any term. An expansion of skills through practice in the basics of additive, reductive, and constructive sculpture. Prerequisite: Art 291, or consent of instructor.

ArtS 401. Research. Credit hours to be arranged.

ArtS 405. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

ArtS 406. Special Problems. Credit hours to be arranged.

ArtS 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Sculpture: Upper-Division Courses Carrying Graduate Credit

ArtS 407. Seminar. (G) Credit hours to be arranged. Consent of instructor is required.

ArtS 408. Workshop. (G) Credit hours to be arranged.

ArtS 487. Figure Studies. (G) 2-4 credit hours any term. Understanding the human structure and its accurate interpretation. Three-dimensional work from the living model, with supportive study through drawing. Prerequisite: consent of instructor. May be repeated for credit.

ArtS 489. Metal Casting. (G) 3 credit hours any term. Basic principles of nonferrous metal casting in lost wax. Design and operation of furnaces and ovens. May be repeated for credit. Buckner.

ArtS 494. Advanced Sculpture. (G) 2-4 credit hours any term. Intensive creative work in a wide variety of media. Regular reviews and discussions of traditional and contemporary sculptural ideas and their relationship to personal expression. Consent of instructor is required. Alpert, Buckner.

ArtS 496. Ceramic Sculpture. (G) 2-4 credit hours any term. Techniques in building, modeling, molding, and surfacing terracotta. Emphasis on the character of the materials and their effectiveness as sculptural media.



Sculpture: Graduate Courses

- ArtS 501. Research.** Credit hours to be arranged. Consent of instructor is required. A no-grade course.
- ArtS 505. Reading and Conference.** Credit hours to be arranged. Consent of instructor is required.
- ArtS 506. Special Problems.** Credit hours to be arranged. Consent of instructor is required.
- ArtS 507. Seminar.** Credit hours to be arranged. Consent of instructor is required.
- ArtS 508. Workshop.** Credit hours to be arranged. Consent of instructor is required.
- ArtS 509. Terminal Creative Project.** Credit hours to be arranged. Consent of instructor is required.
- ArtS 594. Graduate Studies in Sculpture.** Credit hours to be arranged. Work at the graduate level in the problems of forms and their relationship to space. Studio research into traditional and contemporary concepts to find personal expression. Consent of instructor is required.

Weaving: Undergraduate Courses

- ArtW 199. Special Studies.** 1-3 credit hours.
- ArtW 253. Off-Loom Textiles.** 2-4 credit hours any term. Introduction to fiber study

through methods other than traditional loom work, exploration of forms possible in three dimension and at various scales, dyeing and construction techniques. No prerequisites. May be repeated for credit.

ArtW 256. Weaving. 2-4 credit hours any term. Introduction to basic weaving techniques. The dressing, care, and manipulation of several types of looms. Experimentation with a wide variety of fibers. Production of textiles of original design on 4- and 8-harness looms. Pickett.

ArtW 401. Research. Credit hours to be arranged.

ArtW 405. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

ArtW 406. Special Problems. Credit hours to be arranged.

ArtW 498. Terminal Creative Project. Credit hours to be arranged. Open only to candidates for the B.F.A. degree.

Weaving: Upper-Division Courses Carrying Graduate Credit

- ArtW 407. Seminar. (G)** Credit hours to be arranged. Consent of instructor is required.
- ArtW 408. Workshop. (G)** Credit hours to be arranged.

ArtW 456. Advanced Weaving. (G) 2-4 credit hours any term. Emphasis on creative work. Production of a wide variety of hand-woven fabrics. Historical studies, fabric analysis, spinning, dyeing. Pickett.

ArtW 458. Textile Printing. (G) 2-4 credit hours any term. Advanced problems in design and color, applied to standard textiles. Technique in pattern design and yardage printing. Silk screen, block print, etc. Offered spring term only.

Weaving: Graduate Courses

Note: Graduate work in weaving may be done through the visual design area.

ArtW 501. Research. Credit hours to be arranged. Consent of instructor is required. A no-grade course.

ArtW 505. Reading and Conference. Credit hours to be arranged. Consent of instructor is required.

ArtW 506. Special Problems. Credit hours to be arranged. Consent of instructor is required.

ArtW 507. Seminar. Credit hours to be arranged. Consent of instructor is required.

ArtW 508. Workshop. Credit hours to be arranged. Consent of instructor is required.

ArtW 509. Terminal Creative Project. Credit hours to be arranged. Consent of instructor is required.

College of Business Administration

Administrative Faculty

James E. Reinmuth, Ph.D., Dean.
Del Hawkins, Ph.D., Associate Dean.
Paul Swadener, D.B.A., Director of Undergraduate Programs.
Larry E. Richards, Ph.D., Director of Graduate Programs.

The College of Business Administration provides the broad education and understanding essential for responsible administrative, research, and technical careers in business, government, and education.

To insure such an education for its students, the college requires that undergraduate majors take a minimum of 40 percent of their work in arts and sciences. Within the college, professional courses treat subjects affecting firms and organizations and their responsibilities to the owners, employees, customers, and society in general.

The instructional program of the college is offered in two schools: the Undergraduate School of Business and the Graduate School of Management. The Graduate School of Management operates under the general direction of the Graduate School of the University.

The College of Business Administration was established in 1914 as the School of Commerce; the name was changed to School of Business Administration in 1921; the present name was adopted in 1967. Its undergraduate program was accredited in 1923, and its graduate program in 1962 by the American Assembly of Collegiate Schools of Business. Through the Graduate School of Management, the college offers master's degree and doctoral programs. Details of these programs may be found in the section beginning on page 220.

The following business honorary and professional societies have chapters at the University: Alpha Kappa Psi, Beta Gamma Sigma, Phi Beta Lambda, and Phi Chi Theta, professional business fraternities; Beta Alpha Psi, accounting; Delta Nu Alpha, transportation; and Pacific Northwest Personnel Management Association.

The college maintains a student exchange program with a foreign school of business.

In addition to its curricular program, the College of Business Administration faculty maintains an active interest in research. This is manifested by the research centers (described below) incorporated in its organizational structure. The amount of activity within these centers varies, and depends on grants and contracts from foundations, government agencies, and the business community as well as availability of general University funds.

Division of Research

Del Hawkins, Director.

The Division of Research facilitates, encourages, and conducts research in business and related fields. Assistance is provided in identifying research opportunities, funding sources, and in research design, facilities, staffing, and other requirements for both basic and applied business research.

The Division of Research maintains liaison with other specialized research centers and with foundations and federal and state research agencies. The division publishes occasional monographs reporting the results of business research, and other College of Business Administration publications.

Forest Industries Management Center

Stuart U. Rich, Director.

The major goal of the Forest Industries Management Center is to stimulate research and education related to the forest products field. A special M.B.A. program in forest industries is offered to graduate students who have undergraduate degrees in forestry. Details of the program appear on page 221.

Institute of Industrial Relations

Eaton H. Conant, Director.

This institute functions to stimulate research and education related to industrial and labor relations. The institute offers an integrated multidisciplinary program leading to either an M.S. or M.A. degree in industrial relations. Details of the degree program appear on page 219.

Office of External Affairs

This office is responsible for alumni, corporate, and public relations; fundraising; continuing professional education; and collegiate liaison with the University Career Planning and Placement Office.

The College of Business Administration supports the University's commitment to affirmative action to promote equal employment opportunities for women and minorities.

Undergraduate School of Business

To earn a degree in the Undergraduate School of Business, a student must complete one of the major options offered: accounting, decision sciences, finance, management, marketing, real estate, or transportation and logistics.

Combined with other work, each of the options may lead to the Bachelor of Business Administration (B.B.A.), Bachelor of Science (B.S.), or Bachelor of Arts (B.A.) degree.

A student who has a baccalaureate or master's degree in business administration is not eligible for another degree in business administration at the baccalaureate level.

Admission Requirements

Students who plan to pursue baccalaureate degrees (B.B.A., B.S., B.A.) in business must be formally admitted as majors in the College of Business Administration. Prior to formal application for admission, students should register as prebusiness majors. Prebusiness status does not, however, guarantee admission as a business major. Formal application should be made through the College of Business Administration Student Advising Office in Room 271 Gilbert Hall.

The following criteria must be met by students applying for admission as business majors.

(1) The student must have completed at least 93 credit hours of course work

at the University of Oregon or at some other college or university. Only credit hours that are accepted as transfer credits by the University will count toward the 93 hours. At least 60 of the 93 hours of course work must have been graded.

(2) The student must have completed the College of Business Administration conceptual tools core.

(3) The student must have completed the University group requirements and Wr 121, and either Wr 122 or Wr 123.

(4) The student must have a cumulative grade point average of 2.75 or better. (A counts as 4 points; B, 3 points; C, 2 points; D, 1 point; Fs and Ns count as 0 points.) The grade point average will be based on all graded courses completed.

(5) A student who meets all admission criteria except the 2.75 GPA may petition for admission as a business major and consideration will be given to those cases where a student has attained at least a 3.00 GPA for each of the preceding two terms.

Admission Procedures

Business Majors

Continuing University of Oregon students may make application for admission as business majors either (i) during the term when they are completing the admission criteria presented in (1) through (4) above or (ii) after all admission criteria have been met.

Application must be made by the date listed in the *Time Schedule of Classes* for the current term as the last day to withdraw from a course and receive a letter grade of "W." If the application is approved, admission will be effective the following term.

Transfer students who have 93 or more credits when they apply for admission to the University will be notified as to whether or not they have met criteria (1) through (4) of the admission requirements at their scheduled advising meeting which is listed in Section G on the student's Transfer Admission Statement. Those who have fewer than 93 credits will enroll as prebusiness majors and follow the admission procedures for regular University of Oregon students given above.

Nonbusiness Majors

The College of Business Administration offers a number of upper-division courses in business to those students who are not enrolled as business majors,

but do want to earn some business credits. Admission to these designated upper-division courses is only on a space-available basis.

Degree Requirements

For advising purposes, the University requirements are summarized below. For the B.S. degree, the student must complete the requirements for the B.B.A. below, plus 36 credit hours of science or 36 credit hours of social science as specified on page 18. For the B.A. degree, the student must complete the requirements for the B.B.A. below, plus language and literature requirements as specified on page 18. For the B.B.A. degree, the student must complete the eleven requirements which follow.

General University Requirements

(1) Three courses of at least 3 credit hours each in arts and letters courses (need not be in sequence nor same department).

(2) Three courses of at least 3 credit hours each in social science (need not be in sequence nor same department).

(3) Three courses of at least 3 credit hours each in science (need not be in sequence nor same department).

(4) An additional 3 courses of at least 3 credit hours each in either (1), (2), or (3) above, or in all three.

(5) Wr 121 and Wr 122 or Wr 123, or their approved equivalents.

(6) Five terms of physical education and one term of health education.

(7) Sixty-two credit hours in upper-division work (any time and on any campus).

(8) Forty-five credit hours beyond the first 126 hours must be taken on this campus in regular sessions to meet the residence requirements.

(9) Ninety graded hours of which a minimum of 45 must be taken on this campus.

(10) A minimum total of 186 credit hours.

(11) College of Business major option. The College of Business major option requirements are (A) through (G) below.

(A) Conceptual Tools Core

The following courses or their equivalents must be taken by those students who want to apply as business majors.

Introduction to Micro-Economic Analysis (Ec 201), 3 credit hours; Introduction to Macro-Economic Analysis (Ec 202), 3 credit hours; Introduction to Accounting (Actg 221), 3 credit hours; Introduction to Business

Statistics (DSc 230), 3 credit hours; Introduction to Law (BE 226), 3 credit hours; Calculus for Nonphysical Science (Mth 207, 208), 8 credit hours; Introduction to Business Data Processing (CIS 131), 4 credit hours; 9 credit hours selected from sociology, psychology, and anthropology courses listed in the social science group (3 courses of at least 3 credit hours each); Fundamentals of Speech (RhCm 121) or Fundamentals of Public Speaking (RhCm 122), 3 credit hours.

Environment of Business (BE 125) and Introduction to Management (Mgmt 101) are not required, but pre-business students may want to select one of them as an elective.

Students who plan to attend, or are attending, another college prior to transferring to the University are urged to consult the College of Business Administration for advice on equivalent courses and on admissions policy.

(B) Upper-Division Core

The following courses are required (3 credit hours, each course): Intermediate Macro Economic Analysis (Ec 375); Managerial Economics (Finl 311); Managerial Accounting (Actg 323); Financial Management (Finl 316); Marketing Systems and Demand Analysis (Mktg 311); Management and Organizational Behavior (Mgmt 321); Analytical Models in Production/Operations Management (DSc 335); Business Statistics (DSc 330); Business Policies (Mgmt 453).

(C) Residence Requirement

Students must take 45 credit hours of upper-division work in business on this campus. Upper-division work taken at another institution does not satisfy this requirement unless the course is taken under the instruction of a University of Oregon College of Business Administration faculty member acting as an exchange professor at that institution.

(D) Studies in Business and Economics

Students must take at least 72 credit hours of work in business and economics courses (40 percent of the total program requirements).

(E) Studies in Other Disciplines

Students must take at least 72 credit hours (40 percent of total program) of work outside of business and economics courses.

(F) Major Option

Each student must complete the requirements of one of the major options

as specified by the departments within the College of Business Administration.

(G) Grade Point Requirements

To qualify for the baccalaureate degree in business administration, the student must earn at least a 2.75 cumulative GPA in all graded courses taken at the University or at any other institution of higher education.

Student Advising

The college maintains an advising service for the business student. Information and advice about both admissions and degree requirements status are provided by the Student Advising Office (Room 271 Gilbert). Throughout the year specially selected graduate students work with prebusiness and business majors to help them plan programs that will lead to admission at the end of the sophomore year and to graduation at the end of the senior year. Each student also is expected to select a faculty adviser with whom to consult concerning content of specific courses and programs that will help attain career objectives. Students are to check with the Student Advising Office for assistance in selecting a faculty adviser.

Before students are formally admitted to the college, they are urged to register as prebusiness majors so that an up-to-date transcript is on file in the advising office. During the term in which students gain senior standing, they should review their files with the Student Advising Office in order to plan the last year, and to insure that all requirements for graduation will be completed. All other students should review their files with an adviser at least once a year.

Grading

Generally a D in College of Business Administration courses is considered a passing grade. However, students should check with the department in which they plan to major to see if there are special grade requirements that must be met before admittance as a major. After students have been admitted as majors, a C or P shall be the minimum acceptable grade for all required courses in the major departmental option that serve as prerequisites for subsequent courses in that option.

Please refer to page 16 of this catalog for detailed information regarding the grading system.

Department of Accounting

Faculty

Robert G. Bowman, Ph.D., Department Head, Associate Professor of Accounting. B.A., Pomona College, 1962; M.S., San Diego State, 1969; Ph.D., Stanford, 1978; C.P.A., State of California. (On sabbatical leave 1981-82.)

Marinus J. Bouwman, Ph.D., Assistant Professor of Accounting. M.S., Eindhoven (Netherlands), 1971; M.S., 1973, Ph.D., 1978, Carnegie-Mellon.

Paul Frishkoff, Ph.D., Associate Professor of Accounting. B.A., Swarthmore, 1960; M.B.A., Chicago, 1962; Ph.D., Stanford, 1970. C.P.A., States of California and Oregon.

Larry Lookabill, Ph.D., Assistant Professor of Accounting. B.S., Portland State, 1968; M.B.A., Washington, 1969; Ph.D., Stanford, 1975; C.P.A., State of Oregon. (On leave fall 1981.)

Chris J. Lunneski, Ph.D., Associate Professor of Accounting. A.B., Johns Hopkins, 1956; M.A., 1959, Ph.D., 1965, Minnesota.

Helen Morsicato Gernon, Ph.D., Assistant Professor of Accounting. B.B.A., Georgia, 1968; M.B.A., Florida Atlantic, 1972; Ph.D., Pennsylvania State, 1978; C.P.A., State of Florida.

Terrence B. O'Keefe, Ph.D., Associate Professor of Accounting. B.A., Wittenberg, 1963; M.S., 1967, Ph.D., 1970, Purdue.

Barry Rubenstein, LL.M., Adjunct Lecturer in Taxation. B.S., Washington, 1964; J.D., California, Hastings, 1967; LL.M., Boston, 1976.

Barry Spicer, Ph.D., Assistant Professor of Accounting. B.Com., Queensland, 1970; Ph.D., Washington, 1976. (On leave 1981-82.)

Careers

Programs in accounting prepare students for careers in industrial, professional, and governmental accounting.

Accounting

The major curriculum in 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.

Each University student, regardless

of major field, is assigned an accounting faculty member as adviser on matters of course planning, course equivalents, and career planning. A list of adviser assignments is available in the department office.

Permission to enroll in accounting courses numbered Actg 350 and 360 is based on a minimum grade received in Actg 221, 222, and 323 (or equivalents as approved by the accounting department). Students who earn an A or a B in Actg 221, 222, and 323 will be eligible to take Actg 350 and 360. Those students who do not have an A or a B in each of these three courses may satisfy the eligibility requirement by scoring at the 50th percentile or better on the uniform national achievement test of the American Institute of Certified Public Accountants; this examination is offered on campus several times a year. Petitions will be considered from other applicants.

For courses numbered Actg 350 or above, a D is not a satisfactory grade for continuing in subsequent courses; a student may repeat once, with consent of both the instructor and the accounting adviser, one of the courses in which a D was earned. Repeated grades of D, W, or drop without a grade, or a grade of F, Y, or N will normally disqualify a student from further study in accounting.

Accounting Requirements

Requirements in addition to the general business requirements of the college total 40 credit hours, including at least 24 upper-division credit hours in residence in accounting, distributed as follows (3 credit hours, each course except Actg 307).

Financial Accounting (Actg 222); Financial Accounting Theory (Actg 350, 351, 352); Cost Accounting (Actg 360); Introduction to Income Taxation (Actg 411); 6 hours of advanced course work in decision sciences, as approved by the student's accounting faculty adviser; Introduction to Auditing (Actg 440); Advanced Accounting (Actg 450); Cost Analysis (Actg 460); Information Systems (Actg 420 or comparable course work as approved by the student's accounting faculty adviser); 3 hours of 400-level elective accounting courses, to be approved by the student's accounting faculty adviser; Accounting Cycle (Actg 307, 1 credit hour).

All accounting majors who plan to take the Uniform CPA examination are advised to take additional business law courses beyond BE 226.

Courses Offered in Accounting

Undergraduate Courses

Actg 199. Special Studies. 1-3 credit hours.

Actg 221. Introduction to Accounting. 3 credit hours. Description and derivation of financial statements prepared by accountants; accounting rationale; primary emphasis placed on reports to stockholders and other investors; an introduction to other courses, and a one-term terminal course in financial accounting. Prerequisite: sophomore standing.

Actg 222. Financial Accounting. 3 credit hours. Continuation of Actg 221. Problems faced by the financial accountant in determining figures to be reported for monetary and nonmonetary assets; related problems in reporting liabilities and ownership interests; analysis of financial statements. Prerequisite: Actg 221, sophomore standing.

Actg 307. Accounting Cycle. 1 credit hour. An accounting practice set which involves the full cycle of accounting work. The practice set involves the recording of transactions in the accounting system, posting summarization and reporting in financial statements. Prerequisite: Actg 222.

Actg 323. Managerial Accounting. 3 credit hours. Introduction to development, presentation, and interpretation of accounting data to aid management in planning and controlling operations. Prerequisite: Actg 221 DSc 230, Mth 208, sophomore standing.

Actg 350, 351, 352. Financial Accounting Theory. 3 credit hours each term. Review of financial statements provided to investors; review of accounting recording and reporting techniques and procedures. Examination of basic accounting principles and concepts underlying valuation and income determination. *These courses must be taken in sequential order.* Prerequisite for Actg 350 is Actg 222, Actg 323, junior standing, and consent of instructor. Prerequisite for Actg 351 is Actg 350. Prerequisite for Actg 352 is Actg 351. *A course entry form must be filed prior to registration.*

Actg 360. Cost Accounting. 3 credit hours. Development, presentation, and interpretation of cost information for management; methods of data collection and display; problems of cost allocation; standard costs for control. Prerequisite: one year of college mathematics, CIS 131, DSc 230, Actg 222, Actg 323, junior standing. *A course entry form must be filed prior to registration.*

Actg 381. Professional Accounting Environment. 3 credit hours. Lectures and readings dealing with career choices and alternatives; public accounting practice; function of the controller, industrial accounting, governmental accounting; nonaccounting careers; personnel and client relationships, individual goals, and choice points. Term paper required. Prerequisite: Actg 350 previously or concurrently, junior standing.

Actg 401. Research. Credit hours to be arranged.

Actg 403. Thesis. Credit hours to be arranged.

Actg 405. Reading and Conference. Credit hours to be arranged.

Actg 407. Seminar. Credit hours to be arranged.

Actg 409. Practicum. 1-2 credit hours.

Actg 410. Experimental Course. Credit hours to be arranged.

Actg 430. Accounting in Nonprofit Organizations. 3 credit hours. Depending on instructor, Actg 430 will focus on either (1) financial administration and accountability in nonprofit organizations and institutions emphasizing the use of fund accounting, or (2) management control of nonprofit organizations and institutions emphasizing the development and use of accounting data for the purposes of allocating resources and measuring performance. Prerequisite: Actg 222, Actg 323, junior standing.

Upper-Division Courses Carrying Graduate Credit

Actg 411. Introduction to Income Taxation. (G) 3 credit hours. Designed for accounting majors and other majors alike. Intended to develop an understanding of the law, with emphasis on taxation of individuals; familiarity with income tax procedures; introduction to tax research. Prerequisite: Actg 323, senior standing.

Actg 412. Federal Income Tax Procedure. (G) 3 credit hours. Study of the taxation of corporations and shareholders. Intended to develop an understanding of the law, as well as an awareness of its inherent uncertainties; advanced tax research. Prerequisite: Actg 411, senior standing.

Actg 420, 421. Management Information Systems. (G) 3 credit hours each term. A basic theory of information systems, dealing with such topics as the role of information in modern organizations, general systems design considerations, and data base design. The theory will be complemented by an overview of modern data processing technology. Prerequisite: Actg 323, CIS 131; senior standing, or consent of instructor. Actg 421 not offered 1981-82.

Actg 440. Introduction to Auditing. (G) 3 credit hours. A general perspective of the following: financial statement examinations, audit process and environment, the audit profession, professional standards, and audit sampling. May be taken concurrently with Actg 352 or after completion of Actg 352. Prerequisite: senior standing.

Actg 441. Auditing Concepts and Procedures. (G) 3 credit hours. A continued study of auditing literature but with more emphasis on application. Special emphasis on audit programming, and audit strategy in an EDP environment. Prerequisite: Actg 440.

Actg 450. Advanced Accounting. (G) 3 credit hours. Recognition, measurements, and display problems of diverse entities, including corporate combinations. Impact of standards and of regulations. Contemporary issues in financial reporting. Prerequisite: Actg 352 or 531, senior or graduate standing.

Actg 451. Special Topics in Accounting. (G) 3 credit hours. Contemporary topics of accounting research. Content varies depending on interests of students and of instructor. Prerequisite: Actg 450. Not offered 1981-82.

Actg 460. Cost Analysis. (G) 3 credit hours. The use of accounting information for managerial decision making, planning, and control. Includes a consideration of cost-volume-profit analysis and linear programming, capital

budgeting, inventory models; and the use of standards, budgets, and variance analysis for planning and control purposes. Divisional performance evaluation and transfer pricing issues. Prerequisite: Actg 360, CIS 131, senior standing.

Actg 480. Problems in Professional Accounting. (g) 3 credit hours. Review of various topics relating to the Uniform Examination for Certified Public Accountants, the CMA Examination, and other professional designations. Prerequisite: Consent of instructor. Not offered 1981-82.

Department of Decision Sciences

Faculty

Bert M. Steece, Ph.D., Department Head, Associate Professor of Decision Sciences. A.B., 1967, A.M., 1969, Ph.D., 1974, Southern California.

Sergio Koreisha, D.B.A., Assistant Professor of Decision Sciences. B.S., 1974, M.E., 1975, California, Berkeley; D.B.A., Harvard, 1980.

Gerald J. LaCava, Ph.D., Assistant Professor of Decision Sciences. B.S., Seattle University, 1966; M.A., 1968, M.B.A., 1971, Ph.D., 1971, Kansas. (On leave, 1981-82.)

Kenneth D. Ramsing, Ph.D., Associate Professor of Decision Sciences. B.S., Oregon State, 1960; M.B.A., 1962, Ph.D., 1965, Oregon.

James E. Reinmuth, Ph.D., Dean, Professor of Decision Sciences. B.A., Washington, 1963; M.S., 1965, Ph.D., 1969, Oregon State.

Larry E. Richards, Ph.D., Director of Graduate Programs, Associate Professor of Decision Sciences. B.A., 1962, M.B.A., 1963, Washington; Ph.D., California, Los Angeles, 1969.

Harold J. Schleaf, Ph.D., Assistant Professor of Decision Sciences. B.S., Valparaiso, 1966; M.S., Oregon State, 1970; Ph.D., Chicago, 1977.

The major curriculum in decision sciences is designed for students who want to prepare for a career in applied statistics or management science or who want to embark on 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 27 credit hours are required in addition to the general business requirements of the college. The requirements are distributed as follows:

Applied Regression Analysis (DSc 425); Introduction to Management Science (DSc 445); plus 12 hours of 400 level electives in decision science courses as approved by the student's faculty adviser and 9 hours of electives chosen from the following (3 credit hours, each course): Electives (3 credit hours, each course): Cost Accounting (Actg 360); Cost Analysis (Actg 460); Investments (Finl 380); Financial Analysis (Finl 472); Marketing Research (Mktg 460); Quantitative Analysis in Marketing (Mktg 463); Econometrics (Ec 493, 494, 495); Introductory Linear Algebra (Mth 411); Introduction to Statistical Theory (Mth 441, 442); Mathematical Economics (Ec 480, 481, 482); Industrial Marketing (Mktg 469).

Courses Offered in Decision Sciences

Undergraduate Courses

DSc 199. Special Studies. 1-3 credit hours.

DSc 230. Introduction to Business Statistics. 3 credit hours. Statistics as a tool for making business decisions. Topics include: probability, sampling distributions, estimation theory, confidence intervals, and hypothesis testing. Prerequisite: Mth 208, DSc 330 should be taken immediately after completion of DSc 230.

DSc 330. Business Statistics. 3 credit hours. Review and applications of hypothesis testing. Topics include: regression analysis, experimental design, time series, and nonparametrics. Prerequisite: Mth 208, DSc 230. Enrollment in DSc 330 should immediately follow completion of DSc 230. DSc 335 should be taken immediately after completion of DSc 330.

DSc 335. Analytical Models in Production and Operations Management. 3 credit hours. The elements and problems related to the planning and control of operations with respect to products, processes, equipment, and jobs. Topics include: planning, forecasting, scheduling, maintenance, and inventory activities. Prerequisite: DSc 330, Mth 208.

DSc 401. Research. Credit hours to be arranged.

DSc 403. Thesis. Credit hours to be arranged.

DSc 405. Reading and Conference. Credit hours to be arranged.

DSc 407. Seminar. Credit hours to be arranged.

DSc 409. Practicum. 1-2 credit hours.

DSc 410. Experimental Course. Credit hours to be arranged.

DSc 420. Applied Sampling. 3 credit hours. The application of sampling techniques to

business problems. Topics include: simple random sampling, stratified sampling, cluster sampling, systematic sampling, ratio and regression estimators. Prerequisite: DSc 330, Mth 208.

DSc 425. Applied Statistical Decision Theory. 3 credit hours. The use of probability theory and utility functions to evaluate risk, information, and alternatives in decision problems. Comparative analysis of decision problems under uncertainty using classical statistics and Bayesian statistics. Prerequisite: Mth 208, DSc 330, or equivalents.

Upper-Division Courses Carrying Graduate Credit

DSc 430. Applied Analysis of Variance. (G) 3 credit hours. Design of comparative 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. Prerequisite: Mth 208, DSc 330, or equivalents.

DSc 435. Applied Regression Analysis. (G) 3 credit hours. The general theory of least-squares regression. Application of regression procedures in the elucidation of underlying relationships governing business and economic behavior. Techniques of statistical model-building. Prerequisite: Mth 208, DSc 330, or equivalents.

DSc 440. Applied Time Series Analysis for Forecasting. (G) 3 credit hours. The theory and application of time series models to forecasting problems. Elements of spectral analysis. Autoregressive, moving average, and seasonal models. Principles of iterative model-building: identification, fitting, and diagnostic checking of models. Prerequisite: Mth 208, DSc 330, or equivalents.

DSc 445. Introduction to Management Science. (G) 3 credit hours. An introduction to theory and application of linear and dynamic programming. Topics include: simplex method, duality theory, sensitivity analysis, principle of optimality, deterministic and stochastic dynamic programming models. Prerequisite: DSc 335, Mth 208.

DSc 450. Advanced Management Science. (G) 3 credit hours. An introduction to nonlinear programming and stochastic models. Topics include: unconstrained optimization, Kuhn-Tucker theorem, Lagrangian multipliers, Markov chains, and Poisson processes. Prerequisite: DSc 445, Mth 208.

DSc 455. Production Systems Analysis. (G) 3 credit hours. The application of management science techniques to production systems. Topics include: aggregate products planning, project planning, job scheduling, and inventory control. Extensive use of case materials. Prerequisite: DSc 445, Mth 208.

DSc 460. Simulation of Industrial Systems. (G) 3 credit hours. Model construction, validation, and tests. Design and analysis of simulation experiments. Case applications in business and economics. Prerequisite: DSc 335, Mth 208.

DSc 470. Synthesis and Design of Industrial Systems. (G) 3 credit hours. Application of systems analysis and operations management to planning and design of industrial systems. Consideration of technical and economic aspects of equipment and process design. Students will work in teams under faculty supervision. Prerequisite: DSc 455.

Department of Finance

Faculty

Michael H. Hopewell, Ph.D., Department Head, Associate Professor of Finance (financial management, investments). B.A., 1963, M.B.A., 1967, Ph.D., 1972, Washington.

Thomas W. Calmus, Ph.D., Associate Professor of Business Economics (managerial economics). B.A., Sacramento State, 1957; Ph.D., California, Berkeley, 1966.

Larry Dann, Ph.D., Assistant Professor of Finance (financial management, investments). B.S., Northwestern, 1967; M.B.A., Harvard, 1969; Ph.D., California, Los Angeles, 1980.

Jerome J. Dasso, Ph.D., H. T. Miner Professor of Real Estate (real estate, urban development). B.S., Purdue, 1951; M.B.A., Michigan, 1952; M.S., 1960, Ph.D., 1964, Wisconsin; A.I.P., 1969, S.R.P.A., 1971.

Christopher James, Ph.D., Assistant Professor of Finance (financial markets and intermediation theory). A.B., Michigan State, 1973; M.B.A., 1977, Ph.D., 1978, Michigan.

M. Megan Partch, Ph.D., Assistant Professor of Finance (financial management, investments). B.A., Carleton College, 1971; M.B.A., 1976, Ph.D., 1981, Wisconsin, Madison.

George A. Racette, Ph.D., Associate Professor of Finance (financial management, theory). B.A., Stanford, 1966; M.B.A., Michigan, 1967; Ph.D., Washington, 1972. (On leave 1981-82.)

Paul Swadener, D.B.A., Director of Undergraduate Programs, Associate Professor of Finance (insurance, finance management). B.S., 1960, M.B.A., 1962, D.B.A., 1968, Indiana.

Donald A. Watson, Ph.D., Professor of Business Economics (urban and regional development, financial institutions). B.A., 1947, M.A., 1948, Ph.D., 1951, Iowa.

This department offers two major options: finance and real estate, and courses in the related fields of insurance, business economics, and public finance and taxation.

Finance

The finance curriculum is designed to impart an understanding of the various areas and principles of finance and to provide students with a body of specialized knowledge and analytical techniques. Courses are offered in the areas of financial institutions, financial management, and investments. The courses provide an understanding of the application of business financial analysis and decision-making to the solution of problems of business management. Special attention is given to the relation of financial policies and operations to the functioning of business firms within the economic system.

In addition to the general requirements of the College of Business, requirements for a major in finance are 18 credit hours, and consist of the following courses (3 credit hours each) :

Financial Accounting (Actg 222).
Financial System (Finl 314).
Investments (Finl 380).

Nine credit hours of electives chosen from Commercial Bank Management (Finl 460), Analysis of Financial Institutions (Finl 462), Problems in Financial Management (Finl 470), Financial Analysis (Finl 472), Financial Management of the Multinational Firm (Finl 474 [G]), and Investment Management (Finl 482). At least 3 credit hours must be either Finl 470 or Finl 472.

Real Estate

The option in real estate is designed to provide professional training in the development, financing, marketing, and management of real estate. Required courses, in addition to the general requirements of the College of Business, are as follows (3 credit hours, each course).

Financial System (Finl 314).
Financial Management of Real Estate (Finl 341).
Investments (Finl 380).
Real Estate Finance (Finl 446).
Real Estate Investment Analysis (Finl 447).

Three credit hours of electives chosen from Real Estate Law (Finl 440), Real Estate Environmental Analysis (Finl 442), Property Development (Finl 444), Real Estate Valuation (Finl 448), and Topics in Real Estate (Finl 410).

Courses Offered in Finance

Undergraduate Courses

Finl 199. Special Studies. 1-3 credit hours.

Finl 240. Survey of Real Estate. 3 credit hours. Study of real estate to help individuals prepare to successfully enter and complete basic buy/sell and lease transactions. Major topics covered are the law, brokerage, financing, and administration of real estate. Not recommended for those who intend to major in business administration. Business or pre-business majors with junior standing or above or students who have taken Finl 341 may not enroll in this class and, if enrolled, will not receive a grade.

Finl 281. Personal Economic and Financial Planning. 3 credit hours. Personal financial planning for achieving financial objectives. Analysis of alternative savings outlets, including insurance, pension funds, deposits at commercial banks, deposits at thrift institutions, investment of real estate, stock and mutual fund ownership. Analysis of costs and terms of alternative sources of credit, including charge cards, consumer credit, bank loans, mortgages, and finance company loans. Business or prebusiness majors with junior standing or above may not enroll in this class and, if enrolled, will not receive a grade.

Finl 283. The Stock Market and Investing. 3 credit hours. A study of various investments and the stock market; elementary analysis of securities and approaches to security selection. Business or prebusiness majors with junior standing or above or students who have taken Finl 380 may not enroll in this class and, if enrolled, will not receive a grade.

Finl 311. Managerial Economics. 3 credit hours. Develops the basic tools of microeconomics and applies them to problems encountered in the management of any organization. Microeconomic analysis is developed as an integrated system of practical tools with which managers can analyze and solve problems in marketing, pricing, finance, accounting, taxation, production, organization systems analysis and public policy. The main emphasis is on the understanding of the basic theoretical concepts, their empirical measurement, and their application to real problems. Prerequisite: Ec 201, Mth 208, junior or senior standing.

Finl 314. Financial System. 3 credit hours. Study of the financial system of the U.S., emphasizing functions and behavior of financial markets and institutions. Analysis of the nature and functions of money and credit and their interrelationship with income, employment, and the price level. Discussion of interest rates and financial instruments. Analysis of the Federal Reserve System and the conduct and impact of monetary policy on business environment. Prerequisite: Ec 202 or equivalent, junior or senior standing.

Finl 316. Financial Management. 3 credit hours. Policies and practices required to plan and control the sources and uses of a firm's funds; emphasis on formulation, implemen-

tation, and modification of corporate financial policies; management of liquid assets; selection among alternative investment opportunities; funds acquisition; dividend policies; determination of the optimal debt-equity mix. Prerequisite: Actg 323, junior or senior standing.

Finl 323. Taxation Topics. 3 credit hours. Covers selected topics in taxation and public finance including individual income taxes, consumption taxes, payroll taxes, estate and gift taxes, and property and wealth taxes. Not oriented toward complexities of tax law, tax accounting, or tax regulation. Emphasis on the economic impact of taxes and their influence on individual and business decisions. Prerequisite: Ec 201, Ec 202, junior or senior standing.

Finl 341. Financial Management of Real Estate. 3 credit hours. Real estate principles and practices, with special emphasis on urban land-use analysis; nature of real property and property rights; organization of the real-estate industry and real estate markets; the urban spatial structure and location analysis; land-use competition; management of real properties; subdivision and land development; real estate financing; the impact of government policies upon the real estate industry. Prerequisite: Finl 316, junior or senior standing.

Finl 354. Risk and Insurance. 3 credit hours. Introduction to business insurance. Course topics include the basic principles of insurance from the viewpoint of the risk manager for the family business, corporation, and public organization. Other subjects studied are risk identification and evaluation, and measurement of need for protection; ways of handling risk, and insurance as a risk-handling device; insurance buying, including evaluation of cost; company and agent selection; types of insurance including life, health, automobile, homeowner's, specialty consumer coverages. Prerequisite: Finl 316, junior or senior standing.

Finl 380. Investments. 3 credit hours. Study of the economic and investment environment as it relates to security investment decisions; appraisal of investment characteristics; introductory security analysis; the determination of investment objectives, and the selection of portfolio policies for individual and institutional investors. Prerequisite: Finl 316, junior or senior standing.

Finl 400. SEARCH. 1-3 credit hours.

Finl 401. Research. Credit hours to be arranged.

Finl 403. Thesis. Credit hours to be arranged.

Finl 405. Reading and Conference. Credit hours to be arranged.

Finl 407. Seminar. Credit hours to be arranged.

Finl 409. Practicum. 1-2 credit hours.

Finl 410. Experimental Course. Credit hours to be arranged. Topics in Real Estate.

Finl 436. Business Fluctuations and Forecasting. 3 credit hours. Description of economic forces causing change in aggregate business activity, and analysis of the effects of these changes on individual business decisions. Examination of business forecasting

as affected by other business firms' actions and government decisions and policy. Normally offered alternate years. Prerequisite: Ec 375, junior or senior standing. Not offered 1981-82.

Finl 440. Real Estate Law. 3 credit hours. Legal aspects of real property for owners, managers and lenders: sales fixtures, brokerage, co-ownership, deeds and conveyances, easements, trust deeds and mortgages, liens and leases, land-use controls. Normally offered alternate years. Prerequisite: BE 226, Finl 341, junior or senior standing.

Finl 442. Real Estate Environmental Analysis. 3 credit hours. Impact of environmental and conservation legislation on land and other basic resource use and management. National and state legislation is considered. Both economic and legal aspects examined. Major emphasis on the macro effects of resource use planning rather than small area or project management. Prerequisite: Finl 341, or consent of instructor, junior or senior standing.

Finl 444. Property Development. 3 credit hours. Property development considered as a process from raw land to productive space; includes market analysis, site selection, land-use planning, arranging for utilities and services, financing and budgeting, public and private controls; commercial, industrial, residential, and multiple uses of property considered. Normally offered alternate years. Prerequisite: Finl 341, junior or senior standing.

Finl 446. Real Estate Finance. 3 credit hours. The sources and use of credit for home ownership and real estate investment; instruments and legal terms of real estate finance; emphasis on mortgages, trust deeds, and land contracts, advanced financing techniques and the impacts on the effective costs of borrowing or lending; the importance of real estate finance in a valuation framework; and the role of mortgage lending in our economy. Prerequisite: Finl 341, or equivalent, or consent of instructor, junior or senior standing.

Finl 447. Real Estate Investment Analysis. 3 credit hours. Real estate investment theory with emphasis on recent developments and concepts, empirical tests, and applications; development of real estate investment process; real estate valuation models and the impacts of depreciation, financing, taxes, management, and holding period on investment values of property and on rates of return on equity. Prerequisite: Finl 446 or consent of instructor, junior or senior standing.

Finl 448. Real Estate Valuation. 3 credit hours. Theory and technique of real estate appraising; the appraisal process; analysis of factors influencing real estate values with an emphasis on income properties; leasehold valuation; trends in appraisal procedures and techniques. Prerequisite: Finl 446 or consent of instructor, junior or senior standing.

Finl 460. Commercial Bank Management. 3 credit hours. Practices, policies, and problems of commercial bank management and operation; loan and investment administration; regulation and supervision; earnings, expense, and dividend policies; the economic and social importance of the commercial banking system as the center of the American

financial system. Prerequisite: Finl 314, junior or senior standing.

Finl 462. Analysis of Financial Institutions. 3 credit hours. Study of both the similarities and the unique characteristics of different types of financial institutions, examination of sources and use of funds; analysis of management of assets, liabilities and capital; description of regulatory and legal environment. Prerequisite: Finl 314, junior or senior standing.

Finl 470. Problems in Financial Management. 3 credit hours. Analysis of selected cases in financial management of the firm, including short- and long-term financial requirements, trade credit analysis, capital budgeting, and valuation. Prerequisite: Finl 316, junior or senior standing.

Finl 472. Financial Analysis. 3 credit hours. Analysis of the financial aspects of complex business problems; concepts of interest and opportunity cost; time value of money and valuation of various income streams; methods of evaluating and ordering investment alternatives; concepts of certainty, certainty-equivalent, and uncertainty related to financial decision making; the theory of financing business firms. Prerequisite: Finl 316, junior or senior standing.

Finl 482. Investment Management. 3 credit hours. Theory and practice of management and administration of financial asset portfolios toward the achievement of investor objectives. Includes the study of institutional and individual investor objectives and constraints, portfolio theory, security and portfolio evaluation and selection, and the markets and environment in which financial assets are traded. Prerequisite: Finl 380, junior or senior standing.

Upper-Division Courses Carrying Graduate Credit

Finl 455. Business Insurance and Risk Management. (G) 3 credit hours. Management of insurable risks in the firm from the viewpoint of the finance manager and the business consumer of insurance. Analysis of methods of reducing business risks; financial impact on profits of risk and risk handling methods; major contracts of insurance; company and agent selection; placement of problem risks; loss adjustment. Prerequisite: Finl 354, or consent of instructor, junior or senior standing. Not offered 1981-82.

Finl 458. Social Insurance. (G) 3 credit hours. Analysis of major social insurance programs. Emphasis on basic issues of benefit levels, financing methods, alternative proposals for change, and international comparisons. Prerequisite: Finl 354, junior or senior standing. Finl 323 is recommended. Not offered 1981-82.

Finl 474. Financial Management of the Multinational Firm. (G) 3 credit hours. The role of the treasurer/controller in a multinational firm. Response to devaluation/revaluations, investment criteria, financial arrangements, tax and transfer pricing issues. Export/import financing. Text and cases. Normally offered alternate years. Prerequisite: Finl 316, junior or senior standing, or consent of instructor.

Department of Management

Faculty

Warren B. Brown, Ph.D., Professor of Management (organization theory, management). B.S., Colorado, 1955; M.S., Stanford, 1957; M.S., 1959, Ph.D., 1962, Carnegie-Mellon.

William E. Burr II, M.B.A., Adjunct Instructor of Management (business policies). B.A., United States Military Academy, 1944; M.A., George Washington, 1964; M.B.A., Oregon, 1978.

Eaton H. Conant, Ph.D., Professor of Management; Director, Institute of Industrial Relations (industrial relations, labor economics). B.S., 1956, M.S., 1958, Ph.D., 1960, Wisconsin.

Gregory S. Hundley, B.Com., Assistant Professor of Management (industrial relations). B.Com., Western Australia, 1972; Ph.D. exp. 1981, Minnesota.

Donald E. Lytle, M.B.A., Senior Instructor of Management (human resources, small business management). B.A., Washington, 1953; M.B.A., Oregon, 1976.

Richard T. Mowday, Ph.D., Associate Professor of Management (organizational behavior, organization theory). B.S., San Jose, 1970; M.S., 1972, Ph.D., 1975, California, Irvine.

James S. Russell, M.B.A., Assistant Professor of Management (human resources management). B.A., Albion College, 1963; M.B.A., Michigan, 1965; Ph.D. exp. 1981, Michigan State.

Frederick J. Seubert, Ph.D., Associate Professor of Management (human resources management, business policy). B.A., Baldwin-Wallace, 1942; B.M.E., Florida, 1946; M.B.A., Pennsylvania, 1947; Ph.D., Cornell, 1954.

Richard M. Steers, Ph.D., Professor of Management (organization theory, organizational behavior). B.A., Whittier College, 1967; M.B.A., Southern California, 1968; Ph.D., California, Irvine, 1973.

Gerardo R. Ungson, Ph.D., Assistant Professor of Management (business policy, organization theory and behavior). A.B., Ateneo (Philippines), 1969; M.B.A., 1973, Ph.D., 1978, Pennsylvania State.

The Department of Management offers a general management program designed to prepare men and women for careers involving managerial responsibility in public and private organizations. A variety of courses are available which focus on topics such as organizational behavior, human resources management, organizational design, and applied management. Specific courses and program requirements are available from the management department.

Courses Offered in Management

Undergraduate Courses

Mgmt 101. Introduction to Management. 3 credit hours. A basic survey in management theory with emphasis on the functional and task requirements of management. Specific topics include planning, staffing, controlling, leadership, and creativity in business organizations. Not open to juniors or seniors.

Mgmt. 199. Special Studies. 1-3 credit hours.

Mgmt 321. Management and Organizational Behavior. 3 credit hours. Introduces the student of management to the nature and consequences of human behavior in work organizations. Topics to be covered include: the nature of organizations, contemporary models of organization design, work structuring, motivation and performance, group and intergroup behavior, influence processes, and planned change. Prerequisite: junior standing.

Mgmt 322. Human Resources Management. 3 credit hours. Management of relations between an organization and its personnel; building and maintaining a productive work force and providing job satisfaction and career opportunity; integration of functions related to personnel with operations; substantive issues in human resources management. Prerequisite: Mgmt 321, or consent of instructor.

Mgmt 340. Small Business Management. 3 credit hours. The problems and the advantages in establishing and maintaining a small business enterprise. Attention is given to functions of management as they are utilized in small business, and the general principles of management as they apply. Project work is assigned to each student either in terms of: investigating and/or assisting a small entrepreneur in the area, or a research of library topics pertaining to the course subject. Prerequisite: junior standing.

Mgmt 401. Research. Credit hours to be arranged.

Mgmt 403. Thesis. Credit hours to be arranged.

Mgmt 405. Reading and Conference. Credit hours to be arranged.

Mgmt 407. Seminar. Credit hours to be arranged.

Mgmt 409. Practicum. Credit hours to be arranged.

Mgmt 410. Experimental Course. Credit hours to be arranged.

Mgt 413. Compensation Administration. 3 credit hours. Development of wage and salary policies which contribute to motivation and control in organizations. Behavioral science and economic foundations of compensation. Institutional setting—collective bargaining, labor markets, and government regulations. Operating tools—job analysis, job evaluation, and wage and salary surveys. Evaluation of wage incentives and management compensation. Prerequisite: Mgmt 322, senior standing, or consent of instructor.

Mgmt 414. Employment Policies and Practices. 3 credit hours. Evaluation of problems arising in the employment relationship. Policy determination, with special emphasis on integrative solutions in collective bargaining and conflict resolution. Contemporary policy concerns: affirmative action, training for sequential careers; planning; job design; values and organizational commitment. Case analysis. Prerequisite: Mgmt 322, senior standing, or consent of instructor.

Mgmt 415. Psychology and Human Resources. 3 credit hours. Review of research on application of psychological principles to human problems of work organizations. Focuses on individual employee behavior and how such behavior influences organizational performance. Topics include personality, employee motivation and performance, leadership, job attitudes, job-related stress, reward systems, and turnover and absenteeism. Prerequisite: Mgmt 321, senior standing.

Mgmt 416. Group Processes in Organizations. 3 credit hours. Examines the behavior of individuals in group settings and group processes in organizations. Topics include group formation, structure, making decisions, norms, conformity, cohesiveness, and task performance. Special emphasis will be placed on the role of groups in organizational design as they influence the quality of working life and the managerial implications of group processes for organizational effectiveness. Prerequisite: Mgmt 321, senior standing.

Mgmt 439. Collective Bargaining. 3 credit hours. Relations between unions and management, mainly at the level of the enterprise, under existing law and custom. Negotiations of the labor agreement; grievance handling and agreement administration; arbitration. Prerequisite: senior standing.

Mgmt 440. Case Studies in Small Business. 3 credit hours. Analysis of small business problems through case discussions and actual consultation with local small businesses. Emphasis is on recognition of specific problems and development of feasible alternative solutions. Prerequisite: Mgmt 340.

Mgmt 453. Business Policies. 3 credit hours. Interdependence of the different departments of a business concern. Designed to provide an integrated view of business operations, and to provide the student with a basic grasp of policy problems in several industries. Relies on knowledge from the functional areas of business. Prerequisite: Mgmt 321, Actg 323, Finl 316, Mktg 311, DSc 335, senior standing.

Mgmt 455. Organization and Management. 3 credit hours. Examines issues of organizational design and effectiveness, as well as managerial processes and organization-environment relations. Prerequisite: Mgmt 321, senior standing.

Department of Marketing, Transportation, and Business Environment

Faculty

Gerald S. Albaum, Ph.D., Department Head, Professor of Marketing (marketing research and analysis, international marketing). B.A., 1954, M.B.A., 1958, Washington; Ph.D., Wisconsin, 1962.

Roger J. Best, Ph.D., Associate Professor of Marketing (marketing management, research and analysis). B.S.E.E., California State Polytechnic, 1968; M.B.A., California State, Hayward, 1972; Ph.D., Oregon 1975.

Delbert I. Hawkins, Ph.D., Associate Dean, Professor of Marketing (marketing research and analysis, consumer behavior). B.B.A., 1966, M.B.A., 1967, Ph.D., 1969, Texas.

Stuart U. Rich, D.B.A., Professor of Marketing; Director, Forest Industries Management Center. B.A., Wabash, 1942; M.B.A., 1950, D.B.A., 1960, Harvard.

William J. Robert, LL.M., Professor of Business Law (general business law, international law). B.A., 1939, LL.B., 1941, Oregon; LL.M., New York University, 1957.

Lawrence W. Ross, Jr., J.D., Associate Professor of Business Law (legal philosophy). A.B., 1949, M.A., 1949, Syracuse; J.D., Chicago, 1952.

Roy J. Sampson, Ph.D., Professor of Transportation (transportation and public utility economics, management and policy). B.S., 1946, Tennessee Technological University; M.B.A., 1948, Ph.D., 1951, California, Berkeley.

Norman R. Smith, Ph.D., Associate Professor of Marketing (consumer behavior, marketing communications, entrepreneurship). B.A., 1948, M.A., 1959, Alberta; Ph.D., Michigan State, 1965.

Harold K. Strom, Ph.D., Associate Professor of Transportation (transportation and business logistics). B.A., 1957, M.B.A., 1958, Washington; Ph.D., California, Los Angeles, 1964. (On sabbatical leave fall 1981.)

Donald S. Tull, Ph.D., Professor of Marketing (marketing management, research and analysis). B.S., 1948, M.B.A., 1949, Ph.D., 1956, Chicago. (On sabbatical leave, winter, spring 1982.)

The educational objectives of the Department of Marketing, Transportation, and Business Environment are (1) to develop the student's understanding of the environment in which the firm operates; (2) to give the student an understanding of the interrelationships of marketing and transportation with the other areas of operation of the firm; (3) to provide the student with the opportunity to apply the functions of management and to obtain experience in making decisions in the areas of marketing and transportation; and (4) to enable the student to develop a capacity for research and analysis of basic problems in these areas.

Marketing

The option in marketing is designed to provide preparation for careers in the complex of functions relating the producer and the consumer. There are opportunities for student emphasis on marketing management, marketing research, consumer behavior, and foreign marketing. 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.

Students wanting to pursue a major in marketing are required to obtain a grade of C or above or P in Mktg 311. Students also are strongly encouraged to satisfy the College of Business behavioral science course requirement by taking at least two courses in one field (psychology, sociology, or anthropology).

The major requirements, in addition to the above and the general business requirements of the school, total 18 credit hours, distributed as follows (3 credit hours, each course): Analysis of Consumer Behavior (Mktg 361); Marketing Research (Mktg 460); Marketing Management (Mktg 461); Marketing Problems (Mktg 464); a minimum of 6 credit hours of the electives listed below, (3 credit hours, each course).

Retail Administration (Mktg 365); Seminars in Marketing (Mktg 407), 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); Business Enterprise and Social Responsibility (BE 425).

Transportation and Business Logistics

This option prepares students for careers with transportation or utility companies, for traffic or physical distribution (logistics) positions with industrial or commercial firms or trade associations, and for government positions with regulatory or logistics agencies or publicly owned utilities. The major requirements, in addition to the general business requirements of the school, total 15 credit hours, distributed as follows (3 credit hours, each course).

Transportation and Distribution Systems (Trn 349); Business Logistics (Trn 350); International Transportation and Distribution Management (Trn 351); Transportation Administrative Law (Trn 451); one of the following courses: Transportation Organization and Management (Trn 452); Utility Regulation, Management, and Ownership (Trn 455); Economics of Regulated Industries (Ec 463).

Courses Offered in Marketing

Undergraduate Courses

Mktg 199. Consumer Problems. 3 credit hours. A preparation for dealing rationally with the realities of the marketplace. Special emphasis on the knowledge and abilities necessary to teach consumer topics effectively in the elementary school classroom. No credit toward requirements of the College of Business Administration.

Mktg 311. Marketing Systems and Demand Analysis. 3 credit hours. Dynamics of demand; economic and behavioral approaches to analysis of demand; purchase motivations—consumer versus industrial; flows of goods and services; nature of marketing institutions.

Mktg 361. Analysis of Consumer Behavior. 3 credit hours. Consumer-firm relationship analyzed through the application of concepts drawn from contemporary behavioral science to concrete business cases and practices. Relevant concepts from fields of cultural anthropology, sociology, and psychology applied to problems encountered in marketing to various consumer groups. Prerequisite: Mktg 311 or consent of instructor.

Mktg 365. Retail Administration. 3 credit hours. Structure of retailing; efficiency in the retail sector; organizing the firm; management of price and nonprice competition; space allocation and stock control; management science and retailing; retailing and the future. Prerequisite: Mktg 311, or consent of instructor.

Mktg 401. Research. Credit hours to be arranged with sponsoring professor and department head.

Mktg 403. Thesis. Credit hours to be arranged with sponsoring professor and department head.

Mktg 405. Reading and Conference. Credit hours to be arranged with sponsoring professor and department head.

Mktg 407. Seminar. Credit hours to be arranged with sponsoring professor and department head.

Mktg 409. Practicum. Credit hours to be arranged with sponsoring professor and department head.

Mktg 410. Experimental Course. Credit hours to be arranged.

Mktg 430. Entrepreneurship. 3 credit hours. Analysis of variation in types of entrepreneurs, firms, and their effect on company growth rates. Focus on marketing-management problems of the entrepreneur in the growth-oriented firm. Research projects conducted with actual entrepreneurs and their firms. Development of a realistic marketing and business plan in a group project. Prerequisite: Mktg 311.

Mktg 460. Marketing Research. 3 credit hours. Influence of marketing research on the decision-making process; effect on the executive who must use it; uses and misuses. Emphasis on the cost versus the value of information for decision-making. Problem formulation, exploratory research, research design, basic observational and sampling requirements, data analysis, interpretation, and reporting. Research projects conducted on actual marketing problems. Prerequisite: DSc 330, Mktg 311, or consent of instructor.

Mktg 461. Marketing Management. 3 credit hours. Marketing planning and control: planning, organizing, measuring, evaluating, and controlling marketing performance. Prerequisite: Mktg 311.

Mktg 462. Marketing Communications. 3 credit hours. Problems of marketing to consumers considered as problems in communication; 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. Prerequisite: Mktg 311, Mktg 361 recommended.

Mktg 463. Quantitative Analysis in Marketing. 3 credit hours. Analytical methods, tools and models for marketing decision-making, with emphasis on the major elements of the marketing mix. Prerequisite: Mktg 311, DSc 330, or consent of instructor.

Mktg 464. Marketing Problems. 3 credit hours. Solution of marketing problems. Practicum approach utilizing case studies, simulations and projects. Prerequisite: Mktg 361, 460, 461, or consent of instructor.

Mktg 467. Sales Management. 3 credit hours. Introduces the student to two different aspects of the selling process. First, an introduction to basic principles underlying all types of selling and the practical applications of these principles to various selling situations, and second, an introduction to problems in the management of the sales force; recruiting, selection, training, compensation of sales representatives, and sales analysis and control. Prerequisite: Mktg 311.

Mktg 468. Consumer Issues. 3 credit hours. Consideration of the economic, legal, and ethical issues of marketing from the standpoint of the consumer.



Mktg 469. Industrial Marketing and Purchasing. 3 credit hours. Marketing and purchasing problems of manufacturers of industrial goods, such as machinery and equipment, raw and semifabricated materials, industrial supplies, and component parts; cases, and a business game. Prerequisite: Mktg 311.

Upper-Division Courses Carrying Graduate Credit

Mktg 475. International Marketing Management. (G) 3 credit hours. Study of marketing methods in the international environment. Prerequisite: Mktg 311, or consent of instructor.

Courses Offered in Transportation

Undergraduate Courses

Trn 349. Transportation and Distribution Systems. 3 credit hours. Principles and practices of transportation and its role in the distribution process. The physical transportation plant of the United States and its performance; carrier responsibilities, services, and cooperation; economic and legal bases of rates, freight classification and tariffs; relationships between transportation and the location of economic activity; public policies regarding regulation, unification, labor-management relations, promotion, and similar transportation problems.

Trn 350. Business Logistics. 3 credit hours. Problems of purchasing transportation services, selecting transportation alternatives, and planning the physical distribution system of the firm. Includes a consideration of rate structures, shipper's rights in law, relationship of physical distribution to the marketing function and the production function, inventory management and control, plant location and warehousing.

Trn 351. International Transportation and Distribution Management. 3 credit hours. Role of the United States and world ocean and air transportation in international trade and development. Physical facilities; basic laws, policies, and associations affecting carrier and shipper operations; problems of international and intercarrier cooperation; principal trade

routes and commodity flows; packaging, documentation, rates, and charters; marine and air cargo insurance; land-based supporting organizations, including terminal operations and connecting foreign land transportation systems. Emphasis on use of international transportation in export and import activities.

Trn 401. Research. Credit hours to be arranged.

Trn 403. Thesis. Credit hours to be arranged.

Trn 405. Reading and Conference. Credit hours to be arranged.

Trn 407. Seminar. Credit hours to be arranged.

Trn 409. Practicum. Credit hours to be arranged.

Trn 410. Experimental Course. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

Trn 451. Transportation Administrative Law. (G) 3 credit hours. Historical background and present status of state and federal transport regulation, with particular attention to the Interstate Commerce Act and other pertinent federal and state statutes. The organization and procedure of transport regulatory agencies, and the rules of practice before such bodies. Prerequisite: Trn 349, or Trn 350, or Ec 463, or consent of instructor.

Trn 452. Transportation Organization and Management. (G) 3 credit hours. Carrier organization and management problems. Operational, personnel, financial, pricing, and related practices as influenced by competition and governmental policies. In addition to classroom work, students make detailed study of a type of carrier or carrier problem related to their specific career interests. Prerequisite: Trn 349, or Trn 350, or Ec 463, or consent of instructor.

Trn 455. Utility Regulation, Management, and Ownership. (G) 3 credit hours. Review of historical and present regulatory laws, agencies, and procedures; problems and policies of municipal, state, and federal ownership; management of various kinds of privately owned utility firms (electric, gas, communications). Organizational structures, price policies, marketing of services, short- and long-range planning, public relations. Particular emphasis on problems affecting the Pacific Northwest.

Courses Offered in Business Environment

Undergraduate Courses

BE 125. Environment of Business. 3 credit hours. Roles and responsibilities of business in society; 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 business.

BE 199. Special Studies. 1-3 credit hours.

BE 226. Introduction to Law. 3 credit hours. Forms and functions of the law in society. Examination of the American legal environment: structure of the courts; trial and appellate procedure; origin of rules; methods of legal reasoning; roles of trial participants. Emphasis on the law of contracts, including appropriate references to the Uniform Commercial Code. Prerequisite: sophomore standing.

BE 326. Law of Business Organization. 3 credit hours. The law of agency; the master-servant relationship, including elementary labor law; the law of business organizations, including corporations, partnerships, and other forms of business associations; applications of the Uniform Commercial Code to investment securities. Prerequisite: BE 226.

BE 401. Research. Credit hours to be arranged.

BE 403. Thesis. Credit hours to be arranged.

BE 405. Reading and Conference. Credit hours to be arranged.

BE 407. Seminar. Credit hours to be arranged.

Foreign Commercial Law.
Business Internship.

BE 409. Practicum. Credit hours to be arranged.

BE 410. Experimental Course. Credit hours to be arranged.

BE 418. Law of Business Transactions. 3 credit hours. Study of the several fields of law related to business: negotiable instruments; sales of personal property; security devices for credit transactions. Prerequisite: BE 226.

BE 425. Business Enterprise and Social Responsibility. 3 credit hours. Analysis of specific management policies as they relate to social objectives; patterns of governmental regulations; political activities of trade associations and other special-interest groups; relation to the growth of corporate enterprise to public policy and to the responsibilities of business management. Prerequisite: senior standing.

Upper-Division Courses Carrying Graduate Credit

BE 420. Legal Aspects of Business Regulation. (G) 3 credit hours. Study of the broad aspects of governmental regulation of business and constitutional limitations upon such regulation. Particular treatment is given to the law of administrative agencies and to some specific areas of regulation, including business combinations and pricing policies. Prerequisite: BE 226.

Institute of Industrial Relations

Eaton H. Conant, Ph.D., Professor of Management, and Director.

The Institute of Industrial Relations offers an integrated, multidisciplinary program leading to a master's degree in industrial relations. In close consultation with faculty advisers, students design an integrated program with courses in economics, management, political science, psychology, sociology, and other disciplines listed below.

Requirements

The program prepares students for careers in government, management, or with trade unions. Fields of concentration may include unions, management, and labor relations policy; manpower economics and development; organizational studies and human resources management.

A primary program objective is the development of integrative appreciations of human resources in advanced industrial society—from the adversary perspective of management and unions, from the economics and behavioral sciences perspectives, and from the institutional perspective of public policy and national welfare. Basic courses for each area of concentration will generally include collective bargaining, labor economics, and human resources management, plus appropriate work in supporting social sciences.

The program leads to the M.S. or M.A. degree and requires 45 credit hours of work with thesis in courses approved by the institute, or 54 hours of work without thesis. The program must cover at least three disciplines and must provide for at least 18 hours of work in one of the disciplines. At least 15 hours of the 45 or 54 must be in courses numbered 500 or higher.

The prerequisites for the program are a baccalaureate degree and 27 credit hours of prior work in the disciplines represented in the graduate program. The institute may require that applicants submit Graduate Record Examination scores or a comparable objective test with a score satisfactory to the institute. Applicants will be notified when examination scores are needed.

The program attempts to provide students with opportunities to perform research or to intern with public or

private institutions concerned with labor and manpower problems, or to complete in-depth projects which allow students to critically synthesize the literature on salient issues in the field. The institute also attempts to arrange work-study and internship programs so students can participate in industrial relations and manpower activities complementary to their academic work. Such opportunities vary from year to year, however, and they are not an essential component of an individual's program. Students are admitted to the program at the beginning of any of the four terms of the year.

Relevant Courses

Note: Not all classes will be offered every academic year. In consultation with affiliated faculty, students develop individualized programs of study. Although each student's program reflects the individual's own professional objectives, common areas of study and illustrative courses include those listed below.

Economics. Labor Economics (Ec 444G); Issues in Labor Economics (Ec 445G); Collective Bargaining and Public Policy (Ec 446G). In addition to these more commonly elected courses, students may elect to complete course work in regional economics, urban economics, economic development, American economic history, economics of industrial organization, and public policy.

History. American Labor Movement (Hst 479G); American Economic History (Hst 487G, 488G, 489G).

Law. Labor Law I (L 559); Labor Law II (L 560).

Political Science. Administrative Organization and Behavior (PS 412G); The Politics of Bureaucracy (PS 413G); Unionization of Public Employees (PS 417G); Political Behavior (PS 470).

Management. Quality of Working Life (Mgmt 531); Human Resources Management (Mgmt 534); Organizational Psychology (Mgmt 551); Motivation and Work Behavior (Mgmt 537); Collective Bargaining (Mgmt 539); Public Policy and the Employment Relationship (Mgmt 540); Organization and Management Theory (Mgmt 541); Organizational Decision Making (Mgmt 542).

Sociology. Theory of Small Groups (Soc 430G); Sociology of Race

Relations (Soc 445G); Sociology of Work (Soc 446G); Industrial Sociology (Soc 447G); Women and Work (Soc 449G); Social Stratification (Soc 451G); Bureaucracy Power and Society (Soc 470G); Changing Organizations (Soc 472G); Durkheim, Weber, and Modern Functionalists (Soc 520).

Psychology. Humanistic Psychology (Psy 413G); Group and Individual Differences (Psy 419G); Social Psychology I: Attitudes and Social Behavior (Psy 456G); Social Psychology II: Group Processes (Psy 457G); Group Consultation (Psy 462G); Advanced Applied Psychology (Psy 487G, 488G, 489G); Statistical and Quantitative Methods in Psychology (Psy 511, 512, 513); Social Psychology (Psy 517).

Interdisciplinary Studies. Research (ISt 501); Readings in Industrial Relations (ISt 507); Seminar in Industrial Relations (Soc 507).

Research Methods. Students may elect to complete course work in applied quantitative methods either in the Graduate School of Management or any of the allied social science disciplines. There is no research methods requirement for the degree.

In addition to course work in the primary industrial relations cognate fields (as delineated above), students may complete relevant supplementary work in community service and public affairs, counseling, journalism, and educational psychology. As with the student's overall program, work in these departments is selected on the basis of individual academic and career objectives.

For master's students in industrial relations, developing an integrative and comprehensive program of study which will meet their academic and professional goals requires intellectual maturity and a willingness to be challenged by a wide range of divergent socio-political and economic perspectives on employment relations. The broad social science appreciations which are gained through this program of study are intended to provide students with the kind of intellectual grounding they will need to enter a field of rapid and turbulent change.

The Institute of Industrial Relations provides advice and assistance to doctoral candidates who are interested in work in industrial relations as a minor field or as a supplement to their major program.

Graduate School of Management

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 of the College of Business Administration. In all fields, graduate instruction is supported by courses in related fields offered elsewhere in the University.

The graduate program is accredited by the American Assembly of Collegiate Schools of Business.

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 Art (M.A.) degrees. All master's degree programs, with the exception of the Master of Science in industrial relations, require completion of a common preliminary core program. In addition, students must complete the requirements of the principal program specified for each degree. Master's degree programs generally require two years to complete, although students with relevant previous academic preparation may complete the requirements for a degree in less time by waiving all or part of the preliminary core requirements.

Preliminary Core Program

The preliminary core program consists of 43 credit hours of course work which prepares students for more advanced study in their master's program. The preliminary core is composed of two blocks of courses. The requirements for courses in Block A can be waived by students who have completed equivalent course work with a grade of B or better at an AACSB accredited university within five years of the term for which they are admitted to the master's program.

Information on equivalent course requirements may be obtained from the director of master's programs. Requirements for courses contained in Block B can only be waived by successful completion of a waiver examination for each course. A waiver examination can be attempted no more than twice

for any one course and a fee may be required for each examination attempted.

Block A

Courses that can be waived by previous equivalent course work are Financial Environment (Finl 514), Legal Environment of Business (BE 517), Management Information Systems (DSc 525), Managerial Economics (Finl 511), Communication in Business (RhCm 508), Specialized Overview of Macro- and Micro-Economics (Ec 410[g]), Accelerated Introduction to Calculus (Mth 510), and Scholarly and Professional Writing (Eng 507).

Block B

Courses that can only be waived by successful completion of a waiver examination are Accounting Concepts (Actg 511), Accounting in Administration (Actg 512), Statistics for Business Decisions (DSc 511), Financial Management (Finl 516), Administration of the Marketing Function (Mktg 511), and Management Analysis (Mgmt 511).

The requirements of the preliminary core must be substantially completed before students may take more advanced work in their principal program. M.B.A. candidates may enroll for no more than five advanced courses (courses that count toward the "minimum total of 45 hours of graduate credit beyond the preliminary core") prior to completing *all* of the required preliminary core. Any advanced courses taken in violation of this rule will *not* count toward the required minimum total of 45 hours of graduate credit beyond the preliminary core.

The M.B.A. Program

The goal of the M.B.A. program is to prepare students for high level management careers in business and other organizations. Management education is viewed as training in the general management area and is supplemented by opportunities for students to specialize in given functional fields. Specialization is carried out in five administrative departments offering work in the following major options:

Accounting and Decision Sciences

(decision sciences, accounting).

Finance (finance, real estate and urban land economics, business economics).

Management (human resources management, organizational studies).

Marketing, Transportation, and Business Environment (marketing, transportation and logistics).

The M.B.A. program primarily focuses on profit-oriented organizations, although individual students may explore certain aspects of management education pertinent to either nonprofit organizations or government agencies. The program generally takes two years of study consisting of the preliminary core and the principal program. The former accounts for 43 credit hours, and the latter consists of a minimum of 45 credit hours.

Additional M.B.A. Requirements

In addition to completing the preliminary core program or its equivalent, all M.B.A. students must meet the following requirements: (1) completion of a minimum total of 45 hours of graduate credit beyond the preliminary core, of which a minimum of 36 hours must be in courses exclusively for graduate students (500 level); (2) of the 45 credit hours, at least 36 must be in the Graduate School of Management (including not more than 18 in the area of concentration). The remaining hours may be in either business courses or in related areas outside the Graduate School of Management.

Within these general guidelines, the following specific requirements must also be met.

Business Core Area. All M.B.A. students are required to take Management and Behavioral Science (BA 521), Decision Analysis (BA 522), Business and Society (BA 523), Corporate Strategy and Long-Range Planning (BA 524), Management Decision-Making (BA 525).

Area of Concentration. 12 credit hours as specified by the student's major department.

Electives. 18 credit hours in either business courses or in related areas outside the Graduate School of Man-

agement. In satisfying this requirement, students must include at least 3 hours in three major option areas of the Graduate School of Management other than the one in which the student is majoring and no more than 6 hours in the department where the major area of concentration is taken.

The program of study must be approved by the student's adviser and department head in the area of concentration.

Master of Science in Accounting

The M.S. program in accounting is designed for those students with little or no prior training in accounting (two-year program), and for those students with prior work in the field who want a greater degree of specialization than is available through the M.B.A. program.

The requirements are (1) completion of the preliminary core program or equivalent, and (2) completion of a minimum total of 45 hours of graduate credit beyond the preliminary core program, including 12 to 24 hours in accounting; 9 hours from the business core area; 12 to 24 hours in supporting areas. For specific course requirements, consult the department. Programs of study are individually designed by the student and a faculty member within certain limits set by the department.

Master of Science or Master of Arts

The program leading to the M.S. or M.A. degree (in disciplines other than accounting) allows more specialization than the M.B.A. program and may be adapted to 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 will normally require about 33 hours of course work. This requirement can be satisfied by courses at the University of Oregon, prior courses, or successful completion of waiver examinations. The manner in which this requirement is to be satisfied will be determined by the student in consultation with his or her program committee.

(2) Completion of a minimum of 45

hours of graduate credit beyond the common body of business knowledge. These hours should include the following:

(a) A minimum of 18 hours of course work in the major area of specialization. A major portion of the specialized 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 hours of course work in a minor area of study either in the Graduate School of Management or in a related field.

(c) A maximum of 9 hours of thesis to be taken at the option of the student and the program committee. For those choosing to complete a thesis, the number of hours taken for the thesis will be deducted from the required number of hours in electives.

(d) A minimum of 30 hours of credit in courses reserved exclusively for graduate students.

(e) A minimum of 27 hours of graduate credit must be taken in the Graduate School of Management.

(3) The proposed program of study must be approved by a program committee composed of at least two faculty members. At least one faculty member must be from the Graduate School of Management department in which the majority of specialization is taken.

(a) The composition of the program committee must be approved by the director of graduate programs in the Graduate School of Management.

(b) An approved program of study must be filed with the director of graduate programs in the GSM before any courses beyond the common body of business knowledge can be taken.

(4) If a thesis is undertaken, it must be approved by a thesis committee composed of at least two faculty members. At least one faculty member must be from the Graduate School of Management department in which the majority of specialization was taken.

(a) The composition of the thesis committee must be approved by the director of graduate programs in the school. The thesis committee may have different members than the program committee.

(b) A thesis proposal must be approved in writing by all members of the thesis committee and submitted to the director of graduate programs in the school before substantial work is undertaken on the thesis.

(c) In case of disagreement over the acceptability of the thesis between faculty

members on the thesis committee, 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.

For the M.A. degree, competence in a foreign language is required.

Interdepartmental Programs

Interdisciplinary programs in forest industries management and industrial relations are offered across departmental lines.

Forest Industries Management

The special M.B.A. program in forest industries is designed primarily for students with a baccalaureate degree in forestry. However, students with degrees in other fields but with undergraduate study and industrial experience in the forest industries are sometimes accepted. The program consists of 45 credit hours in addition to the preliminary core, 36 of which must be in the Graduate School of Management. Of the 45 hours, 15 are devoted to the M.B.A. core, consisting of BA 521, Management and Behavioral Science; BA 522, Decision Analysis; BA 523, Business and Society; BA 524, Corporate Strategy and Long-Range Planning; BA 525, Management Decision-Making.

Twelve hours are in the area of concentration: DSc 445 (G), Introduction to Management Science; DSc 512, Introduction to Operations Analysis; Mktg 569, Problems in Industrial Marketing; Mktg 570, Problems in Forest Industries Management.

The 18 credit hours of electives will vary with the student's undergraduate preparation in the general field of forestry, and they are selected with the guidance and approval of an interdepartmental committee. The electives may be either in business or related areas outside the GSM.

Suggested elective courses are Actg 523, Managerial and Financial Accounting Analysis; DSc 435 (G), Applied Regression Analysis; Finl 541, Real Estate Economics; Finl 573, Problems in Finance; Mktg 560, Marketing Research; DSc 525, Management Information Systems; DSc 460 (G), Simulation of Industrial Systems.

In the above listed courses and in other courses where major term papers are required, forest industries majors

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 to the Director of the Forest Industries Management Center at the time of submission to the particular 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 leads to the M.S. or M.A. degree and requires 45 credit hours of work with thesis in courses approved by the Institute of Industrial Relations, or 54 hours of work without thesis. The program must cover at least three disciplines and must provide for at least 18 hours of work in one of the disciplines. At least 15 hours of the 45 or 54 must be in courses numbered 500 or higher.

The prerequisites for the program are a baccalaureate degree and 27 credit hours of prior work in the disciplines represented in the graduate program.

The program prepares students for careers in government, management, or with trade unions. Fields of concentration may include unions, management, and labor relations policy; manpower utilization and development; organizational studies and human resource management.

Accelerated Master's Programs

Two accelerated master's degree programs are available for outstanding undergraduate students. These programs provide students who have demonstrated excellence in previous academic work the opportunity to complete a master's degree in less time than would normally be required. Specific program requirements depend upon the student's undergraduate major.

The 4-1 Program (Business Undergraduate Major)

The 4-1 program allows outstanding undergraduate business majors the opportunity to obtain an M.B.A. degree with one additional year of work (45 hours), even though the student may not satisfy all of the requirements of the preliminary core program. Students admitted to this program will have all of the preliminary core courses waived and will be required to complete only the 45 hour principal degree program.

The 3-2 Program (Nonbusiness Undergraduate Major)

The 3-2 program offers an opportunity for outstanding 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 baccalaureate degree in their major area. During the fourth year the preliminary core courses for the master's program are completed and the fifth year is devoted to completion of the 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 M.S. degree in business administration after the fifth year.

Admission

Admission to the accelerated master's degree programs is highly competitive and is limited to those students who have outstanding scholastic records and demonstrated potential for study at the graduate level. Admission to these programs will be made for fall term only.

Minimum criteria for admission to the accelerated master's degree programs are (1) a GMAT score of 550 or above; (2) a grade point average of 3.40 or above (for students applying to the 4-1 program, grade point averages will be calculated on all business and economics courses completed at an AACSB accredited university within the past five years); (3) three personal letters of recommendation from individuals in a position to comment on the applicant's potential for graduate study; and (4) a statement of no more than 1,000 words in which the applicant outlines his or her goals and objectives in relation to graduate study.

Administration of Master's Programs

Admission

Consistent with the goal of the Graduate School of Management to train individuals with the greatest potential for becoming successful managers, the selection process for admission is aimed at admitting those students who have demonstrated their ability and potential to become responsible and 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 general verbal and 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 desirable. Students also should be self-starters with considerable persistence and drive and should have some understanding of the broad social, political, and economic implications of decisions and actions.

More specifically, the admission process is based on four categories of information:

- (1) Scholastic performance and grade point average.
- (2) Graduate Management Admission Test (GMAT).
- (3) Recommendations from at least three faculty members or others who can comment on the student's potential to do graduate work in business.
- (4) Letter of Purpose.

In addition, applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL). A minimum score of 550 is required for admission. Foreign students with a degree from an American university may be exempted from the requirement of submitting a TOEFL score.

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.

Applicants may be admitted as either full- or part-time students. Full-time M.B.A. students are required to complete (with a grade of C or above) nine hours of credit each quarter. However, a full-time student may drop to a minimum of six hours in one quarter provided he or she completes nine credit hours in the subsequent quarter. Failure to meet this requirement will result in disqualification from the program. This requirement does not apply to work in the summer term or the term in which a student is scheduled to graduate. Under exceptional circumstances, the student can appeal disqualification to the Master's Committee.

Unless otherwise designated, all students admitted to the M.B.A. program will be considered full-time students. 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 quarter. Part-time students may enroll for no more than eight hours in a quarter.

Admission Deadline

Applications and all supporting documents should be received by the Graduate School of Management 45 days before the start of the term for which application is being made. Admissions will not be made for spring term.

Applicants seeking admission for winter term may face scheduling difficulties unless they have had previous acceptable (grade B or above from an AACSB accredited university within the past five years) work in macroeconomics, microeconomics, and calculus.

Program Planning

After the student has been admitted to the master's program, the department in which the student wants to major will assign a faculty member as an adviser. All students must file a program approved by both the adviser and the department head prior to taking any courses beyond the preliminary core. Should the student want to change the program at a later date, an amended program signed by the adviser and department head may be filed.

Change of Major

Students may change majors within the Graduate School of Management with the approval of the Director of Graduate Programs.

Academic Performance

In addition to the requirements of the Graduate School, all students enrolled in a master's program are required to maintain a grade point average (GPA) of 3.00 on all those graduate credit courses in the preliminary core and the Principal Program Sheet or the specified Master of Science courses.

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 grade point calculations, as described above.

Failure to maintain the grade point average specified above for two consecutive terms will result in disqualification from the master's program.

Formal procedures have been established through which students can appeal disqualification or other decisions relevant to their academic performance or program. A copy of these procedures is available in the Master's Program Office.

General University Regulations

Please refer to the Graduate School section of this catalog for general University regulations and information regarding registration, academic performance, and other matters relating to all University of Oregon graduate students.

Doctoral Program

The Graduate School of Management offers a program of advanced graduate study and research leading to the degree of Doctor of Philosophy in business administration for students preparing for careers in university teaching, research, and administration. The program is administered by the director of graduate programs, Professor Larry E. Richards, assisted by a Ph.D. committee of four business faculty members and one doctoral student member.

Program of Study

The Ph.D. normally requires three years of intensive study beyond the master's degree. Since the program focuses on developing competent scholars, heavy emphasis is placed on the development of both teaching and research skills. All doctoral students are encouraged sometime during their program to assume primary teaching responsibility for an undergraduate business course. In addition, all doctoral students are required to demonstrate competence in scholarly research. Students are expected to work closely with faculty members whose interests are similar to their own. Therefore, applicants are advised to be as specific as possible in their applications as to their areas of interest, and to review closely the descriptions of the fields of interest of the faculty.

Major Areas of Concentration

Accounting. Focuses on managerial and financial accounting, auditing, cost analysis, and control for public, industrial, and governmental accounting.

Decision Sciences. Emphasizes applied statistics, operations/production management, and management science.

Finance. Concentrates on financial management, financial institutions, corporate finance, investment, and security analysis. Related courses are also available in economics.

Human Resources 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. Related courses are also available in psychology and sociology.

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 baccalaureate degree; (3) be recommended by the department having primary responsibility for the area in which the candidate expects to major, and by the Ph.D. 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 director of graduate programs.

Degree Requirements

The student's program must satisfy the requirements of the Graduate School of the University, and the following requirements of the College of Business Administration:

(1) Three years of work beyond the baccalaureate degree, with two years of residence on the Eugene campus.

(2) Basic competence in business. Students are expected to demonstrate basic knowledge in computer science, economics, and in each of the four major functional areas of accounting, finance, management, and marketing. Such knowledge may be demonstrated by familiarity with the subject matter of one of the MBA preliminary core courses in each of these areas as evidenced by previous university-level course work, course work at the University of Oregon, or by oral or

written examination, to be determined by the student's advisory committee and approved by the director of graduate programs. This requirement should be satisfied in the student's first year and before major work is begun in one's area of concentration.

(3) Examinations. The student must pass two written comprehensive examinations, one in his or her major area and one in either the supportive or statistics and research methods area. The requirements in these areas are described below. The student must attempt both written examinations within thirteen months of each other. Each comprehensive examination may be scheduled for no longer than eight hours and must be completed in full in no longer than two consecutive days. The examinations will be graded high pass, pass, or no pass. On examinations given in separate and predesignated parts, the grade may apply to each sub-part. All grades are outright; a conditional pass is not permitted. In the event of failure, a student may retake a comprehensive examination or predesignated sub-part once, at the individual's option and after consultation with the advisory committee. Once a student has attempted an examination in either the supportive or statistics and research methods area, he or she must pass that particular area examination. The option to choose the other area is no longer open. All examinations must be completed within nineteen months of the date of the first examination. Failure to pass the comprehensive examination or a sub-part on the second attempt will result 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 sub-part 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 between the student, the advisory committee, and the examining committee and with the approval of the director of graduate programs.

(4) Competence in a major area of concentration. The student is expected to master the literature and techniques in a major 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 area are specified by the department having primary responsibility for the area. The major areas of concentration offered are listed above under Program of Study. Programs involving interdisciplinary research may be accommodated within the major areas.

(5) Competence in a supportive area (other than statistics; see section 6). The supportive area is a logical extension of or clearly supportive of the major area and can serve as a second teaching field. If a second teaching area is elected as the supportive 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 a grade of B or better, subject to approval by the student's advisory committee, and by passing a written examination if a competency examination is not taken in statistics and research methods. At least three of the courses must be completed at the University of Oregon after admission to the doctoral program. The examination will be written and graded by the department with administrative responsibility for the subject matter. If no single department has administrative responsibility, the examination committee will be appointed by the director of graduate programs after consultation with the student's advisory committee. Supportive areas include those listed above as major areas of concentration plus business economics and real estate. Alternative supportive areas inside or outside the Graduate School of Management may be developed by the student and the advisory committee.

(6) Competence in statistics and research methods. Students must complete five or more graduate-level courses in statistics and research methods including a special Ph.D. seminar (DSc 507), with a grade of B or better and, if a competency examination is not taken in the student's supportive area, pass a written examination. The courses typically are from within the Graduate School of Management although alternative graduate-level courses outside the Graduate School of Management are permitted with the advice of the decision sciences faculty and approval of the student's advisory committee.

(Should a disagreement arise regarding the acceptability of non-Graduate School of Management courses, the matter will be resolved by the Ph.D. committee in consultation with the student's advisory committee and the decision sciences faculty.) At least two courses besides the Ph.D. seminar must be completed at the University of Oregon after admission to the doctoral program. The examination will cover the material in the courses taken and will be written and graded by a committee including at least two faculty members from the area of decision sciences, appointed by the director of graduate programs. If the student elects decision sciences as the major area, an additional supporting area (described earlier) must be selected.

(7) 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. Course work constituting this area of study is subject to final approval by the student's advisory committee and the director of graduate programs. 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.

(8) Advancement to candidacy. The student is advanced to candidacy for the Ph.D. degree upon satisfying all of the preceding requirements (2-7), 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.

(9) 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 represent 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 must include at least three regular faculty members of the school and at least one member from outside the school. The head of the committee serves as the student's primary dissertation adviser. Before the dissertation topic is accepted by the dissertation committee, the

student must make a public oral presentation and defense of the research proposal and design. When the topic is accepted by the committee, a copy of the proposal, signed as approved by the committee, is placed in the candidate's file.

The dissertation must be completed within three years of the student's advancement to candidacy. Upon petition to and approval from the Ph.D. 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 will invalidate 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.

(10) Grade point average. The student must maintain a cumulative grade point average of 3.00 or higher in graduate courses.

(11) Termination from program. A student's participation in the Ph.D. program may be terminated by the Ph.D. 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 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 cumulative GPA below 3.00.
- (c) GPA less than 3.00 received in two consecutive terms.
- (d) Failure to complete a dissertation within three years after the student is advanced to candidacy.
- (e) Any time a member of the advisory or dissertation committee requests a vote.
- (f) At the request of the student.

The committee vote must be transmitted in writing to the Ph.D. committee for review and will be placed in the student's file. Students dropped from the program are notified in writing, with reasons for termination clearly explained, and a copy of the letter is placed in their file.

(12) Waivers. Waiver of any of the above requirements will be permitted only in exceptional instances and with the approval of the advisory or dissertation committee, the Ph.D. 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.

Graduate Courses Offered

Business Administration

BA 507. Seminar. Credit hours to be arranged.

BA 521. Management and Behavioral Science. 3 credit hours. Application of behavioral science concepts to understanding individual and group behavior in organizations. Development of analytical skills necessary to interpret and apply basic psychological and sociological research findings to understanding and changing individual attitudes, perceptions, and behavior. Topics to be covered may include attitude formation, perceptual processes, motivation, job design, reward systems, leadership, group processes, and organization structure and design.

BA 522. Decision Analysis. 3 credit hours. Business applications of forecasting methods (regression and time series). Identification of business problems which can be solved by mathematical programming and interpretation of the output for determining strategies. Formulation and analysis of decisions involving risks, preferences, and uncertainty. Extensive use of cases to illustrate how these basic quantitative techniques can be used to evaluate strategies and make decisions. Prerequisite: DSc 511 or equivalent.

BA 523. Business and Society. 3 credit hours. Examines a variety of issues and perspectives regarding the relationship of business firms to the larger society and appraises issues and differing perspectives.

BA 524. Corporate Strategy and Long-Range Planning. 3 credit hours. Provides the student with an overview of the broad decisions made at the top corporate level in terms of long-range strategy. The students are required to integrate material from the various functional areas at the broad strategy level. Active student participation is required through the extensive use of cases and a business game, which are supplemented by appropriate lectures. Prerequisite: Open to M.B.A. students only. This course should be taken in the next to last term of graduate work.

BA 525. Management Decision Making. 3 credit hours. Integrates the major business disciplines into an operational concept of business organizations. The specific framework of analysis focuses on process of competitive interaction within and between industries; cases, lectures, readings, team discussions; faculty and practitioner panel evaluation. Prerequisite: BA 524. Open to M.B.A. students only; BA 525 should be taken in the student's last term, immediately following completion of BA 524.

Accounting

Note: Upper-division courses carrying graduate credit appear on page 212.

Actg 501. Research. Credit hours to be arranged. No-grade course.

Actg 503. Thesis. Credit hours to be arranged. No-grade course.

Actg 505. Reading and Conference. Credit hours to be arranged.

Actg 507. Seminar. Credit hours to be arranged.
Doctoral Seminar.
Economic Regulation and Accounting Policy.
Social Cost Measurement.

Actg 508. Colloquium. Credit hours to be arranged.

Actg 509. Practicum. 1-2 credit hours.

Actg 510. Experimental Course. Credit hours to be arranged.

Actg 511. Accounting Concepts. (P) 3 credit hours. Accelerated introduction to principles and procedures of financial accounting and the use of accounting data for business decisions; survey of the data-creating process followed by study of asset and liability valuation and income measurement. Open only to students unconditionally accepted for study toward a master's or doctoral degree.

Actg 512. Accounting in Administration. (P) 3 credit hours. Accelerated introduction to principles and procedures of managerial accounting; study of cost analysis, budgeting and control. Prerequisite: Actg 511. Open only to students unconditionally accepted for study toward a master's or doctoral degree.

Actg 523. Managerial and Financial Accounting Analysis. 3 credit hours. Designed for the nonaccounting major who wishes to expand knowledge of financial reports and making decisions. Depending on instructor, Actg 523 will focus on either financial statement analysis and evaluation, managerial decision-making, or tax planning for managerial decision makers. Prerequisite: Actg 511, Actg 512; open to nonaccounting majors only. Not offered 1981-82.

Actg 530. Financial Accounting I. 4 credit hours. Review of accounting theory, concepts, and principles. In-depth study of the basic financial statements with special emphasis upon funds statements and management. Taught with a minimum of technical details; appropriate for nonaccounting majors who want an extensive coverage of financial accounting. Prerequisite: Actg 511 or equivalent.

Actg 531. Financial Accounting II. 4 credit hours. Detailed study of financial accounting for assets, liabilities, and equities; major emphasis on technical aspects of financial accounting. Prerequisite: Actg 530.

Actg 532. Financial Accounting III. 4 credit hours. Accounting for partnerships, business combinations, and the consolidation of financial statements. Extensive coverage of financial statement analysis. Prerequisite: Actg 531. Not offered 1981-82.

Actg 540. Administrative Controls. 3 credit hours. Considerations in the design of formal management controls systems: the nature of management control, the concept of information, human behavior in organizations, goals and strategies. Examination of current systems as applied in practice. Prerequisite: Actg 512, or equivalent.

Actg 542. Auditing Concepts. 3 credit hours. Seminar: analysis and criticism of traditional auditing philosophy and theory.

Examination of contemporary auditing research. Seminar content varies somewhat year to year with changing interests of participants. Prerequisite : Actg 440.

Actg 551. Development of Accounting Thought. 3 credit hours. Seminar : examination of the development of accounting, including consideration of historical, methodological, measurement, and structural aspects. Examination of contemporary trends in research. Prerequisite : Actg 531, consent of instructor.

Actg 552. Accounting Theory. 3 credit hours. Seminar : readings in accounting literature, study of some current controversial areas in accounting and information theory, including the conceptual framework underlying accounting reports to external users. Content varies somewhat from year to year with changing interests of participants. Prerequisite : Actg 530, consent of instructor. Not offered 1981-82.

Actg 562. Cost Analysis and Interpretation. 3 credit hours. Seminar : readings in managerial accounting and related literature. Seminar content will vary somewhat with changing interests of participants. Topics examined may include a wide range of planning and control issues in both profit and nonprofit institutions. Prerequisite : Consent of instructor.

Actg 571. Tax Planning. 3 credit hours. Study of a number of tax planning opportunities in a business context. Involves independent research about the technical tax consequences of proposed transactions and seminar discussions of methods of improving those consequences. Emphasis on developing knowledge of sources of tax law including Internal Revenue Service Code, regulations, Revenue Rulings, and court decisions. Prerequisite : Actg 412(G).

Decision Sciences

Note: Upper-division courses carrying graduate credit appear on page 213.

DSc 501. Research. Credit hours to be arranged. No-grade course.

DSc 503. Thesis. Credit hours to be arranged. No-grade course.

DSc 507. Seminar. Credit hours to be arranged with sponsoring faculty members. Topics of doctoral seminars :
Advanced Time Series Analysis
Advanced Regression Analysis
Advanced Topics in Management Science

DSc 508. Colloquium. Credit hours to be arranged.

DSc 510. Experimental Course. Credit hours to be arranged.

DSc 511. Introduction to Business Statistics. 4 credit hours. Accelerated study of business statistics ; probability, estimation, hypothesis testing, simple and multiple regression analysis ; nonparametrics. Open only to graduate students. Prerequisite : Mth 208, or equivalent.

DSc 512. Introduction to Operations Analysis. 3 credit hours. Examines the managerial role in organizations, particularly as it relates to the production and operations system. In addition, major concepts and

modeling applications of production and operations management are examined. Topics include linear programming, inventory and quality control, line balancing, and forecasting techniques.

DSc 525. Management Information Systems. 3 credit hours. Basic concepts of data processing, information analysis, and interactive time-sharing. Behavioral and technical considerations are incorporated to document the impact of computer activity on the organization.

DSc 530. Applied Nonparametric Statistics. 3 credit hours. Procedures for statistical analysis when the data do not conform to parametric assumptions. Tests using nominal data, or using ordinal data, tests for one sample, tests involving two or more samples (related or unrelated), goodness-of-fit tests. Prerequisite : DSc 511, Mth 208, or equivalents.

DSc 535. Bayesian Inference and Decision. 3 credit hours. The mathematical analysis of decisions under conditions of uncertainty. The subjective basis for probability, the sequential nature of Bayesian inference, likelihood principles, prior and posterior distributions of parameters in binomial and normal populations. Decision theory, utility theory, and the economics of sampling. Prerequisite : Mth 208, DSc 511, or equivalent.

DSc 540. Applied Multivariate Analysis. 3 credit hours. The fundamental concepts and statistical reasoning which underlie the techniques of multivariate analysis. Topics include : multivariate analysis of variance, discriminant analysis, principal components, factor analysis and canonical correlation. Prerequisite : DSc 435, Mth 208.

DSc 545. Applied Sampling Techniques. 3 credit hours. Theory and application of probability sampling techniques to business problems. Topics : simple random sampling, stratified sampling, cluster sampling, systematic sampling, multistage sampling, double sampling, nonresponse problems, ratio and regression estimators. Prerequisite : DSc 330, Mth 208, or equivalents.

Finance

Note: Upper-division courses carrying graduate credit appear on page 215.

Finl 501. Research. Credit hours to be arranged. No-grade course.

Finl 503. Thesis. Credit hours to be arranged. No-grade course.

Finl 507. Seminar. Credit hours to be arranged. Other topics to be announced as interest warrants :
Advanced Finance Theory
Industrial Organization and Public Policy

Finl 508. Workshop. Credit hours to be arranged.

Finl 510. Experimental Course. Credit hours to be arranged. Real Estate Financial Theory and Analysis.

Finl 511. Introduction to Managerial Economics. 3 credit hours. Develops the tools of microeconomics and applies them to problems encountered in the management of private and public organizations. The main emphasis is on the theoretical concepts, their empirical measurement and their application

to real problems. Prerequisite : Ec 410(g) and Mth 510 or equivalents.

Finl 514. Financial Environment. 3 credit hours. The financial system as an external environment affecting businesses and financial decisions. Characteristics of the overall functions of money and credit, and their influence on product demand and the supply of finance from the point of view of the individual business ; roles of monetary and fiscal policy, the Federal Reserve System, and the money and capital markets. Prerequisite : Ec 410(g) or equivalent.

Finl 516. Financial Management. 3 credit hours. Objectives, tools, methods, and problems of financial management from the viewpoint of the firm ; special problems, including funds acquisition, dividend policy, capital acquisitions, taxes, mergers, forecasting, and investment banking. Prerequisite : at least one accounting course ; Finl 511, or equivalent, or concurrent registration.

Finl 528. Business Taxation. 3 credit hours. The principles, structure, and economic effects of business taxation in the framework of the total tax structure ; implications of taxation for management decision-making. The emphasis is not on the complexities of tax law, tax accounting, or tax regulations, but on the broader impact of taxation on business. Normally offered alternate years. Prerequisite : Finl 511, or equivalent.

Finl 530. Business Conditions Analysis and Forecasting. 3 credit hours. Emphasis is on trends of basic data and the determinants of private business and government decisions affecting the level of employment and economic growth. Theoretical models and forecasting techniques are described and related to particular regional and industrial planning needs. Normally offered alternate years. Prerequisite : Ec 410(g), or equivalent.

Finl 532. Advanced Managerial Economics. 3 credit hours. The varied forms in which economic concepts appear in the operation of individual business units ; emphasis on the approach to problems of management decision-making and advance planning through formulation of problems in a conceptually quantitative manner capable of numerical solution. Integration of economic principles with various areas of business administration. Normally offered alternate years. Prerequisite : Finl 511, or equivalent.

Finl 534. Methods of Business Research. 3 credit hours. Research techniques in business ; project design ; analysis of data and data sources. Prerequisite : Finl 511, or equivalent. Not offered 1981-82.

Finl 541. Real Estate Economics. 3 credit hours. Economics of development, use and re-use of real property in United States institutional framework ; processes and considerations that result in or influence decisions by individuals or groups concerning real estate financing and investment. Prerequisite : Finl 514, Finl 516, or equivalents.

Finl 555. Analysis of Business Risk. 3 credit hours. The risk-management concept ; corporate organization for insurance and risk management ; analysis of exposure to loss ; self-insurance versus commercial insurance ; control of commercial insurance costs ; use of captive insurers. Prerequisite : Finl 455. Not offered 1981-82.

Finl 561. Monetary Policy. 3 credit hours. Examination of the Federal Reserve and the execution, identification, impact, and evaluation of monetary policy. Role of monetary policy in economic stabilization, importance for business behavior, and the implications for management decisions. Normally offered alternate years. Prerequisite: Finl 514 or equivalent, or consent of instructor.

Finl 563. International Finance and Investment. 3 credit hours. Analysis of the international financial system; the operation of the international monetary system and its implications for exchange rate determination. Additional topics may include determinants of foreign investments, types and characteristics of international financial institutions, and the relationship between international and domestic financial markets. Prerequisite: Finl 514 or equivalent.

Finl 565. The Money and Bond Markets. 3 credit hours. Analysis of the money and bond markets. The characteristics of major short- and long-term debt instruments; determination of the level of interest rates; analysis of differences in rates on different securities; the mathematics of bond prices; debt portfolio strategy. Normally offered alternate years. Prerequisite: Finl 514, Finl 516, Finl 583, or equivalents, or consent of instructor.

Finl 567. Management of Financial Institutions. 3 credit hours. Analysis of management policies of financial institutions, including liquidity management, liability management, asset management, and capital management; description of the legal, economic, and regulatory environment, and implications for management; examination of changing trends in financial markets. Prerequisite: Finl 514, Finl 516 or equivalents, or consent of instructor.

Finl 571. Theory of Finance. 3 credit hours. Systematic development of modern financial theory and the implications of theoretical constructs for both managerial decision-making and empirical analysis. Topics include firm valuation and firm financing and investment policies. Prerequisite: Finl 516, or equivalent.

Finl 573. Problems in Finance. 3 credit hours. Analysis of cases dealing with financial analysis, working capital management, valuation, and firm investment and financing decisions. Prerequisite: Finl 516, or equivalent.

Finl 583. Concepts of Investments. 3 credit hours. Securities markets; risk-return characteristics of investment media; concepts of security analysis and valuation; investment and portfolio strategies of individual and institutional investors. Prerequisite: Finl 516, or equivalent.

Finl 585. Equities Securities Markets. 3 credit hours. The organization and functioning of securities markets, particularly the markets for common stocks; analysis of the characteristics of efficiently functioning markets. Also selected topics such as stock options, inflation and stock prices, and futures markets. Normally offered alternate years. Prerequisite: Finl 583, or equivalent. Not offered 1981-82.

Finl 588. Investment Administration. 3 credit hours. Selected topics in investments emphasizing current controversies in investment analysis and administration. Topics

such as insider trading, the impact of institutional investors, and portfolio performance evaluation may be included. Prerequisite: Finl 583, or equivalent.

Management

Mgmt 501. Research. Credit hours to be arranged.

Mgmt 503. Thesis. Credit hours to be arranged. No-grade course.

Mgmt 505. Reading and Conference. Credit hours to be arranged.

Mgmt 507. Seminar. Credit hours to be arranged.

Mgmt 509. Practicum. Credit hours to be arranged.

Mgmt 510. Experimental Course. Credit hours to be arranged.

Mgmt 531. Quality of Working Life. 3 credit hours. The socio-technical approach to job and work system redesign. Topics to be covered include the evolution of job design, concepts of socio-technical systems, technological analysis, studies of job redesign, change processes, and action research; review of demonstration projects and case studies of experimentation. Prerequisite: BA 521 or equivalent.

Mgmt 534. Human Resources Management. 3 credit hours. Analysis of contemporary issues in human resources management: human resource planning; psychological testing and federal guidelines; assessment centers; training and career development; performance evaluations; performance-based rewards; union-management relations; affirmative action. Prerequisite: BA 521, or consent of instructor.

Mgmt 536. Compensation Theory and Administration. 3 credit hours. Theory and application of compensation and other incentive systems in organizations. Review of compensation theory from the economic, social, and behavioral sciences. Topical attention to systems for position evaluation, design of wage structures, performance review and systems for incentives. Prerequisite: BA 521, Mgmt 534.

Mgmt 537. Motivation and Work Behavior. 3 credit hours. Review of the empirical literature on motivation in organizations. Topics to be covered include basic motivational processes, contemporary theories of work motivation, job performance and satisfaction, attachment to organizations, reward systems, goal-setting processes, and job design. Emphasis on integrating research findings with management applications. Prerequisite: BA 521, or equivalent.

Mgmt 538. Management of Technological Organizations. 3 credit hours. Analysis of the modern technological environment of organizations. Managerial problems associated with technologically oriented companies and research and development groups.

Mgmt 539. Collective Bargaining. 3 credit hours. Analysis of management-union bargaining relationships in the context of organizational employment objectives; constraints imposed by characteristics of industrial relations systems; contribution of bargaining theory and industry studies to explanation of bargaining processes; cases in mock negotiations are utilized.

Mgmt 540. Public Policy and the Employment Relationship. 3 credit hours. Examines the role of governmental policy and regulatory actions in the employment activities of organizations. Topics include affirmative action, OSHA, age and sex discrimination, benefits regulation, and collective bargaining. Emphasis on the experience of employing organizations in adjusting to policy standards and requirements.

Mgmt 541. Organization and Management Theory. 3 credit hours. Strategies for studying organizations. Organization structure and design; the impact of the environment and technology and related management problems. Case examples. Prerequisite: BA 521 or equivalent.

Mgmt 542. Organizational Decision Making. 3 credit hours. Behavioral foundations that underlie decision-making in individual, group, and organizational settings. Develops understanding of the structure of decision-making in well-structured (programmed) and ill-structured (unprogrammed) settings. Context generally managerial decision-making activities, although a number of broader policy decisions will be discussed. Prerequisite: Mgmt 451 or consent of instructor.

Mgmt 545. Problems in International Business. 3 credit hours. Determinants of foreign business decision-making in light of case studies; operation versus licensing; control versus joint venture; problems of taxation, labor, and marketing; partners-in-progress approach; skill formation, managerial training, cooperation with national planning authorities, public development banks and industrial corporations; emphasis throughout upon the individual business unit.

Mgmt 546. Internship in Export Planning. 3 credit hours. Provides actual experience of working with a company already engaged in foreign trade or one that plans to: export its products or services; or expand its operations into a foreign country. Students will be required to do a feasibility study of marketing a particular product or service; and establishing operations in a country of the firm's choosing. Prerequisite: Mgmt 545 or consent of instructor.

Mgmt 550. Research Methods in Organizations. 3 credit hours. Introduction to the general procedures for the conduct and interpretation of behavioral research in organizational settings. The goal of the course is to develop both the skills necessary to effectively conduct research in organizations and to critically evaluate published behavioral research. Emphasis will be placed on the design of research projects, including problem definition, theory building, selection of a sample, measurement, data analysis, and ethical considerations. Prerequisites: BA 521, or equivalent, consent of instructor.

Mgmt 551. Organizational Psychology. 3 credit hours. Advanced studies in behavioral research on organizations and people at work. Topics examined vary depending upon instructor but typically include job attitudes and performance; job-related stress, employee attachment and socialization processes; turnover and absenteeism, leadership and group influence processes. Course is designed for advanced graduate students and focuses primarily on theory and research, not application. Normally offered alternate years. Prerequisite: BA 521, consent of instructor.

Mgmt 552. Organizational Design and Effectiveness. 3 credit hours. Examines nature of organizational design as it relates

to technological and environmental constraints, managerial policies and strategies, organizational structure, and organizational effectiveness. Designed for advanced graduate students and focuses primarily on theory and research, not application. Normally offered alternate years. Prerequisite: BA 521 or equivalent, consent of instructor.

Mgmt 553. Contemporary Issues in Human Resource Management. 3 credit hours. Special topics in human resource management and industrial relations for Ph.D. students and advanced master's-degree candidates. In-depth review and critical analysis of recent research in such areas as: planning and analysis of human resource management systems; staffing; performance evaluation; training and development; reward systems; collective bargaining; labor law; and industrial relations theory. Normally offered alternate years. Prerequisite: Mgmt 534 or equivalent.

Marketing, Transportation, and Business Environment

Note: Upper-division courses carrying graduate credit appear on page 218.

Marketing

Mktg 501. Research. Credit hours to be arranged with sponsoring professor and department head. No-grade course.

Mktg 503. Thesis. Credit hours to be arranged with sponsoring professor and department head. No-grade course.

Mktg 507. Seminar. Credit hours to be arranged with sponsoring professor and department head.
Management Science in Marketing.
Experimental Marketing Research.
Marketing Management.

Mktg 509. Practicum. Credit hours to be arranged with sponsoring professor and department head.

Mktg 510. Experimental Course. Credit hours to be arranged.

Mktg 511. Administration of the Marketing Function. 3 credit hours. Environment of marketing decisions; 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.

Mktg 530. Advanced Entrepreneurship. 3 credit hours. Analysis of variation in types of entrepreneurs, firms, and their effect on company growth rates. Focus on marketing-management problems of the entrepreneur in the growth-oriented firm. Research projects conducted with actual entrepreneurs and their firms. Development of a realistic marketing and business plan in a group project. Prerequisite: Mktg 511. Cannot be used to satisfy marketing course requirement for marketing major in the MBA program.

Mktg 560. Marketing Research. 3 credit hours. Marketing research as a tool for decision-making. Planning research projects; design, measurement, experimental and non-experimental techniques, analysis and interpretation of data; reporting of research results. Prerequisite: Mktg 511, DSc 511, or equivalent.

Mktg 561. Advanced Analysis of Consumer Behavior. 3 credit hours. 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. Prerequisite: Mktg 511 or equivalent.

Mktg 562. Marketing Communications. 3 credit hours. Analysis of the environmental conditions that enhance or inhibit the firm's attempt to design and use the most effective communication for demand cultivation. Prerequisite: Mktg 511 or equivalent.

Mktg 563. Marketing Concepts and Theory. 3 credit hours. Application of theoretical concepts in the social sciences to the development of a theory of marketing. Prerequisite: consent of instructor.

Mktg 565. Marketing Problems and Policies. 3 credit hours. Marketing and formal planning; uncertainty and decision-making; marketing position analysis; problems in the management of the marketing mix; design of marketing campaigns, facilities, organizations, and systems; evaluation of marketing performance. Solution of case problems of consumer and industrial marketing situations. Prerequisite: Mktg 511, or equivalent, and two other graduate courses in marketing. Required course for M.B.A. marketing majors.

Mktg 566. Theory and Research in Marketing Management. 3 credit hours. Application of marketing concepts and of economics, management science, and behavioral science to the management of the product, price, promotion, and distribution variables. Offered alternate years. Prerequisite: Doctoral standing or consent of instructor.

Mktg 567. Theory and Research in Marketing Information. 3 credit hours. An examination of the methodologies of surveys, observations, experimentation, and simulation as methods of obtaining information for decision-making. Offered alternate years. Prerequisites: Mktg 560 and doctoral standing or instructor's consent.

Mktg 568. Theory and Research in Consumer Behavior. 3 credit hours. Analysis of the applicability of behavioral theories and methodologies to the understanding of the consumption process. Offered alternate years. Prerequisites: Mktg 561 and doctoral standing or instructor's consent.

Mktg 569. Problems in Industrial Marketing. 3 credit hours. Determination of marketing strategy and tactics in selling to industrial, as opposed to household consumer markets. Major issues of product policy, pricing, marketing programs, and marketing organization. Problems of industrial purchasing during periods of materials scarcity. Development of sources of supply and relations with suppliers. Prerequisite: Mktg 511 or equivalent.

Mktg 570. Problems in Forest Industries Management. 3 credit hours. Historical, economic, social, environmental, and technological factors affecting the current and future operations of the forest products industry. Cases, field trips, and a forest industries business game. Prerequisite: Mktg 511 or equivalent.

Transportation

Trn 501. Research. Credit hours to be arranged. No-grade course.

Trn 503. Thesis. Credit hours to be arranged. No-grade course.

Trn 507. Seminar. Credit hours to be arranged.

Trn 509. Practicum. Credit hours to be arranged.

Trn 510. Experimental Course. Credit hours to be arranged.

Trn 549. Transportation Theory and Practice. 3 credit hours. Extensive introductory study of principles, practices, and problems of the transportation function and its role in the distribution process. Two hours of lecture-discussion weekly, plus individual consultations. Extensive reading and individual research projects.

Trn 550. Physical Distribution Management. 3 credit hours. Analysis of transportation and logistics problems of industrial and commercial firms, including inventory and warehouse management, management of private transportation facilities, location problems, and relationship of physical distribution functions to other functions of the firm.

Trn 551. Transportation Policies. 3 credit hours. Effects of major formal and informal transportation policies on carriers, transport users, and the general public. Implications of alternative policies; how policy changes are effected.

Business Environment

BE 501. Research. Credit hours to be arranged. No-grade course.

BE 503. Thesis. Credit hours to be arranged. No-grade course.

BE 507. Seminar. Credit hours to be arranged.
Legal Aspects of Business Regulation.

BE 509. Practicum. Credit hours to be arranged.

BE 510. Experimental Course. Credit hours to be arranged.

BE 517. Legal Environment of Business. 3 credit hours. Designed to provide a basic legal background for the study of business administration; contracts, agency, business organization, and fields within the framework of the Uniform Commercial Code; international aspects of law and business.

BE 519. Social Philosophy of Business. 3 credit hours. Ethical and social obligations which business managers are expected to assume, critical considerations of presuppositions, opinions, and practices manifest in business enterprise and in business education.

BE 520. Foreign Commercial Law. 3 credit hours. Basic legal concepts applicable to commercial transactions in foreign trade; comparison of commercial law and legal institutions of foreign countries and the United States; major legal systems, including civil law and common law; legal documents involved in foreign-trade transactions; antitrust problems in international trade. Prerequisite: BE 517 or consent of instructor.

Wallace School of Community Service and Public Affairs

Administrative Faculty

Kenneth C. Tollenaar, M.A., Acting Dean

Bryan T. Downes, Ph.D., Associate Dean

The Wallace School of Community Service and Public Affairs (CSPA) is a professional school that prepares undergraduate and graduate students for careers in human service delivery ; public management and planning ; program and policy development-evaluation ; and community development and social action programming.

The school offers Bachelor of Arts and Bachelor of Science degrees. Through master's programs in public affairs and in international studies, students may earn either Master of Arts or Master of Science degrees.

Admission

Students must formally apply to the school to be admitted as majors. Admission is based on specific criteria and will require planning. CSPA's premajor advising staff will help new and transferring undergraduate students with such planning. Premajor status, which may be declared by freshmen and sophomores, does not guarantee admission to the school, however.

Students who apply for admission to CSPA must demonstrate general understanding of the social and behavioral sciences. They are encouraged to take work in the humanities, fine arts, and sciences when it contributes to their understanding of community problems and problem solving.

Many of the courses offered by the school are open to nonmajors. Not all courses are offered each term, and students should consult the *Time Schedule of Classes* published at registration time each term for current information.

Careers and Employment

Professional career opportunities exist for graduates in community service and public affairs with a variety of federal, state, and local government agencies and nonprofit organizations.

With baccalaureate degrees, students can qualify for entry-level positions in direct human service delivery, public management, policy development-evaluation, and community development. Students may also enter graduate programs in areas such as public affairs-administration, social work, planning, public policy analysis, and community development.

Students with master's degrees in public affairs or in international studies can qualify for mid-level professional management positions primarily in public and nonprofit organizations. Students should consult current program materials for additional information about specific professional roles and job titles open to CSPA graduates.

Bureau of Governmental Research and Service

Administrative Faculty

Kenneth C. Tollenaar, M.A., Director.

Donald N. Johnson, B.A., Associate Director.

Sandra L. Arp, J.D., Legal Associate

Herman Kehrli, M.A., Director Emeritus.

Robert E. Keith, M.Arch., Planning Consultant.

James M. Mattis, J.D., Legal Consultant.

Karen M. Seidel, B.A., Research Associate.

Katherine L. Tri, B.A., Research Assistant.

A. Mark Westling, B.S., Planning and Public Works Consultant.

The Bureau of Governmental Research and Service is a public service program of the University, 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 conducts programs in the areas of public finance, public law, public administration, planning, and public works.

The bureau conducts studies of state and local government policy problems ; compiles and disseminates data and background information on state and local government programs ; provides consultation to local governments, state agencies, citizen groups, and other interested persons or agencies ; sponsors training conferences and participates in training sessions or meetings sponsored by others ; and undertakes special service activities at the request of specific government agencies on a cost-reimbursable basis. In addition to carrying on research, consultation, training, and service activities for state and local governments, bureau staff members teach for CSPA. The bureau also provides instructional support to various other academic departments.

Career Information System

Administrative Faculty

Bruce McKinlay, Ph.D., Director, Associate Professor (employment economics). B.S., 1958, M.A., 1967, Ph.D., 1971, Oregon.

Frederic G. Beisse, M.A., Research Associate (computer management). B.A., Western Washington, 1964 ; M.A., Oregon, 1969.

Kathleen M. Beyer, M.A., Research Assistant (applications computer programming). B.A., Oregon, 1963 ; M.A., Boston University, 1967.

Charlene K. Fauria, B.S., Research Assistant (marketing and business administration). B.S., 1976, Oregon.

Thomas M. Fauria, Ph.D., Research Associate (counseling psychology). B.A., University of San Francisco, 1970 ; M.S., 1972, Ph.D., 1979, Oregon.

Linda M. Kowalczykowski, B.A., Research Assistant (occupational research). B.A., 1973, St. John's.

Priscilla H. Lauris, B.A., Research Assistant (research and public information). B.A., Iowa State Teachers College, 1961.

Kent O. Loobey, Research Assistant (applications computer programming).

Frances Miller, M.S., Research Assistant (occupational research). B.S., Northern State, South Dakota, 1966; M.S., Oregon, 1971.

Michael J. Neill, Ph.D., Assistant Professor (education, curriculum and instruction). B.S., Illinois, 1962; M.S., Cornell, 1966; Ph.D., Oregon, 1977.

Naomi R. Stewart, M.A., Research Assistant (computer services and instructional technology). B.A., Seattle Pacific College, 1971; M.A., Oregon, 1979.

Michael R. Valliere, B.S., Research Assistant (occupational research). B.S., 1977, Oregon.

Linda A. Wacholder, M.Ed., Research Assistant (counseling, guidance, and instruction). B.A., Simmons College, Massachusetts, 1972; M.Ed., Oregon, 1976.

The Career Information System (CIS), a statewide interagency consortium, provides occupational market and educational information in usable forms to individuals, schools, and social agencies in Oregon. Its purpose is to improve career choices and training opportunities.

Staff members enhance the efforts of agencies and schools involved in occupational counseling and education by collecting current labor market and educational information and developing it into usable forms; developing and managing delivery systems; consulting with user agencies on use of career information in counseling and instructional programs.

The office of the director is on the University of Oregon campus; service is available in schools and agencies throughout the state. The center also provides consulting services to career information systems in other states.

University/Community Action

Administrative Faculty

Anita J. Runyan, Ph.D., Director, Associate Professor of Community Service and Public Affairs.

Robert H. Coiner, Ed.D., Field Instructor.

The Wallace School of Community Service and Public Affairs offers a nine-month supervised field-based study opportunity for qualified University students. Students receive a monthly stipend and full academic credit while working full-time for nine months in a public or nonprofit agency. Wallace School faculty provide field instruction and teach the theory-practice integration seminar in which students are involved each term.

Students work to expand services and develop new programs to meet the needs of youth and children, seniors, and adult special populations such as the mentally and emotionally disturbed, the developmentally disabled, or clients of the correctional system. A wide variety of positions are available including program planning and evaluation, community development, service delivery to individuals and groups, and program management.

Admission is open to upper-division and graduate students from disciplines concerned with social issues, human development, and public service. Academic credit is offered through the Wallace School of Community Service and Public Affairs. However, students may substitute some credit in their major area of study through arrangements with faculty in their own major departments. Students interested in admission should call or write Anita Runyan in the Wallace School.

UCA Courses

CSPA 407. Seminar. Credit hours to be arranged as designated below.

Theory-Practice Integration. (g) 4 credit hours. A required component accompanying field instruction which combines presentations by the instructor, readings, and discussions designed to link theoretical concepts with the students' experience in the field placement. Topics vary each term. Open to UCA students only.

CSPA 408. Preservice Workshop. 2 credit hours. Introduction to knowledge and skills needed for work in public service agencies. Offered fall term. Open to UCA students only.

CSPA 409. Practicum. Credit hours to be arranged as designated below.

Supervised Field Study. (g) 8 credit hours. Students develop learning objectives in relationship to their total course of study and work in a community setting under agency and faculty supervision. Open to UCA students only.

Community Service and Public Affairs

Faculty

Richard J. Hill, Ph.D., Dean, Professor of Sociology, Professor of Community Service and Public Affairs (methodology, social psychology, formal theory). B.A., 1950, M.A., 1951, Stanford; Ph.D., Washington, 1955.

Bryan T. Downes, Ph.D., Associate Dean and Professor (community politics, policy making and management processes, policy analysis and evaluation, change politics, community problem solving). B.S., 1962, M.S., 1963, Oregon; Ph.D., Washington University, St. Louis, Missouri, 1966.

Gerald W. Fry, Ph.D., Assistant Professor (public and international affairs, research methodology, economics and public policy). B.A., Stanford, 1963; M.P.A., Princeton, 1966; Ph.D. Stanford, 1977.

Sally Fullerton, Ph.D., Associate Professor (human service delivery, interpersonal relationships, and primary prevention). B.S., Oregon State, 1956; M.A., Cornell, 1960; Ph.D., Oregon, 1970.

Mary Harvey, Ph.D., Assistant Professor (manpower policy, community development, social action programming, educational innovation). B.A., 1961, M.A., 1964, San Jose State; Ph.D., Oregon, 1972. On leave 1981-82.

Michael Hibbard, Ph.D., Social Work Coordinator, Assistant Professor (community development, public service policy, housing, social planning). B.S., California Polytechnic, 1968; M.S.W., San Diego State, 1971; Ph.D., California, Los Angeles, 1979.

Carl J. Hosticka, Ph.D., Assistant Professor (applied research; policy process, analysis, development; administration of justice). B.A., Brown, 1965; Ph.D., Massachusetts Institute of Technology, 1976.

Carol Johansen, M.S., Coordinator, Field Internship Program; Instructor (field instruction, career planning). B.S., 1975, M.S., 1978, Oregon.

Larry R. Jones, Ph.D., Assistant Professor (public financial and budgetary systems, public policy analysis, government regulation, management decision-making, organizational cutback management, organization theory and planning). A.B., Stanford, 1967; M.A., 1971, Ph.D., 1977, California, Berkeley.

Mark E. Lindberg, Ph.D., Assistant Professor (community development, community organizing, community economic development, citizen participation). B.A., 1967, M.A., 1969, Ph.D., 1974, Cincinnati.

Duncan Lindsey, Ph.D., Associate Professor (research methodology and data analysis, children and youth services, sociology of science). B.A., Santa Cruz, 1969; M.A., Antioch College, 1971; Ph.D., Northwestern University, 1973.

Dennis Pataniczek, Ph.D., Assistant Professor, Division of Teacher Education, and ESCAPE Faculty Adviser (group process, experiential learning, curriculum and instruction). B.A., Michigan State, 1969; M.A., California, Santa Barbara, 1974; Ph.D., Michigan State, 1978.

Anita Runyan, Ph.D., Director, University/Community Action, Associate Professor (counseling psychology, human services delivery, field instruction). B.S., Pacific Union College, 1956; M.S., 1968, Ph.D., 1972, Oregon.

Norman Sundberg, Ph.D., Professor of Psychology (community mental health, assessment methods, behavioral ecology, cross-cultural studies, and human service program development). B.A., Nebraska, 1947; M.A., 1949, Ph.D., 1952, Minnesota.

Carmelita Thomson, M.S.W., Assistant Professor (social work, children's services). B.A., Georgia State, 1970; M.S.W., San Francisco State, 1973.

Clarence E. Thurber, Ph.D., International Studies Coordinator, Professor of International and Public Affairs (comparative administration, administration of U.S. foreign policy, Latin America). B.A., 1943, Ph.D., 1961, Stanford.

Kenneth Viegas, M.S.W., Director, Law Enforcement Education Program, Associate Professor (corrections, social work). B.S., Oregon, 1956; M.S.W., California, 1963.

Edward Weeks, Ph.D., Assistant Professor (evaluation research, social science research and policy making, community psychology, social ecology, field research methods). B.A., 1973, Ph.D., 1978, California, Irvine.

Adjunct Faculty

The school regularly employs practitioners to teach specialized course content in community service and public affairs. The following Bureau of Governmental Research and Career Information System personnel also teach courses.

Sandra L. Arp, J.D., Legal Associate with the rank of Research Associate (public law). B.A., 1972, J.D., 1976, Oregon.

Donald N. Johnson, B.A., Associate Director of Bureau with rank of Professor (regional planning and governmental systems, state and local government and economic development). B.A., Reed, 1946.

Robert E. Keith, M.Arch., Planning Consultant with rank of Professor (urban and regional planning). B.S., 1944, Kansas State; M.Arch., 1950, Oregon.

James M. Mattis, J.D., Legal Consultant with rank of Research Associate (public law). B.A., 1964, Central Washington State; J.D., 1967, Washington.

Bruce McKinlay, Ph.D., Research Associate with rank of Associate Professor (employment information systems, labor and manpower economics). B.S., 1958, M.A., 1967, Ph.D., 1971, Oregon.

Karen Seidel, B.A., Research Associate (data systems), B.A., 1957, Knox College.

Kenneth C. Tollenaar, M.A., Director of Bureau with rank of Professor (state and local administration, inter-governmental relations, administration). B.A., Reed, 1950; M.A., Minnesota, 1953.

A. Mark Westling, B.S., Planning and Public Works Consultant with rank of Professor (planning and public works). B.S., 1943, Washington.

Undergraduate Studies

CSPA provides professional education for service to the public, both in entry-level positions and as part of a life-long learning process. Students may pursue preparation for careers in human service delivery, public management and planning, program and policy development-evaluation, and community development or social action programming or both. The school serves a diverse group of students, including those who have limited experience outside of educational institutions and those who reenter the formal educational process with extensive experience in other roles. A major part of CSPA's mission is the interpretation and conduct of research for the solution of practical problems in the social life of individuals and communities.

Through the CSPA undergraduate program students may obtain Bachelor of Arts or Bachelor of Science degrees in community service and public affairs.

CSPA encourages enrollment and participation by in-career students. The school works with students and their employers to foster through education the exploration of new career roles and the development of career options tailored to changing community/client needs. CSPA services for in-career students include specialized academic advising, course scheduling to enable full-time work and full-time enrollment, negotiated accreditation of work-based learning, and theory-practice integration seminars which emphasize the needs and experiences of the working student. Such services form part of the in-career student's academic program in CSPA. Active participation with other students in school activities is also encouraged.

Program Characteristics

Undergraduate professional education in CSPA is *interdisciplinary*:

(1) Core and concentration area courses within CSPA emphasize the integration of theory and knowledge from many social science disciplines.

(2) The school hires faculty from diverse disciplines, each of whom has interests and knowledge outside his or her major discipline.

The CSPA program is also *applied and problem-centered*:

(1) Theory is studied in settings and projects which permit practical application and development of knowledge.

(2) Social science theory and professional experience are applied to the study and resolution of identified community problems.

(3) Faculty and students are involved in research oriented to the solution of public problems.

Finally, the program is *career oriented*:

(1) Field projects and experiences introduce students to a range of career settings, options, and roles.

(2) Formal courses prepare students for baccalaureate-level entry into career roles and settings of service to the public (as well as for postbaccalaureate study).

(3) Courses, field work, and the advising process emphasize continual examination of ethics and values characterizing service to the public.

Freshmen and sophomores who are interested in community service and public affairs careers are encouraged to declare themselves pre-CSPA majors. However, major status in CSPA is possible only through a selective admissions process.

High School Preparation

High school students planning for a program in CSPA should work to develop: (1) communication skills, (2) conceptual skills, and (3) community experience.

Communication skills can be developed best through high school courses in speech, English, and foreign languages. Debate and related public speaking experience are fine ways of developing and improving communication skills.

Conceptual skills can be developed best through courses that require the student to think independently and analytically. For example, we encourage high school students to complete at least three years of mathematics.

Community-based and student-leadership experiences are excellent preparation for high school students considering enrolling in CSPA. Volunteer work, paid jobs after school, and travel are all ways of acquiring community-based experience.

CSPA Requirements

Following careful selection, junior-year students enroll in the CSPA curriculum. This curriculum provides the structure for acquiring basic, minimum competencies for performing new as well as more established professional roles in community services and public affairs. Undergraduate education in CSPA takes place in three stages. Students must receive a C or better grade in all Stage 1 and 2 courses.

Stage 1: Entry and Educational Planning

Each student constructs an educational plan to guide his or her studies which integrates both University and community resources. These learning contracts are developed in a 3-credit Career and Educational Planning seminar taught by faculty advisers and form the basis for an undergraduate educational program in CSPA. The seminar develops skills in planning and resource utilization. Students also gain additional knowledge about alternative problem-solving career roles in field settings through direct observation. Most pre-CSPA students will complete this requirement before they are formally admitted to the program. Pre-CSPA students are encouraged to enroll in this course during their sophomore year. Community college transfer and other students may waive this course if they have met this requirement through other course work or activities.

At the same time, students explore professional issues, values, and ethics in a 3-credit Issues in Professional Practice course. They also develop knowledge of problem-solving techniques used in professional practice and in providing services to the public. During this program stage, students may begin working on the CSPA core, gathering basic experience in the field, and/or rounding out their background in the social sciences.

Stage 2: CSPA Core

In the past, requirements have varied for students in different program areas (e.g., social work, public affairs, community service). In CSPA's current curriculum, all undergraduates complete an integrated common core.

Students are required to take a total of 17 hours of course work during their junior year in CSPA distributed among the following core areas: community problem solving, interpersonal (and group) problem solving, public service management, applied research and evaluation, and public service policy and programs. Each core course incorporates an interdisciplinary, applied, problem-centered, and career-oriented perspective.

Generally, core courses are taught by CSPA faculty and offered both during the day and the evening. An additional 15-credit field-based learning component is part of the core.

The field-based learning component consists of at least 12 credit hours of supervised field experience or supervised applied research plus a 3-credit theory-practice integration seminar taken concurrently. Placements may be full- or part-time and for varying durations. Theory-practice integration seminars emphasize the integration and application of content learned in core courses in different field settings. Appropriate field experiences include placements in agency settings, negotiated revisions of ongoing work, supervised field-based research or community organization activities, and so on.

Stage 3: Concentration Area Studies and Senior Project

The concentrations in CSPA revolve around four broadly defined, interdisciplinary, applied, problem-centered career areas: public management and planning, human service delivery, policy and program development-evaluation, and community development and social action programming.

Students further define these areas in their education and career planning by

identifying settings, populations, levels of government, and problems of specific interest. Concentration area studies are then designed from appropriate course work within CSPA and other University departments. Students are required to develop at least one concentration area incorporating a minimum of 18 credit hours. In so doing, they can draw heavily upon offerings in other University departments and can develop programs which integrate concentration areas.

There are many appropriate courses in other departments and schools as well as in CSPA from which selections may be made. A few examples follow.

(1) Courses dealing with specific issues such as environmental management, poverty solutions, child abuse, contemporary problems of death, criminal justice, city growth and management, aid to developing countries, race relations, alcohol and drug abuse, and functional aspects of physical disability.

(2) Courses dealing with specific settings in which the person may work, such as correctional institutions; child welfare agencies; state, local, metropolitan, and regional governments; senior centers; federal agencies; and international organizations in developing countries.

(3) Courses dealing with specific populations that may be of concern, such as special needs of children, juveniles, the elderly, ethnic minorities, the widowed, and the mentally and physically handicapped.

Senior Project

Each student also completes a variable (3-15 hour) senior project related to his or her concentration area. This is usually a second field placement, but may be an applied research project, or an issue or policy paper, and is usually done under the direct supervision of a CSPA faculty member. The senior project is designed to demonstrate a student's ability to apply multiple social science perspectives to the solution of community problems.

Summary of Undergraduate CSPA Requirements

<i>Stage 1—Entry and Educational Planning</i>	
CSPA 310, Career and Educational Planning (Fall, Winter)*	3 credits
CSPA 311, Issues for Professional Practice (Fall, Winter)	3

* Learning contract

Stage 2—Core Learning Curriculum

CSPA 320, Community Problem Solving (Fall, Winter)	5
CSPA 321, Interpersonal and	

Group Problem Solving (Fall, Winter)	3
CSPA 322, Public Service Management (Fall, Winter)	3
CSPA 323, Public Service Policy and Programs (Fall, Winter)	3
CSPA 324, Applied Research and Evaluation I (Fall, Winter)	3
CSPA 409, Supervised Field Experience (every term)*	12
CSPA 411, Theory-Practice Integration Seminar (every term)	3

* Alternative models appropriate

Stage 3—Concentration Areas/Senior Project

Courses in public management and planning, human services delivery, policy and program development-evaluation, community development and social action programming*	(minimum) 18
Senior project	3-15

* Integrate courses from other departments; cooperative planning with other departments

Additional Programs

CSPA administers the Law Enforcement Education Program for the University. All applicants must meet with the coordinator to determine educational goals and eligibility. At this time, only continuing or transfer students are eligible for funding.

In addition, CSPA offers a concentration of courses related to the administration of justice. The courses are designed for preservice and in-service justice students at both the graduate and undergraduate level.

Undergraduate Program in Social Work
Students enrolled in CSPA may obtain professional preparation in social work. Students who complete required social work courses will receive the following designation on their transcripts, CSPA :SW.

Students interested in social work may contact the social work coordinator, Room 119 Hendricks Hall, 686-3807, for more information. The social work curriculum is an integral part of CSPA's interdisciplinary undergraduate program. Applicants must be accepted into CSPA and should declare their interest in social work on their applications. This declaration will assure assignment to a social work faculty adviser.

The requirements for social work at the Wallace School are as follows. Courses marked (*) are CSPA core courses.

(1) Human behavior and the social environment : Psychology 215, Developmental Psychology ; and Psychology 216, Social Psychology *or* Sociology 206, Introduction to Social Psychology (these courses also satisfy the University group requirement in social science).

(2) Social welfare policies and services : CSPA 322*, Public Service Management ; CSPA 323*, Public Service Policies and Programs ; Sociology 467, Sociology of Social Welfare ; CSPA 410, Social Work with Ethnic Groups.

(3) Social research : CSPA 324,* Applied Research and Evaluation I.

(4) Prepractice : CSPA 320*, Community Problem-Solving ; CSPA 321*, Interpersonal Problem-Solving.

(5) Social work methods : CSPA 410(g), Advanced Methods in Human Services I and II ; CSPA 407(G), Social Planning.

(6) Practicum : two terms of field placement, or the equivalent, and concurrent theory-practice integration seminar (TPI) ; the second TPI must be with the Social Work Proseminar (the second field placement and TPI satisfy the CSPA senior project requirement).

In addition to the above, students must develop a concentration of at least 18 credit hours in one of the four areas available. The social work methods courses can be counted toward the concentration, and the balance chosen from the variety of offerings in CSPA and the University at large. This allows students the flexibility of pursuing their interest in social work through any of the CSPA concentrations. By making available specialized preparation in social work to students in each of the concentrations, CSPA provides the knowledge and practice skills necessary for professionals entering the full range of positions in social welfare settings, as well as for graduate study in social work.

The following course of study is *strongly recommended*. It provides suitable preparation for students interested in admission to CSPA.

Freshman Year				Sophomore Year			
<i>Courses</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Courses</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
English Composition	3	3	-	General Psychology and Social Psychology	3	3	-
Speech : Interpersonal and Small Group Communication	3	3	3	Science or Mathematics ²	3-4	3-4	3-4
General Sociology : Sociology of Communities	3	3	-	Principles of Economics	3	3	3
American National, State, and Local Government	3	3	-	Physical Education	1	1	1
International Relations (optional)	-	-	(3)	Electives ¹	5-6	5-6	8-9
Intermediate Algebra or equivalent	-	-	4		15-17 credits	15-17 credits	15-17 credits
Physical Education	1	-	1				
Personal Health	-	2-3	-				
Electives ¹	2-3	2-3	4-6				
	15-16 credits	16-18 credits	15-17 credits				

Note: The University of Oregon will only accept community college credit up to and including 108 hours. Working persons with appropriate experience should explore the possibility of waivers for course work and credit through examination.

¹American history, geography, anthropology, journalistic writing, additional psychology, sociology, political science, or field experience strongly recommended.

²College Algebra, Probability and Statistics, Introduction to Numerical Computation strongly recommended, as is Introduction to Social Science Research, if available. However, before enrolling in CSPA 324, Applied Research and Evaluation I, students *must complete* an Introduction to Social Science Research course.

Admission and Advising

Students interested in becoming majors are admitted to the program as juniors through a formal admissions process. Majors are accepted for fall and winter terms. Students applying for undergraduate admission are expected to submit by April 1 (for fall term), July 15 (on a space-available basis for fall term), November 1 (for winter term), or February 1 (on a space-available basis for spring term), the following materials:

- (1) A CSPA undergraduate application form.
- (2) A statement of career goals.
- (3) A narrative of previous work and life experiences as either a provider or consumer of services to the public or both.
- (4) Transcripts (unofficial).

Application forms and information about admission criteria may be obtained from the main CSPA office in 119 Hendricks Hall. Students applying for admission are expected (1) to be nearing completion of their sophomore year (90 credit hours); (2) to have career goals that are consistent with professional preparation in community services or public affairs; (3) to have effective communication skills; and (4) to have broad background preparation in the social sciences.

Social science preparation should include courses in psychology, sociology, economics, political science, and anthropology. In admission selections, preference will also be given to students who have demonstrated interest in the community through volunteer or work experience, or who have particular life experiences which have given them valuable perspectives on working in services to the public.

Pre-CSPA Program

Freshmen and sophomores who are interested in community service and public affairs careers are encouraged to declare themselves pre-CSPA majors.

Preadmission advising is provided by CSPA staff located in Room 119, Hendricks Hall (686-3807). Once a student has been formally admitted into the program, a regular CSPA faculty adviser is assigned.

The course of study on the preceding page is strongly recommended for undergraduate students who are interested in admission to the School of Community Service and Public Affairs

as juniors. Prospective students are strongly urged to acquire as much outside experience as possible in working with the problems of individuals, groups, or communities that interest them. Either paid or volunteer work can provide such background experience.

It is important to request current information about CSPA undergraduate programs and admissions procedures well in advance of application deadlines from the Wallace School of Community Service and Public Affairs, Hendricks Hall, University of Oregon, Eugene, Oregon 97403.

Courses Offered

Undergraduate Courses

CSPA 310. Career and Educational Planning. 3 credit hours. Provides opportunity for students to assess their own skills, knowledge, experience, and interests in relation to their selected career direction, and to plan appropriate educational programs. Some field observation is included (appropriate prior experience is recognized). Each student will develop an individual learning contract which is negotiated with his or her adviser. Open to CSPA majors and premajors only.

CSPA 311. Issues for Professional Practice. 3 credit hours. Examines issues of professional ethics, accountability, values, and professionalism as they relate to the diversity of roles in community services and public affairs. Introduces students to the underlying values and problem-solving approaches used in professional service to the public. Course intended for CSPA majors.

CSPA 320. Community Problem Solving. 5 credit hours. Integrates and applies concepts relevant to community problem solving, intervention, and change. Includes a field component. Four topics organize the class: community problem identification and definition, analysis of community context and resources, design of interventions, and evaluation of interventions. Assumes students have completed general CSPA prerequisites, including one course which deals with theories of community behavior, methods of analyzing community behavior, or decision making at the community level.

CSPA 321. Interpersonal and Group Problem Solving. 3 credit hours. Integrates and applies concepts regarding human behavior and communication to assessment and resolution of interpersonal problems. Assumes students have completed CSPA prerequisites, including general psychology and sociology, interpersonal and group communication.

CSPA 322. Public Service Management. 3 credit hours. Introduces and applies theories and concepts relevant to the effective management of large and small organizations which deliver services to the public. Assumes students have completed general CSPA prerequisites.

CSPA 323. Public Service Policies and Programs. 3 credit hours. Introduces students to the various roles and processes in policy formulation, implementation, and evaluation; and identifies and analyzes needs, issues,

and problems relevant to social programs and policy. Assumes students have completed CSPA prerequisites, including at least two courses in the history and processes of American government-politics, and two introductory economics courses.

CSPA 324, 325. Applied Research Evaluation I & II. 3 credit hours each term. An introduction to the use of research to provide information for decision making in services to the public in three areas: policy development and evaluation, management, and service delivery. Prerequisites: Mth 95 (Intermediate Algebra) or equivalent and a social science research methods or statistics course.

CSPA 335. Advocacy Rights and Responsibilities. 3 credit hours. The nature of advocacy; settings and roles in which advocacy is essential. Rights, responsibilities, ethics, and values of professionals in an advocacy role. Skills and techniques of advocacy in a bureaucracy; bureaucratic organizations at city, county, and state levels.

CSPA 357. Introduction to Public Law and Legal Research. 3 credit hours. Place of public law in American legal system. Legislative, administrative, and judicial institutions and processes. Legal research useful to the nonlawyer.

CSPA 370. National Development. 3 credit hours. This course is designed to introduce the student to the political, economic, and social problems of the new nation states. Since the primary aims of these new states are economic, social, and political development, the course focuses on some of the primary factors affecting this development.

CSPA 371, 372. International Community Development. 3 credit hours each term. Introduction to basic theories of communities and their development. Examination of the critical skills needed for effective community development work with a focus on the particular problems encountered in cross-cultural settings. Supervised participation in a community development project in the field.

CSPA 400. SEARCH. 1-3 credit hours.

CSPA 406. ESCAPE Community Services. 1-9 credit hours. Offers students opportunity to explore career possibilities in community-service agencies. A wide range of field settings are offered and include drug and corrections counseling, senior citizen advocacy, counseling in halfway houses for the mentally retarded and mentally disturbed, and community recreation centers. Open to all majors. Concurrent enrollment in CSPA 407 ESCAPE Volunteer Training Seminar is required for all first-term volunteers.

CSPA 407. Seminar: ESCAPE Volunteer Training. 1 credit hour.

CSPA 407. Seminar: ESCAPE Field Supervision. 4 credit hours.

CSPA 409. Practicum. Supervised Field Study. An integral part of the CSPA curriculum required of all students, which is planned in relation to the student's total course of study. Field instruction provides the opportunity for students to work in a community setting under agency and faculty supervision. Open to CSPA majors only.

CSPA 411, 412. Theory-Practice Integration. 3 credit hours each term. A required component accompanying field instruction which combines presentations by the faculty instructor, readings and discussions designed to help the student integrate previous course work, and experience with the field placement.

Upper-Division Courses Carrying Minor Graduate Credit

CSPA 401. Research. (g) Credit hours to be arranged.

CSPA 403. Thesis. (g) Credit hours to be arranged.

CSPA 405. Reading and Conference. (g) Credit hours to be arranged.

CSPA 406. Special Problems. (g) Credit hours to be arranged.

CSPA 407. Seminar. (g) Credit hours to be arranged except as noted otherwise.

CSPA 408. Workshop. (g) Credit hours to be arranged.

CSPA 409. Supervised Field Study. (g) Credit hours to be arranged; 12 hours maximum per term. Participation in the activities of public or private community agencies and organizations, under close supervision; coordinated instruction. Consent of instructor is required.

CSPA 410. Experimental Course. (g) Temporary studies may be set up under this number for a short-term trial. Topics offered have included child abuse, crisis intervention, primary prevention, juvenile justice, community corrections, family systems, advanced methods in human service, rural social work, social work with ethnic groups, human service administration, and resources for nonprofit services.

CSPA 411, 412. Theory-Practice Integration. (g) 1-3 credit hours each term. Introduction to the organization, character, and conduct of community and public agency programs as a link between theoretical concepts and participation in supervised field study. Consent of instructor is required.

CSPA 420. Behavioral Ecology. (g) 3 credit hours. The study of human behavior in natural settings and the interaction between social and physical environments. Covers such topics as personal space, territoriality, spatial relations in different cultures, symbolic meaning of physical environments, behavioral results of crowding, and the implications for social institutions, buildings, and environmental planning.

CSPA 428. Casework Methods. (g) 3 credit hours. Theory and methods in helping individuals and families from the viewpoint of the social work profession. Social casework as an art in which knowledge of the science of human relations and skill in relationships are used to mobilize capacities in the individual and resources in the community appropriate for better adjustment between the person or family and all or any part of his or her total environment.

CSPA 430. Group Work Methods. (g) 3 credit hours. Theory and techniques of working with groups in community service and public affairs programs; emphasis on development of practical group-work skills. Prerequisite: CSPA 321.

CSPA 431. Counseling Interview. (g) 3 credit hours. Experience-based skill development for counseling in a variety of settings in the helping professions. Conceptual focus on acquiring a practical, integrative framework for counseling; roles, behavioral themes and goals as experienced by clients and counselors. Prerequisite: CSPA 321. Offered infrequently. Not offered 1981-82.

CSPA 432. Communication: Nonverbal. (g) 3 credit hours. Interpersonal communication at a nonverbal level. Signs and signals; listener responses. Uses and misuses of nonverbal channels. Offered infrequently. Not offered 1981-82.

CSPA 433. Organizational Communication. (g) 3 credit hours. Development of adaptive and maladaptive systems of communication within and between organizations. Formal and informal communication channels. Techniques for clarifying and improving organizational communications and communication networks. Offered infrequently. Not offered 1981-82.

CSPA 435. Developmental Counseling. (g) 3 credit hours. An exploration of starting assumptions and concepts basic to the process of developmental counseling. A foundations (theory-oriented) course in professional counseling aimed at the normal individual's optimal development. Offered infrequently. Not offered 1981-82.

CSPA 437. Volunteerism. (g) 3 credit hours. Introduction to an expanding area of human service for those who are interested in increased understanding and skill in their own volunteer activities, and for those who may wish to explore career opportunities in volunteerism. Philosophy and historical perspective of the volunteer movement; practical aspects of developing and maintaining effective volunteer programs. Students will be required to be directly involved in continuing or short-term volunteer activity during the term.

CSPA 440, 441. Social Welfare Institutions: Policies and Programs. (g) 3-5 credit hours each term. The histories, structures, policies, and services of the major social welfare programs; a critical analysis of the policy-making process in social welfare services and its application to current programs and new proposals. Offered infrequently. Not offered 1981-82.

CSPA 442. Social Adaptation. (g) 3 credit hours. Theory and methods for designing preventative and social programs for the community level. Specific community programs are designed by students working in small groups and evaluated by citizens. Prerequisite: CSPA 430, 448. Offered infrequently. Not offered 1981-82.

CSPA 444, 445. Correctional Systems. (g) 3-5 credit hours each term. Role of corrections in the criminal-justice system. Examination of major components, processes and methods of adult and juvenile correctional systems, including probation, institutions, parole and related services. Some historical, but primarily contemporary focus. Modern treatment programs and techniques illustrated by readings, case studies, and field visits. Consent of instructor is required. Prerequisite: Soc 440.

CSPA 446. Child Welfare Services. (g) 3 credit hours. History and analysis of child welfare services as they have developed in Western society. Focus on the social work value system and philosophy as it is applied to child welfare services. Analysis of public and private child welfare agencies within the context of Oregon and the United States.

CSPA 447. Community Organization and Social Planning. (g) 3 credit hours. Theory and methods used in working with organizations and communities. Citizen participation, social action, social legislations, community relations, and other organizational techniques; social planning processes and approaches to social problems; projects by class members analyzed. Prerequisite: CSPA 320.

CSPA 448. Community Mental Health. (g) 3 credit hours. Communities are studied as functional bodies. Disorganization or breakdown within the system can result in damage to any of its subcomponents; organizations, small groups, and individuals.

Note: The following courses do not carry graduate credit for public affairs and international studies master's students.

CSPA 450. Public Financial Administration. (g) 3 credit hours. Budgetary decision and control processes in a variety of public organizations; their relationship to allocation of public resources to accomplish public purposes; problems of taxation, planning, budgeting, controlling, and evaluating government activities.

CSPA 454. Public Management. (g) 3 credit hours. Nature of the public manager's role in a complex society. Review of philosophical foundations of organizations; review of evaluation of organizations and management theory. Systems view used; analysis of goals, values, technical, structural, psychosocial and managerial subsystems of public organizations.

CSPA 455. Theory of Public Organization. (g) 3 credit hours. Exposes students in public affairs and administration to a variety of models and theories—both empirical and normative—of the organization of public affairs and policy-making structures in the contemporary American polity. Theories to be examined are: the classical democratic model of the body politic and its relation to contemporary bureaucratic forms of making decisions; the pluralist or polyarchal model of the organization of public affairs; and contemporary futuristic and reform-oriented models.

Public Affairs and International Studies Programs

The Wallace School of Community Service and Public Affairs administers graduate programs in public affairs and international studies. Both programs utilize the same core curriculum, and each adds the flexibility of interdisciplinary study. These programs are designed for those interested in entry- and mid-level management positions and careers in public service.

These programs are increasingly attracting nontraditional students. Approximately one-half of CSPA students attend on a full-time basis; the other half attend part-time and are usually in-service career people. Students tend to be older and have two to five years professional experience. To accommodate the working student, most CSPA graduate classes are offered in the late afternoon or evening.

Graduates of the public affairs and international studies programs have filled key positions at the local, state, federal, and international levels as city and county administrators, department heads, planners, finance or personnel analysts, staff members of research and service organizations, heads of human service programs, international

technical advisers, analysts in Third-World countries, and staff members of public affairs programs in industry.

Unique Program Characteristics

(1) Flexibility allows students to mold programs, with assistance of faculty advisers, designed to meet their individual needs and career interests. A student can concentrate on public financial administration, for example, with a career goal of becoming a budget analyst for state government. Or a broader area of concentration might be chosen, such as human service administration, with a less specific goal in mind.

(2) 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.

(3) 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 affairs and international studies.

(4) Interdisciplinary programming offers students the perspectives of other fields which are essential to public affairs and international studies education. The programs encourage inclusion of relevant courses from other departments in the University, such as economics, political science, business, journalism, urban planning, or Asian studies.

Graduate Degrees

In public affairs, the degrees offered are Master of Arts and Master of Science. In 1980-81, CSPA implemented new graduate degree program requirements. Preservice students will complete a minimum of 75 credit hours, while in-service students will complete a minimum of 63 credit hours to receive their master's degree in either public affairs or international studies. It will take two years (24 months) of full-time study to complete program requirements. Academic background and work experience are scrutinized to determine if additional academic preparation is needed prior to beginning the program.

A Master of Arts program in international studies is offered for students who contemplate careers in foreign affairs or in international organizations.

Students pursuing this degree are expected to follow the requirements outlined for public affairs students. However, their concentration will be developed from courses dealing with geographical (e.g., Far East, Latin America) or functional (e.g., public administration in developing countries, international trade and development) areas. They must also demonstrate a current reading and speaking knowledge of a foreign language.

Graduate Curriculum

The Common Core

Students admitted to graduate programs are expected to acquire knowledge, skills, public interest values, and behaviors in each of the following areas, known as the common core: 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; individual and interpersonal relationships in organizational settings; and public interest values and ethics.

Students begin working toward competency in the above areas by enrolling for a minimum of 3 credit hours on a graded basis in each one of the six curricular areas in the common core for a total of 18 credit hours. International studies students may select three of their six courses from internationally oriented classes of the same content equivalent offered by public affairs faculty. Twelve credits of this 18 credit hours requirement must be taken from CSPA graduate courses.

Management Processes

In the management processes area students must enroll in a minimum of 9 credit hours on a graded basis. This must include one course in budgeting and financial management systems, including managerial accounting, and one course in personnel management and labor relations systems.

Course work is designed to enhance competency in particular public management processes, such as public finance and budgeting, public personnel administration, public law, grant writing, program development and evaluation.

Concentration Areas

Each student is expected to develop an area of concentration chosen with his or her career goals providing the the focus. Education experiences in-

cluded 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 credit hours in their chosen field of concentration. More than one area of concentration can be developed. Grading for courses in concentration areas is at the student's option.

Some identified concentration areas include public management, environment and resource management, administration of justice, human services administration, health services administration and planning, local government management, community development and administration, applied research and program evaluation, planning administration, social action programming, and comparative/development administration. Students may develop other concentration areas.

Mid-Program Review

All students undergo a mid-program review. After having accumulated 30-35 graduate credit hours, students are required to review progress to date with their advisers. Career goals are also reviewed, and additional courses and/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 credit hours are awarded for a thesis and 3 credits are awarded for an issue or policy paper.

Supervised Field Internship

Preservice students are required to undertake a six-month (two-term), 24-credit supervised field internship if they have not had sufficient (at least two years) relevant career experience. Concurrently with the internship, a student registers for a graded 3 credit theory and practice integration internship seminar. In-career students are required to complete the equivalent of a one-term, 12-credit supervised field internship and the 3-credit internship seminar.

Although we will consider waiving this requirement for in-career students, we strongly encourage them to secure field credit on a contractual basis for new roles or projects undertaken in their current work setting. If in-career students waive this requirement, they still must complete 15 credit hours

through other course offerings. Field internships are arranged through CSPA's field director and are graded on a Pass/No-Pass basis.

Admissions Procedures

To be eligible for either program, a baccalaureate degree is required, and a sufficient grade standing to be eligible for graduate status, as determined by the University of Oregon's Graduate School and Admissions Office.

The following documents must be submitted.

(1) An Application for Graduate Admission Form (available from the Public Affairs Graduate Program Office, 119 Hendricks Hall).

(2) A comprehensive employment and education resume.

(3) Two written statements: a clear specification of professional goals and interests (two-to-three pages in length); and an explanation of how the interdisciplinary nature of the program, in contrast to a single-discipline program, will contribute to the attainment of these goals.

(4) Current, up-to-date transcripts of all grades in courses taken toward the baccalaureate degree and of any other college-level work. An unofficial transcript is adequate for the department's use. These should be sent directly by the institution which awarded the course credits.

(5) Three letters of recommendation, two of which can be from academic sources.

Participants in the programs are selected on the basis of an evaluation of their previous academic performance and other evidence of intellectual attainment or promise, previous public affairs experience, and the content of the statements describing professional goals and the relationship of the program to their achievement. A student admitted into either program is expected to maintain a 3.00 grade point average.

Financial Aid

A limited number of graduate teaching assistantships are available through the Wallace School of Community Service and Public Affairs. Graduate students holding graduate teaching assistantships must register for a maximum of 12 term hours. Tuition for graduate teaching assistants is generally reduced.

Graduate students are normally eligible for fellowship awards granted

by federal agencies and privately endowed foundations. Specific information concerning available programs may be obtained from the Graduate School. Graduate students are also eligible for loans from University loan funds and from funds available under federal student loan programs. Information regarding loans may be obtained from the Office of Financial Aid located in Oregon Hall.

Inquiries regarding graduate programs in public affairs and international studies should be addressed to Public Affairs Graduate Program, Wallace School of Community Service and Public Affairs, University of Oregon, Eugene, Oregon 97403; (503) 686-3817.

Graduate Program Credit Requirements

Curriculum Area	In-Service Track	Pre-Service Track
Core Management Processes Concentration Area	18*	18*
Internship/Field Study Exit Project	9**	9**
	18	18
	15***	27***
	3-9****	3-9****
	63-69 credits	75-81 credits

*At least one course in each of the six core curriculum areas.

**Must include one course in budgeting and financial management systems, including managerial accounting, and one course in personnel management and labor relations.

***Includes 3-credit Internship Seminar, CSPA 507.

****Nine credit hours are awarded for a thesis, and 3 credits are awarded for an issue or policy paper.

Graduate Courses Offered

Upper-Division Courses Carrying Major Graduate Credit

Note: Master's candidates enrolled in public affairs graduate programs may receive graduate credit only for upper-division courses listed with a capital (G) or with a small (g) in CSPA or other University programs.

CSPA 407. Seminar. (G) Credit hours to be arranged.

Manpower Program Planning
Alternative Housing Policy
The Elected Official
Social Indicators
Public Works Administration
Urban Growth Management
Grant Writing

Small Cities Management
Managing the Modern City
Organizational Development
Community Dispute Resolution
Criminal Justice Policy
Community Economic Development
Primary Prevention
Urban Fiscal Policy
Stress Management
Natural Resource Policy
Cutback Management
Forest Policy
Cost-Benefit Analysis
Social Planning
Energy Policy

CSPA 408. Workshop. (G) Credit hours to be arranged.

Public Sector Labor Relations
Public Sector Marketing
Personnel and Affirmative Action
Program Planning

CSPA 410. Experimental Course. (G)

CSPA 457. Legal Issues for Public Administrators. (G) 3 credit hours. Examines major legal issues of concern to administrators, including personal responsibility and accountability, public hearings, open competitive bidding, public rights to know and records privacy, administrative rules and regulations, conflicts of interest, administrative flexibility and legislative intent, and equal service to citizens. Role of legal council in the administrative process. Offered infrequently. Not offered 1981-82.

CSPA 458. Policy Development and Evaluation. (G) 3 credit hours. Strategies for choice in policy alternatives, policy and program impact, measurements and evaluation with emphasis on the roles and resources of administrative agencies in processes of analysis.

CSPA 460. Public Personnel Administration. (G) 3 credit hours. Basic principles, practices, and issues of public personnel administration. The role of merit systems, staffing, compensation, public service ethics, and collective bargaining in public management systems.

CSPA 461. Citizen Participation. (G) 3 credit hours. Examines roles of the news media in determining priorities, effect and flow of public issues, relationships of interest groups to citizen participation. Effects on policy making, program planning, and bureaucratic behavior. Techniques of executive response: public hearing, early involvement, conduct of citizen advisory panels, role of the ombudsman.

CSPA 463. Management of Metropolitan Areas. (G) 3 credit hours. Policy making and management processes in metropolitan areas, contemporary metropolitan problems and proposals for their resolution.

CSPA 465, 466. Management of State and Local Government. (G) 3 credit hours. Policy-making and management processes within American state and local governments. Intergovernmental relationships, federal state, and local; state and local government processes, program responsibilities, organizational features, and management problems.

CSPA 467. Effective Leadership in Public Service Organizations. (G) 3 credit hours. Reviews various approaches to understanding leadership in public service organizations. Analyzes individual leadership patterns and develops skills and understanding of effective leadership styles in the work environment.

CSPA 468. Federal Departments and Agencies. (G) 3 credit hours. The structure,



features, and relationships of the major federal departments and agencies analyzed in terms of major policy implications and power relationships. Also considers selected aspects of the regulatory process at the federal level. (No credit if credit received for PS 468.) Offered infrequently. Not offered 1981-82.

CSPA 469. Intergovernmental Relations. (G) 3 credit hours. Analyzes the ways in which governmental policies and programs at each level (federal, state and local) affect the other levels, the various types of relationships among different governmental units at the same level. Examines legal, political, fiscal, and administrative relationships among governments, with special attention to the grant-in-aid system and to attitudes and behaviors of public officials in their inter-governmental dealings.

CSPA 470. Comparative Bureaucracy in Developing Countries. (G) 3 credit hours. Study of bureaucratic institutions and functions in developing countries. Western bureaucratic models are examined: The Weberian "ideal type," the Anglo-American, the Latin, and the Soviet. Their transfer and transformation through colonialism and technical assistance to Asia, Africa, and Latin America are detailed. Bureaucracy is viewed both as a goal-setter (above or to one side of politics) and as a contender for power, with uncertain results for development programs.

CSPA 472. National Planning. (G) 3 credit hours. Cultural setting, and political, economic, and social institutions of India examined to see how they are being transformed. The government's planning commission and the planning process evaluated as major agents of change. The problems of development in various sectors (agriculture and community development, industrialization, urbanization, education) analyzed. A "plan-

ning exercise" is undertaken in which students act as substantive experts on the Indian Planning Commission and compete for budgetary resources.

CSPA 474. Aid to Developing Countries. (G) 3 credit hours. Origins and growth of bilateral and multilateral aid programs to the developing countries examined, with special attention to the United States program of aid with supplementary attention to the United Nations and other programs. Cross-cultural political and administrative problems of aid programs stressed. A simulated international negotiation of next year's aid program to India concludes the course.

Graduate Courses

CSPA 501. Research. Credit hours to be arranged. No-grade course.

CSPA 503. Thesis. Credit hours to be arranged. No-grade course.

CSPA 505. Reading and Conference. Credit hours to be arranged.

CSPA 506. Special Problems. Credit hours to be arranged.

CSPA 507. Seminar. Credit hours to be arranged. Internship. Program Evaluation Policy Analysis.

CSPA 508. Workshop. Credit hours to be arranged.

CSPA 509. Supervised Field Study. Credit hours to be arranged.

CSPA 510. Experimental Course. Credit hours and topics to be arranged.

CSPA 520, 521. Research Methods I, II. 3 credit hours. How to commission, execute,

and evaluate research in the public sector. Each student will carry out an original research project from the problem formulation stage through the data analysis stage.

CSPA 524. Public Organization Theory. 3 credit hours. Structure and process of organizations as they change in modern industrial society; processes of individual and group interaction within organizations, relations between the organization and its environment, the role of public organizations within the public at large.

CSPA 528, 529. Public Finance and Budgetary Administration. 3 credit hours each term. Concepts and practices of public revenue and expenditure processes, including consequences of alternative taxing structures, revenue-sharing, public goals of taxing systems, the anatomy of major revenue-generating systems, the mechanics and policy issues in budget formulations, budgetary controls and management processes; program evaluation and audit forms.

CSPA 532. Public Law. 3 credit hours. Introduction to public law of the United States in context of total legal system of the country. Focuses on legislation, administrative rule-making and implementation of the law, judicial institutions and processes, case law, and the legal profession. Instructs students in how to conduct research in law and government-documents libraries.

CSPA 536. Public Policy Analysis. 3 credit hours. The policy process from early initiation to eventual termination. Conceptual and procedural tools for organizing and integrating the various elements of a policy context are linked to current experience. Alternative means for redesigning and creating more comprehensive procedures; application of insight gained in preparation of student papers and projects.

CSPA 540. Public Affairs and Social Change. 3 credit hours. Analysis of the interaction between societal change and governmental action; theories of change; factors which obstruct or facilitate political change; governments and bureaucracies as indicators of or reactors to demands for change; and future change strategies.

CSPA 544. Human Behavior in Public Organizations. 3 credit hours. Integrates social science knowledge about people at work. Primarily focuses upon the concepts of human behavior important to managerial problems in the public sector.

CSPA 548. Public Management Accountability. 3 credit hours. Democratic traditions and practices, and the rule of law. Purposes and limitations of government as an instrument for fostering social and economic progress. Political direction and responsibility of administrations and administrators. Objectivity and rationality in the conduct of public affairs. Impartial inquiry and investigation of public needs and problems. Protecting and fostering individual rights, liberties, and welfare. Promotion of organizational effectiveness and equality. Measures to increase client and public participation in public policy formulation. Standards of efficiency and effectiveness in the conduct of the public's business.

CSPA 554. Advanced Public Management. 3 credit hours. Examination of the public manager's role in relation to organizational politics, power, and authority, planning and control, solving problems and making decisions, group dynamics, motivation and leadership, supervision, communication, evaluation, and managerial effectiveness.

College of Education

Administrative Faculty

Robert D. Gilberts, Ph.D., Dean

Diane L. Reinhard, Ph.D., Assistant Dean

Fay B. Haisley, Ph.D., Associate Dean, Division of Teacher Education

Robert H. Schwarz, Ph.D., Associate Dean, Division of Special Education and Rehabilitation

Robert H. Mattson, D.Ed., Associate Dean, Division of Educational Policy and Management

Wesley C. Becker, Ph.D., Associate Dean, Division of Counseling and Educational Psychology.

Established as a School of Education in 1910, the College of Education was organized in 1968, with reorganizations in 1974 and 1979. Instructional and research emphases are divided among the following four divisions:

DIVISION OF TEACHER EDUCATION

DIVISION OF SPECIAL EDUCATION AND REHABILITATION

DIVISION OF EDUCATIONAL POLICY AND MANAGEMENT

DIVISION OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

Degree Programs

The College of Education offers academic degree programs at the baccalaureate, master's, and doctoral levels: Bachelor of Arts, Bachelor of Science, Bachelor of Education, Master of Arts, Master of Science, Master of Education, Doctor of Philosophy, Doctor of Education.

Undergraduate certification programs are offered in elementary education, secondary education, speech impaired, reading, and educational media.

Graduate Programs

Master's degree programs include the following six areas of specialization:

- (1) Curriculum and Instruction (within the Division of Teacher Education), with emphases in:
 - Early Childhood Education
 - Elementary Education
 - Secondary Education

Curriculum and Supervision
Community Education
Instructional Technology
Reading and Language Arts
Gifted and Talented

(2) Special Education, with emphases in:

Severely Handicapped Learner
Handicapped Learner (Mild)
Resource Consultant
Early Childhood Education
Adult Services

(3) Speech Pathology and Audiology

(4) Educational Policy and Management.

(5) Counseling.

(6) Educational Psychology, also offering an emphasis in School Psychology.

Programs of specialization for the Doctor of Education (D.Ed.) or Doctor of Philosophy (Ph.D.) degree include the following areas:

- (1) Curriculum and Instruction
- (2) Special Education
- (3) Rehabilitation
- (4) Speech Pathology and Audiology.

(5) Educational Policy and Management

(6) Counseling

(7) Educational Psychology

Additional information on degree requirements is contained in the divisional sections that follow. Specific questions should be directed to the appropriate division office.

Accreditation

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.

Master's and doctoral degree programs in these fields also are accredited by NCATE.

The education honorary societies Pi Lambda Theta and Phi Delta Kappa have active chapters at the University.

Certification Programs

(1) Elementary Education: Preprimary through grade 9, Basic and Standard level endorsements.

(2) Secondary Education: Basic and Standard levels, including subject matter endorsements in art, driver education (Basic), educational media, 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.

(3) Special Education: Basic and Standard levels, handicapped learner endorsement, severely handicapped learner endorsement, and conversion of former category endorsements of extreme learning problems (ELP), mentally retarded (MR), and physically handicapped (PH) at the Standard endorsement level.

(4) Speech Pathology and Audiology: Basic and Standard levels of the speech impaired endorsement.

(5) School Supervisor: Endorsements at the Basic and Standard levels.

(6) School Counselor: Endorsements at the Basic and Standard levels.

(7) School Psychologist: Endorsement at the Standard level.

(8) Administrative Certificate: Basic and Standard level endorsements for principal, superintendent, and vice-principal (Basic).

Special education programs focusing on mildly handicapped individuals and the gifted and talented are located within the Division of Teacher Education. Programs for early childhood (special education), severely handicapped learners, and adult services are housed in the Division of Special Education and Rehabilitation.

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.

At the time of application for a Basic teaching certificate students also must meet professional requirements concerning ethical behavior and knowledge of antidiscrimination legislation.

Note: Oregon regulations require applicants for a teaching certificate to provide evidence of knowledge of first aid. This requirement may be satisfied at the time of application for certification by submitting evidence that the candidate holds a valid Red Cross First Aid card.

Admission

The College of Education follows general University policy in its basic admission procedures, as found on page 13 of this catalog (for undergraduate study) and on page 345 for graduate study. Persons transferring to the University from other institutions must meet University entry requirements. Specific programs within the College of Education may have additional requirements for admission, and prospective students are urged to check carefully such requirements 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 the 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 undergraduate study may be obtained from the office of the appropriate division's associate dean and from the Office of Teacher Certification. For information on admission to graduate study for advanced certification purposes, consult the Office of Teacher Certification. For information regarding admission to general graduate study or an advanced degree, consult the College of Education's Graduate Student Records Office, Room 112 Education, 686-3527.

Glossary of Terms

In addition to the academic terms defined on page 17 of this catalog, the College of Education uses certain terms relating to preparing and licensing 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, normally based on a four-year preparation program and a baccalaureate degree. It is valid for three years, renewable. A Standard certificate requires additional preparation (generally a minimum of 45 credit hours), specific requirements varying with the teaching specialty. It is valid for five years, renewable.

Students should consult the Office of Teacher Certification, Room 117, College of Education for information or referral regarding specific University programs for preparing education personnel; acceptance of transfer credit from other institutions, Continuing Education, Independent Study, and the University's Community Education Program; residence requirements, renewals, prior and current rules for certification; required fees, and application procedures.

Applicants for a teaching certificate who have been convicted of a criminal offense other than a minor traffic violation should consult the Office of Teacher Certification for special information.

Endorsement (formerly called *norm*): A phrase added to the teaching certificate that indicates the grade level (elementary or secondary) or 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.

Mainstreaming: Refers to the integration of handicapped students into the regular public school classroom for at least a portion of the instructional program instead of being grouped only with other handicapped students.

National Council for Accreditation of Teacher Education (NCATE): The national accreditation agency for programs in teacher education.

Practicum: A field experience taken-for-credit in a public school setting that is part of a certificate or endorsement program. Precedes the final field experience or student teaching experience for teacher education.

Teacher Standards and Practices Commission (TSPC): The agency authorized by the Oregon Legislature to license (certify) persons to teach and/or administer in Oregon public

schools. Certificate and endorsement programs must be approved by the TSPC.

The TSPC will issue the appropriate certificate or endorsement upon recommendation of the University that the applicant has successfully completed the relevant certification program which the University is approved to offer and, in the judgment of the institution, has the personal qualities to serve as a teacher, administrator, or in personnel services.

Questions concerning certification should be directed to the Office of Teacher Certification in the College of Education.

E. C. Brown Foundation

John A. Bruce, Ph.D., Director. Adjunct Associate Professor. B.A., Wesleyan University, Connecticut, 1956; M.Div., General Theological Seminary, New York, 1959; Ph.D., Minnesota, 1972.

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; the director of the foundation is an adjunct associate professor in the college's Division of Educational Policy and Management.

Division of Teacher Education

Faculty

Administrative Faculty

Fay B. Haisley, Ph.D. Associate Dean

Douglas Carnine, Ph.D., Coordinator, Exceptional Learner

Edna P. De Haven, Ph.D., Coordinator, Elementary Education

William H. Harris, D.Ed., Director, Teacher Certification

Karl D. Hesse, Ph.D., Coordinator, Secondary Education

Nonda P. Stone, D.Ed., Director, Field Experience Programs

John E. Suttle, Ed.D., Ph.D., Director, Graduate Studies in Teacher Education

Teacher Education Faculty

Keith A. Acheson, Ed.D., Associate Professor of Education (program development, supervision). B.S., 1948, M.S., 1951, Lewis and Clark; Ed.D., Stanford, 1964.

Richard Arends, Ph.D., Director, Teacher Corps, Associate Professor of Education (secondary education). B.S., Eastern Oregon, 1955; M.A., Iowa, 1961; Ph.D., Oregon, 1972.

Terry Bullock, Ed.D., Assistant Professor of Education (secondary education, reading). B.A., 1961, M.A., 1969, Michigan State; Ed.D., 1975, Indiana.

Christine Chaille, Ph.D., Assistant Professor of Education (early childhood development, psychology). B.A., California, Berkeley, 1971; M.S., San Francisco State, 1973; Ph.D., California, Los Angeles, 1977.

Edna P. DeHaven, Ph.D., Coordinator, Elementary Education, Associate Professor of Education (elementary reading and language arts). B.S., Oregon College of Education, 1951; M.Ed., 1962, Ph.D., 1969, Oregon.

Gary W. Ferrington, M.S., Coordinator, Instructional Technology Studies, Senior Instructor in Education (educational media). B.S., Portland State, 1964; M.S., Southern California, 1967.

Meredith Gall, Ph.D., Professor of Education (instructional development, teacher education). B.A., 1963, M.Ed., 1963, Harvard; Ph.D., 1968, California Berkeley.

Fay B. Haisley, Ph.D., Associate Dean, Associate Professor of Education (early childhood, reading). B.A., Papua and New Guinea, 1970; M.Ed., 1971, Ph.D. 1973, Oregon.

William H. Harris, D.Ed., Director, Teacher Certification, Associate Professor of Education (social studies, inquiry, teaching strategies). B.A., Willamette, 1949; B.S., 1951, M.S., 1953, Eastern Oregon; D.Ed., Oregon, 1967.

Karl D. Hesse, Ph.D., Coordinator, Secondary Education, Associate Professor of Education (secondary reading). B.S., Wisconsin State, 1962; M.S., 1968, Ph.D., 1972, Wisconsin.

Larry L. Horyna, M.A., Director, Oregon Community Education Development Center; Assistant Professor of Education (community education). B.S., Oregon, 1964; M.A., Central Michigan, 1968.

Ray E. Hull, D.Ed., Associate Professor of Education (science education, supervision). B.S., 1958, M.S., 1962, Oregon State; D.Ed., Oregon, 1969.

William E. Lamon, Ph.D., Director, Psychological Research Laboratory of Mathematics Education; Associate Professor of Education (mathematics). B.S., University of San Francisco, 1964; M.S., California State, 1965; Ph.D., California, Berkeley, 1968.

Dorothy M. Latham, D.Ed., Coordinator, Educational Media Endorsement Program, Assistant Professor of Education (school library media). B.A., Willamette, 1950; M.S., 1969, D.Ed., 1978, Oregon.

Susan J. Miller, M.Ed., Senior Instructor in Education (social science, questioning strategies). B.A., 1955, M.Ed., 1962, Oregon.

Dennis Pataniczek, Ph.D., Assistant Professor of Education, ESCAPE Faculty Adviser (group process, middle school education, curriculum). B.A., Michigan State, 1969; M.A., California, Santa Barbara, 1974; Ph.D., Michigan State, 1978.

Mildred C. Robeck, Ph.D., Professor of Education (elementary reading, early childhood, child development). B.A., 1951, M.Ed., 1954, Ph.D., 1958, Washington.

David A. Santellanes, Ed.D., Director, Northwest Community Education Development Center, Associate Professor of Education (supervision, community education). B.A., Arizona State, 1968; M.A., Central Michigan, 1971; Ed.D., Arizona State, 1973.

Oscar F. Schaaf, Ph.D., Professor of Education (secondary mathematics). B.A., Wichita, 1942; M.A., Chicago, 1946; Ph.D., Ohio State, 1954.

Clarence W. Schminke, Ph.D., Director, Summer Session, Director, Division of Continuing Education, Professor of Education (elementary). B.A., 1950, M.A., 1954, Iowa State Teachers College; Ph.D., Iowa, 1960.

Beverly K. Showers, Ph.D., Assistant Professor of Education (in-service teacher education, training effects). B.S., Abilene Christian, 1963; M.S.,

San Jose State, 1974; Ph.D., Stanford, 1980.

John E. Suttle, Ed.D., Director, Graduate Studies, Professor of Education (curriculum, supervision). B.S., Texas, 1948; M.Ed., Colorado, 1952; Ed.D., Texas, 1960.

Robert A. Sylwester, D.Ed., Professor of Education (elementary science education, elementary curriculum). B.S., Concordia Teachers College, 1949; M.Ed., 1953, D.Ed., 1961, Oregon.

Calvin J. Zigler, D.Ed., Assistant Professor of Education (resident master's degree program). B.A., 1954, M.A., 1955, Denver; D.Ed., Oregon, 1972.

Special Education Faculty (Exceptional Learner)

Anita Archer, M.Ed., Instructor in Education. B.A., 1969, M.Ed., 1970, Washington.

Barbara D. Bateman, Ph.D., Professor of Education. B.S., Washington, 1954; M.A., San Francisco State, 1958; Ph.D., Illinois, 1962; J.D., Oregon, 1976.

Douglas Carnine, Ph.D., Coordinator, Exceptional Learner, Associate Professor of Education (culturally disadvantaged). B.S., Illinois, 1969; Ph.D., Utah, 1974.

Siegfried E. Engelmann, B.A., Professor of Education. B.A., Illinois, 1955.

V. Knute Espeseth, Ph.D., Associate Professor of Education. B.S., North Dakota State Teacher's, 1955; M.S., North Dakota, 1961; Ph.D., Wisconsin, 1965.

Fay B. Haisley, Ph.D., Associate Dean, Associate Professor of Education. B.A., Papua and New Guinea, 1970; M.Ed., 1971, Ph.D., 1973, Oregon.

George Sheperd, Ed.D., Professor of Education. B.S., 1955, M.A., 1958, Colorado State; Ed.D., Illinois, 1965.

Nonda P. Stone, D.Ed., Director, Field Experience Program, Senior Instructor in Education. B.S., Oregon College of Education, 1945; M.Ed., 1955, D.Ed., 1971, Oregon.

Ruth Waugh, Ph.D., Associate Professor of Education. B.S., Southern Oregon, 1957; M.S., 1963, Ph.D., 1972, Oregon.

Adjunct Faculty

R. Dean Dixon, M.S., Liaison Supervisor for Student Teachers (elementary education, supervision), B.S., Brigham Young, 1967; M.S., Oregon, 1971.

David G. Moursund, Ph.D., Professor of Computer Science (computers in education, numerical analysis). B.A., Oregon, 1958; M.S., 1960, Ph.D., 1963, Wisconsin.

Diane L. Reinhard, Ph.D., Assistant Dean, Assistant Professor of Education (research and evaluation methodology). B.S., 1965, M.S., 1969, Wisconsin, Milwaukee; Ph.D., Ohio State, 1972.

Virginia Schwartzrock, M.A., M.S., Adjunct Assistant Professor, Resident Teacher Program. B.A., Pepperdine, 1953; M.A., Southern California, 1964; M.S., Oregon, 1977.

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 also prepares reading specialists and offers programs leading to an educational media endorsement and an Oregon personnel service certificate with the school supervisor's endorsement.

The division seeks to produce graduates with the following qualifications:

- (1) broad liberal arts background
- (2) strong subject matter preparation
- (3) understanding of theories of human development and the learning process
- (4) proficiency in communication skills
- (5) skills in educational techniques
- (6) understanding of the professional obligations of a teacher
- (7) understanding of, and the skills to provide for, the needs of handicapped students
- (8) field experiences to insure classroom proficiency.

Degree programs at the baccalaureate, master's, and doctoral levels and programs leading to Basic and Standard certification are offered. The following degrees are available: Bachelor of Arts, Bachelor of Science, Bachelor of Education, Master of Arts, Master of Science, Master of Education, Doctor of Education, Doctor of Philosophy.

Divisional programs are accredited by the Oregon Teacher Standards and Practices Commission (TSPC) and by the National Council for Accreditation of Teacher Education (NCATE). Students should consult the College of Education's Office of Teacher Certification, Room 117, for information regarding specific programs and requirements

for initial and advanced certification. Certification areas are listed in the College of Education introductory section above.

Graduate study is offered in the area of curriculum and instruction with the following specialization options:

- Early Childhood Education
- Elementary Education
- Secondary Education
- Curriculum and Supervision
- Community Education
- Instructional Systems Technology
- Reading and Language Arts
- Gifted and Talented

Specific information regarding graduate study may be obtained from the college's Graduate Student Records Office, or from Dr. John E. Suttle, Director, Graduate Studies in Teacher Education.

Undergraduate and graduate courses in community education are offered through the Northwest Community Education Development Center, an affiliate of the division.

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.

Elementary Teacher Education Program

Students preparing to be elementary teachers typically complete a major in elementary education through the College of Education, Division of Teacher Education. They also take course work in several other University departments to complete requirements for both the baccalaureate degree and for teacher certification.

The elementary education program was revised in 1978-79 to include development of competencies related to mainstreaming of handicapped students. The new program, Training Elementary Educators for Mainstreaming (TEEM) has become a national model. The program is designed to provide the beginning elementary teacher with specific competencies in relation to the following abilities:

- Formulation of school goals and objectives.
- Selection and design of curriculum materials.
- Use of instructional strategies.
- Assessment of learning.
- Expertise in related subject areas.
- Background in foundation disciplines (history, philosophy, psychology of education).

Degrees Granted

Elementary education majors work toward either a Bachelor of Arts or a Bachelor of Science degree, depending on the academic concentration of study (36 hours) chosen in language and literature for the B.A., including second-year proficiency in a foreign language; in social sciences or combined science and mathematics for the B.S.

The College of Education also offers a Bachelor of Education degree with a 36-graded hour concentration in professional education. This option is most frequently selected by foreign students who are not seeking Oregon teacher certification. Students interested in the B.Ed. option should check with the college for specific program requirements, which include a 3.00 grade point average in the area of concentration.

Screening and Admission

Conditional admission to the elementary education program follows successful completion of a formal screening process, application for which normally is made during the student's sophomore year. A minimum 2.50 overall grade point average is a prerequisite. The process requires the prospective elementary education major to complete an application folder, undergo competence testing in reading, mathematics, language and composition, and be interviewed by faculty members.

Upon conditional admission to the program and successful completion of Professional Term I course work and Teaching Practicum I, the student will be granted full admission status.

The screening and application process encourages prospective teachers to examine carefully their decision to become an elementary teacher and to give them an opportunity to discuss with faculty their professional and academic goals and accomplishments.

Transfer students also must undergo the regular elementary education screening and admission process.

Application materials and admission information may be obtained from the Office of Field Experience Programs, Education Annex, 686-3530.

Program of Study

At the University of Oregon prospective elementary teachers complete a four-year program of study designed to satisfy those requirements needed to obtain a baccalaureate degree from the University and those needed to qualify

for certification as an elementary teacher in Oregon public schools.

Degree requirements for all University students are specified on page 18 of this catalog. Within this framework, the College of Education requires additional specific course sequences to satisfy its professional standards and to comply with state certification requirements. Required are 18 hours in each of the University's group requirement areas (arts and letters, social science, and science).

Some of the work required for elementary teacher certification also will satisfy certain basic University degree requirements. For example :

The three PE courses (PE 321, 322, 323) required for elementary teachers will count for three of the five PE courses required for the degree.

The work in United States history required for elementary teachers (at least one term) will count toward the group requirement for social science.

The work in teaching of health (HE 440) will satisfy the University basic requirement in health.

The work in mathematics (Math 121, 122, and 123) required for elementary teachers will count toward the group requirement for work in science.

The elementary education requirement for work in environmental science will count toward the group requirement in science when taken in the science department.

Grades of D in elementary education major course requirements are not acceptable toward completion of professional requirements for certification.

General Requirements

Following is the general course of study an elementary education major pursues over a four-year span to complete requirements for both a baccalaureate degree from the University and certification as an elementary teacher.

GENERAL DEGREE REQUIREMENTS	<i>Credit Hours</i>
<i>Arts and Letters (18 hours minimum)</i>	
(For the B.A., 36 hours in language and literature are required, plus second-year competency in a foreign language.)	
Wr 121 and Wr 122 or 123 (Composition)	6
Language Arts	9
(plus 4 hours of Methods, EIED 339 Language Arts, Children's Literature)	
<i>Social Sciences (18 hours minimum)</i>	
(36 hours in social science are required if the B.S. degree is based on social science.)	
United States History (or equivalent) ..	3
Additional hours in social science	15

Science/Mathematics (18 hours minimum)

(36 hours in science/mathematics are required if B.S. degree carries that emphasis.)

Mth 121, 122, 123 Math for Elementary School Teachers	9
Environmental Science	3
Additional hours in science	6

ALLIED PROFESSIONAL COURSES

Physical Education

PE 121-399 (2 courses)	2
PE 321 Games and Sports Skills	2
PE 322 Posture and Development Activities	2
PE 323 Rhythms and Dance	2

Art Education

Art 322 Art in the Elementary School ..	2
ArE 323 Methods and Curriculum in Elementary School Art	3

Music Education

Mus 321, 322 Music Fundamentals	4
MuE 383 Music Methods for Elementary School Teachers	3

Health Education

HE 440 Elementary School Health Education	3
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COLLEGE OF EDUCATION COURSES

Educational Psychology

EPsy 321 Human Development and Group Processes	3
EPsy 322 Learning and Assessment in Education	3

Educational Policy

EdPM 327 Social Foundations of Teaching or EdPM 445 Modern Philosophy of Education or EdPM 407 Anthropology and Education	3
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Curriculum and Instruction

<i>Pre-Practicum:</i>	
CI 409 Practicum September Experience or CI 409 Practicum Elementary School or CI 409 ESCAPE Practicum	3

Professional Term I

EIED 333 Math in Elementary School ..	3
EIED 335 Reading in Elementary School	3
EIED 337 Teaching Strategies I	3
EIED 409 Teaching Practicum I	6

Professional Term II

EIED 431 Teaching Reading Primary or EIED 432 Teaching Reading, Intermediate	3
EIED 339 Teaching Language Arts/Children's Literatures	4
EIED 340 Classroom Management	3
EIED 409 Elementary Practicum II	6

Additional Professional Courses

EIED 435 Educational Media	3
EIED 407 Primary or Intermediate Math or Direct Instruction Math	3
SpEd 462 Psychology of Exceptional Child	3
EIED 338 Teaching Strategies II	3
EIED 341 Elementary Curriculum in Natural and Social Sciences	8

Professional Term III

EIED 407 Seminar Student Teaching	1
EIED 415 Student Teaching	15
Students should check with advisers for elective options. They also are encouraged to request information regarding	

certification endorsements available in special education, reading, and educational media, which may be added to an elementary teaching certificate 18

Early Childhood Education Undergraduate Elective

The early childhood education undergraduate elective at the University of Oregon is designed to familiarize teachers with the needs and capabilities of the preschool and kindergarten age child and to prepare teachers to work with preprimary age children in a variety of settings. The program expands on the skills and knowledge of regular classroom teachers to prepare them to work with preschoolers, and also will prepare teachers to work with handicapped children in regular preschool settings.

The competency-based training program may be taken in conjunction with the TEEM program and is an 18-credit sequence that includes course work and practica. Courses cover the field of early childhood education, early childhood development, the young handicapped child, curriculum planning in early childhood, and parent and community influences in early childhood programs. Practicum training involves a two-course sequence, with an advance practicum that includes a student-teaching experience.

The elective exposes the teacher to the unique educational needs of preprimary age children, including those with handicaps, and the educational programs available at that level. Students completing the module will be better prepared for placement in kindergarten and primary classrooms and have basic training in preschool education.

The following courses, with 3 credit hours each, comprise the 18-hour early childhood education elective :

- CI 451 Early Childhood Education
- CI 507 The Young Handicapped Child
- CI 507 Infant and Child Development
- CI 507 Early Childhood Curriculum
- CI 407 (G) Parent and Community Influences in Early Childhood
- CI 509 Advanced Practicum in Early Childhood.

Students also take a CI 409 pre-practicum in an early childhood setting for 3 credit hours.

Normal Program Sequence for Elementary Education

Freshman and Sophomore Years

Meeting with adviser assigned through the Office of Elementary Education. Completion of courses of instruction to

meet general University requirements, and to expand personal knowledge and interests. Involvement in preprofessional field experience with children in school settings. Application for formal admission to the Elementary Teacher Education Program during the sophomore year (admission materials are available in the Office of Field Experience Programs, Education Annex).

Junior Year

Continuation of course work to meet general University requirements and student's choice of group concentration; specialization in professional education begins; completion of prestudent teaching practicum work in elementary schools and completion of associated course work.

Senior Year

Completion of course work to meet remaining University requirements; completion of requirements in professional education; one term of full-time student teaching in a public elementary school; certification packet secured from the Office of Teacher Certification, College of Education.

Job Placement

A personal file for placement purposes should be established with the Office of Career Planning and Placement, Susan Campbell Hall, at least one term prior to assignment to student teaching.

Recommendation for Certification

Upon satisfactory completion of degree and program requirements, the University will recommend to the Teacher Standards and Practices Commission issuance of an Oregon Basic Teaching Certificate, with the endorsement for general elementary teaching. The University also offers work leading to recommendation for Oregon Standard elementary certification with the Standard elementary endorsement.

Work taken toward Standard certification must be done as part of a planned program of advanced teacher education. The plan must be filed with the College of Education's Office of Teacher Certification prior to initiation of the required work. Forms for this purpose are available through the Office of Teacher Certification, Room 117.

Completion of work required for a master's degree does not satisfy requirements for the Standard teaching certificate unless the degree work also includes certification requirements.

Secondary Teacher Education Program

The preparation of secondary school teachers (teachers in public, middle, junior or senior high schools) is a joint venture of colleges, schools, and departments in the University community, affording students contact with a number of faculty who are highly qualified in both the content and processes that are important to prospective teachers.

Through the College of Arts and Sciences, students fulfill University general education requirements, complete subject matter requirements for endorsement, and may prepare themselves as teachers of science, mathematics, English, foreign language, speech, drama, or the social sciences.

Subject matter preparation for teachers of music, art, health, physical education, and journalism is completed through, respectively, the School of Music; the School of Architecture and Allied Arts; the College of Health, Physical Education, and Recreation; and the School of Journalism.

Professional education courses, concerned with theory and techniques of teaching, are taken mostly within the College of Education.

Approximately one-third of the undergraduate teacher education program is devoted to general education, one-third to work in the major (teaching) field, and one-third to professional education, including electives.

To progress through the program within the time frame of the four-year baccalaureate program, students should make their interest in secondary teacher preparation known as early in their University years as possible. The Office of Secondary Education, College of Education, should be consulted prior to beginning the junior year.

Some students enter secondary education only to discover they do not enjoy working with young people in a school setting. The course, Introduction to Teaching (SeEd 410) and its concurrent practicum (SeEd 409), taken at the beginning of the secondary program, acquaint students with the teaching profession and educational systems and help students assess their suitability for teaching careers.

Degrees

Undergraduate students preparing for secondary school teaching must major in, and complete a degree through, a University department or school (other

than the College of Education) that offers preparation in the teaching field or endorsement in which the student hopes to become a teacher. (Most professional education portions of the program will be completed in the College of Education.)

Degrees of Bachelor of Arts or Bachelor of Science may be earned, depending upon the specialty selected and electives chosen to meet University group requirements.

Information about master's and doctoral degrees with secondary education specialization will be found in the section on Graduate Study in Teacher Education that follows.

Advisers for Endorsement

In each University school or department offering a secondary teacher education endorsement program, the faculty member responsible for advising prospective teachers is known as the endorsement (formerly called norm) adviser. Students seeking to become secondary school teachers should consult the College of Education's Office of Secondary Education for information and referral to advisers.

Subject matter teaching endorsements offered through the College of Arts and Sciences include the following:

Drama (combined with another endorsement)

Foreign Language

Speech (combined with another endorsement)

Language Arts (English)

Social Studies

Language Arts and Social Studies

Mathematics

Science

Endorsements offered through the professional schools other than the College of Education include the following:

Art

Driver Education

Health Education

Physical Education

Music

Journalism (combined with another endorsement)

The endorsement for educational media is offered through the College of Education, as are the endorsements for teachers of the mildly or severely handicapped, reading, language arts/social studies, and teachers of the speech impaired.

Specific information about all certification and endorsement programs may be obtained from the Office of Teacher Certification in the College of Education.

Admission and Retention

Criteria for admission into the Secondary Education Teacher Preparation Program (SEP) are developed through cooperative agreement between the secondary education faculty and related professional school faculties.

Information for admitting students into the program is collected during the Block I experience (described under the Program of Study section) or during equivalent experience in the professional schools. All interested students are eligible to enroll in these initial courses. Completion with a grade of C or better is a prerequisite for admission to SEP.

An admissions team will determine the student's eligibility, based on a total student profile that includes evaluation of reading and writing ability and scholastic competence. Details are available from the Office of Secondary Education.

Program retention criteria include a grade of C or better in each SEP course; a minimum grade point average of 2.50 in teaching endorsement course work, and a minimum overall GPA of 2.50 and satisfactory performance within the public school environment during practica and student teaching.

Grades of D in the required professional education courses are not acceptable toward completion of certification requirements.

Decisions on petitions for waiver of specific program requirements on the basis of previous course work or experience are made through the Office of Teacher Certification. Transfer students should check with that office.

Program of Study

A secondary teacher education program includes required work in one or more teaching fields or endorsements (the subject matter to be taught), and work in professional education (how to teach). To qualify for a secondary teaching certificate, the prospective teacher must complete the University's requirements for both professional education and a teaching endorsement.

Information regarding specific subject matter requirements for a given teaching endorsement is available from the respective endorsement adviser, the Office of Secondary Education, or the Office of Teacher Certification.

Professional Education Requirements
Requirements for endorsements offered through the College of Arts and Sciences, plus the journalism and educational media endorsements are listed below.

	<i>Credit Hours</i>
Block 1:	
SeEd 409 ESCAPE: Exploring Teaching	2-3
SeEd 410 Introduction to Teaching	2-3
Block 2:	
SeEd 314 Teaching Strategies	3
SeEd 469 Reading and Writing	3
SeEd 409 ESCAPE: Strategies/Reading	2-3
Block 3:	
SeEd 417 Student Teaching	15
SeEd 407 Seminar in Secondary Student Teaching	1
Others:	
SeEd 436 Educational Media	2-3
SeEd 495 Methods in Subject Specialties*	3
EdPM 327, 441, 445, or 471	3
EPsy 321 Human Development and Group Process	3
EPsy 322 Learning and Assessment in Education	3
<i>Total Hours</i>	42-46

Note: Students will receive additional advising in Block 1. Screening for admission to program occurs during Block 1. Blocks 1, 2, and 3 are to be taken in sequence. Each block is comprised of course work and a related practicum experience. SeEd 436, SeEd 495, and EdPsy 321, 322 must be taken prior to Block 3.

* Journalism Methods is J 455; Media Methods is SeEd 421.

For students seeking a teaching endorsement in art, music, health, or physical education the professional education requirements are as follows:

<i>Endorsement/Courses</i>	<i>Credit Hours</i>
ART	
ArE 324 Introduction	3
SeEd 409 Practicum	3
SeEd 314 Teaching Strategies (special section)	3
SeEd 469 Reading and Writing (special section)	3
ArE 495G Media	3
ArE 326 Methods	4
ArE 409 Practicum	3
SeEd 417 Student Teaching	15
ArE 407 Student Teaching Seminar ..	1
EdPM 327, 441, 445, or 471 Educational Policy	3
EPsy 321, 322 Educational Psychology (3 credits each)	6
<i>Total Credit Hours</i>	47
MUSIC	
MuE 326 Orientation	3
MuE 409 Practicum	3
MuE 414 or MuE 413 Teaching Strategies	2-3
SeEd 469 Reading and Writing (special section)	3
SeEd 436 Media	2-3
MuE 411 or MuE 412 Methods	3
EIEd 415 and SeEd 417 Student Teaching	15-20
MuE 407 Student Teaching Seminar ..	N/C
EdPM 327, 441, 445 or 471 Educational Policy	3
EPsy 321, 322 Educational Psychology	6
<i>Total Credit Hours</i>	40-47

HEALTH	
HE 199 Introduction (includes 2 hrs. practicum)	3
Teaching Strategies (see CI 417 and included in other courses)	
SeEd 469 Reading and Writing (special section)	3
SeEd 436 Media	2-3
HE 441G Methods	4
HE 406 Methods	1
SeEd 417 Student Teaching	15
HE 407 Seminar	1
EdPM 327, 441, 445, or 471 Educational Policy	3
EdPsy 321, 322 Educational Psychology (3 credits each)	6
<i>Total Credit hours</i>	41-42
PHYSICAL EDUCATION	
Introduction	
PE 199 or PE 409 Practicum	3
Teaching Strategies	
SeEd 469 Reading and Writing (special section)	3
SeEd 436 Media	2-3
PE 342 Methods	3
PE 409 Practicum	2
SeEd 417 (secondary only) or EIEd 415 (elementary) and SeEd 417 (secondary) Student Teaching	15-20
PE 407 (secondary) or PE 407 (elementary) Seminar (K-12 take both)	1
EdPM 327, 441, 445, or 471 Educational Policy	3
EdPsy 321, 322 Educational Psychology (3 credits each)	6
<i>Total Credit Hours</i>	38-45

Program Sequence for Secondary Education

Normal progression through the undergraduate program is as follows:

Freshman Year

Work begun toward University general education requirements, and toward proposed major and teaching field.

Sophomore Year

Interest in secondary teacher education declared; consultation with Office of Secondary Education in College of Education and with appropriate subject matter adviser for proposed teaching endorsement; completion of Introduction to Teaching and first practicum, Exploring Teaching; completion of Application for Admission.

Junior Year

Completion of University general education requirements and concentration on major and subject-matter endorsement requirements; continue sequences of required work in professional education; completion of Introduction to Teaching practicum experience and application to program (if not taken in sophomore year).

Senior Year

Application to student teach registered with the Office of Field Experience

Programs, College of Education. Completion of degree, major, and teaching endorsement requirements; completion of professional education requirements, including one full term of full-time student teaching; final recommendation for certification secured from endorsement adviser and from College of Education; certification packet secured from the Office of Teacher Certification.

Standard Teaching Certificate

The University also offers a complete program of education leading toward the Standard Teaching Certificate for the secondary level, and standard teaching endorsements. Eligibility for University recommendation for the Standard Teaching Certificate and Standard endorsements requires successful completion of a planned program of advanced teacher education, which plan must be filed with the Office of Teacher Certification at the time the work is initiated.

Completion of work required for a master's degree does not satisfy requirements for either the Standard Teaching Certificate or endorsements unless the degree work also includes certificate and endorsement requirements.

Program planning forms and information relating to the University's Standard Teacher Education Program are available from the Office of Teacher Certification.

Endorsement Programs

Recent court decisions and legislative action have focused attention on the needs of exceptional children, especially those characterized as handicapped. Public schools have responded by integrating exceptional children into the regular classroom whenever possible, a process termed "mainstreaming." The College of Education offers course work and certain endorsement programs that enable teachers to gain special skills to help their work with handicapped students in special or "mainstreamed" classrooms.

Reading Endorsement

Preparation as a reading specialist leads to qualification for the reading endorsement on an elementary teaching certificate. Work toward a secondary certificate with the reading endorsement must also include work toward a full endorsement in a second subject area. A reading specialist works with individual students to diagnose and treat reading

problems, advises classroom teachers who teach reading, and works with the school staff to design and improve reading programs.

The Basic endorsement program requires 26 to 33 credit hours of preparation and includes practicum work, some of which also is included in the elementary teacher preparation program. Students interested in the reading specialist program should consult the Office of Teacher Certification.

Educational Media Endorsement

The Division of Teacher Education offers courses leading to endorsement in educational media at the Basic and Standard levels. This program reflects the expanding and changing role of the certificated teacher who accepts a position as media specialist, librarian, or audiovisual professional in an elementary or secondary school.

Courses develop competence in five areas: design and production of educational media, selection and use of educational media, organization of educational media, administration of educational media, and information services.

Work required for the educational media endorsement may be taken as the teaching endorsement portion of an undergraduate preparation program for secondary teaching certification, or added to an elementary or secondary teaching certificate. For specific information, consult the Office of Teacher Certification.

Personnel Service Certificate with Supervisor's Endorsement

The Division of Teacher Education also offers a program leading to Oregon Basic or Standard certification as a personnel service specialist with the school supervisor's endorsement. The University's program to prepare students for the supervisor's endorsement meets certification requirements specified by the Oregon Teacher Standards and Practices Commission. Interested students should consult the adviser for the program in the Division of Teacher Education, John Suttle, and the Office of Teacher Certification in the College of Education for specific information relating to program requirements.

Special Education Endorsement

Special provisions in Oregon certification regulations make it possible for undergraduate students to combine

work for a baccalaureate degree in speech pathology and audiology with a secondary teacher certification program, utilizing as the teaching specialty the work for the endorsement as a teacher of the speech impaired. This is the only special education endorsement available to undergraduate students under current Oregon certification rules.

For specific information regarding the College of Education's program for the speech impaired endorsement and the degree program, students should refer to the Division of Special Education and Rehabilitation section of this catalog.

Special education endorsement programs are available. The handicapped learner (HL) endorsement, qualifying one to work with mildly handicapped students, must be added to a Basic or Standard elementary or secondary teaching certificate, and involves postbaccalaureate work. However, by careful planning, it is possible for students in the undergraduate elementary or secondary teacher education program to take some of the work required for this endorsement while completing their undergraduate programs. Teacher education students are encouraged to elect such course work to enhance their ability to work with handicapped students who are in regular classrooms.

Information regarding applicable course work and the endorsement programs for teachers of the severely handicapped may be found in the Division of Special Education and Rehabilitation section that follows. (See also information, page 249 Graduate Study in Special Education [Exceptional Learner].)

Graduate Study in Teacher Education

Graduate work in the Division of Teacher Education is offered for the preparation of teachers, supervisors, and other educational specialists, including programs leading to the Master of Arts, Master of Science, Master of Education, Doctor of Philosophy, and Doctor of Education degrees. See also section on Graduate Study in Special Education (Exceptional Learner) following this section.

Areas of emphasis at the master's degree level are offered in early childhood education, elementary education, secondary education, curriculum and supervision, community education, in-

structional systems technology, reading and language arts, and gifted and talented.

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 also are administered through the division. Persons wanting specific information concerning these degrees are directed to the art education department of the School of Architecture and Allied Arts, or the music education department of the School of Music.

By careful planning, it is possible to complete a program of graduate study which meets requirements for Oregon standard teacher certification and also the 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 toward advanced certification should consult the Office of Teacher Certification for information.

Master's Degree Specializations

Early Childhood Education

The division offers the following programs in early childhood education: (1) area of elective concentration for elementary teacher certification; (2) master's degree in curriculum and instruction with emphasis on early childhood education; (3) doctoral degree in curriculum and instruction with specialization in the development and training of the child from birth through the primary school years.

Graduate programs are individually planned with an area adviser to meet the professional goals of the student and the requirements of the College of Education and the Graduate School. Potential interdisciplinary studies include those courses in the college and across campus which focus on early development and the learning environment.

Early childhood education incorporates theory, practice, and research which span the ages from birth to eight years. Courses and seminars cover the relationship of affective and cognitive learning, physical and intellectual development, acculturation and socialization, school and home environments, and curricula for nursery and primary schools.

Elementary Education

The division offers programs of advanced study leading to Standard elementary teacher certification and/or advanced degrees in curriculum and instruction with a specialty in elementary education.

The graduate programs in the field of elementary education are designed to provide continued study opportunities for professional personnel in the field and, with the cooperation of other divisions of the University, to prepare master elementary school teachers, supervisors, college teachers in the field of elementary education, and other specialists with responsibilities for the education of elementary-age children.

Secondary Education

The division offers programs of advanced study leading to Oregon Standard secondary teaching certification and/or advanced degrees in curriculum and instruction with a specialty in secondary education. 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. Students are encouraged to pursue a course of study in addition to that offered through the Division of Teacher Education as appropriate to their individual needs. It is anticipated that students entering this program will be experienced teachers seeking to develop advanced skills as classroom teachers and/or develop special skills and knowledge appropriate to a redefined professional role. Students completing the secondary master's degree program may be qualified for such positions as curriculum specialist or department or area chairman or coordinator.

Curriculum and Supervision

The master's degree program with a specialty in curriculum and supervision 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 which leads to an Oregon Personnel Service Certificate with the School Supervisor's endorsement. Programs of study emphasize theory, research, and skill development. Observation and field experiences are available in the public schools.

Community Education

The need for professional leadership in the rapidly growing field of community education has prompted the development of a specialty which meets the needs of new and experienced community school personnel. The program of study consists of academic and practicum experiences specifically designed to provide students with the necessary skills to assume entry-level and management placements within community schools. Community education course work will be integrated with other academic programs to comprise a master's degree program in curriculum and instruction with emphasis in community education.

Instructional Technology

A master's degree program with an emphasis in instructional technology is offered by the division. Interested students have the option of following a generalist or a specialist program in (1) instructional design; (2) instructional product and systems evaluation; (3) instructional product development; (4) instructional research, development, dissemination, and management.

Reading and Language Arts

The division offers a master's degree program with a specialty in reading and language arts. Graduate reading and language arts courses in elementary and secondary reading instruction and in diagnosis and correction of reading disabilities are offered. The program of studies prepares (1) reading and language arts consultants and supervisors at the elementary and secondary levels; (2) specialization in reading/language arts for elementary or secondary teachers; and (3) specialists in the diagnosis and correction of extreme learning problems in reading.

Gifted and Talented

The College of Education offers a graduate program leading to a master's degree with emphasis on the gifted and talented child. The program is designed for students who wish to strengthen their knowledge of the learner characteristics and needs, and measurement and evaluation techniques for gifted and talented children. It is also intended to improve performance in the implementation of curricula and programs for gifted and talented children. The program will seek to advance knowledge of giftedness to program participants and to stress multiple criteria approaches to identification of these children.

Students who want to enroll in the program have the option of completing

their degrees in the areas of curriculum and instruction, special education, or educational psychology by completing core requirements for the gifted and talented specialization and also meeting departmental requirements in their chosen area.

Resident Teacher Master's Degree

The Resident Teacher Program combines graduate study with a year of full-time teaching in a public school under the direction of jointly appointed school district and College of Education faculty. Successful completion results in awarding of a master's degree through the College of Education (but not automatically Standard certification). The program provides opportunity to relate educational theory and classroom practice and develop personal teaching skills through cooperative planning and supervision in an on-the-job field setting.

Program participants are placed in elementary or secondary schools in one of the cooperating school districts which include Eugene, Fern Ridge, Roseburg, Springfield, Crow-Applegate, Junction City, Hillsboro, and Gresham.

Time Commitment

Program participants spend an initial term of study consisting of a six-credit, three- or four-week seminar-workshop on campus prior to the public school year. During the school year, resident teachers participate in additional required seminars and workshops conducted in the local setting and carrying credit toward the degree. The final period of study is an on-campus term.

Clinical professors on joint appointment between the district and the college coordinate the program in each area, provide graduate instruction, and assist cooperating school district personnel in supervising program participants.

Program Advantages

The resident teacher has a contract with the school district and receives two-thirds of the district's base salary while combining graduate study with actual classroom experience.

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 beginning of the school year; (3) appropriate subject matter and professional education background; (4) a high degree of

commitment to teaching as a professional career as determined by references, conference, and interview.

Field-Centered Courses

A three- or four-week seminar workshop is held 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 classes.

CI 507. Communication Skills: Teachers and Learners.

CI 507. Diagnosis and Design for Instruction.

CI 508. Scope and Sequence of Instruction.

CI 507. Teaching-Learning Environment.

CI 509. Classroom Observation Procedures.

CI 507. Synthesis of Teaching Strategies.

CI 509. Analysis of Instruction.

CI 522. Secondary School Curriculum (secondary resident teachers).

CI 553. Elementary Curriculum (elementary resident teachers).

CI 509. Evaluation of Instruction.

CI 567. Curriculum Materials.

Responsibilities

Resident teachers pay graduate tuition each term, maintain graduate-level academic standards, and fulfill contractual agreements with a school district.

Application

Persons interested should request an application for the Resident Teacher Program from the Office of Field Experience Programs, Education Annex, College of Education, University of Oregon, Eugene, Oregon 97403.

General Information: Master's Degree Programs

For the master's degree, a planned program having a minimum of 45 credit hours (based on term credits) including a field study or thesis is required, or 48 credit hours without a field study or thesis.

All work applicable to a program of studies must be concluded within seven years. Thirty credit hours must be in education. Not more than 12 credit hours of Education 508 (Workshop) are acceptable toward a degree program.

Application

Students interested in one of the master's degree programs can obtain specific information by sending their request, plus a completed Application to Graduate Admission to the Graduate Student Records Office, College of Education, Room 112, University of Oregon, Eugene, Oregon 97403 (503) 686-3527.

Note: A special form, Request for Permission to Reregister in the Graduate School, must be used in place of the Application for Graduate Admission by students who previously have been admitted to the Graduate School at the University of Oregon.

Obtaining Information

To be considered for admission, a prospective student's file, including the application, personnel record, transcripts, and recommendations, must be completed according to the following schedule: summer session admission by June 1, fall term admission by August 1, winter term admission by December 1, spring term admission by March 1.

Subsequent to each of the filing deadlines, all applicants will be evaluated by the area faculty. Each student will receive divisional notification of action.

See the section in this catalog on University Graduate Study for general University admission requirements for advanced degree work.

Doctoral Degree Programs

The Division of Teacher Education offers two doctoral degrees in curriculum and instruction.

Both degrees require the student to complete the equivalent of at least three years (normally 135 to 155 credit hours) of full-time study beyond the baccalaureate degree. A minimum of three consecutive terms must be spent on the University of Oregon campus. Frequently, the student's planned academic and research program is such that a longer consecutive period of on-campus residence is advised.

Doctor of Education

The Doctor of Education (D.Ed.) degree is granted in recognition of mastery of theory, practice, and research in professional education. It culminates in a dissertation that should make a significant contribution to professional knowledge, or that should show that the student can effectively interpret and disseminate knowledge already available. The dissertation may take the form of the development and evaluation of a major curricular work (text, guide, film, book, etc.) that results from the student's studies and research.

The Doctor of Education degree in curriculum and instruction is best suited to those who want to work primarily at the practitioner's level in professional education: with classroom

teachers, as curriculum consultants and supervisors at the district and state levels, or as college and university teachers with primary emphasis on practical teaching concerns such as teaching methods courses and supervising student teachers.

Doctor of Philosophy

The Doctor of Philosophy (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 should demonstrate original scholarship and an ability to advance professional knowledge significantly through the use of research tools.

The Doctor of Philosophy degree in curriculum and instruction is best suited to those who wish to work primarily at the research and development levels in professional education: planning and supervising research at the university and laboratory levels, teaching advanced and theoretical courses in curriculum and instruction, or administering programs that are research oriented.

Admission and Selection of Candidates

Information regarding application procedures and admission requirements is available from the Graduate Student Records Office, Room 112, College of Education.

The number of persons admitted to study in doctoral programs is limited. Factors considered in selecting those admitted include personal qualifications, academic background and scholarship, experience, purpose, and placement probability.

Applications normally are considered by an Admissions Committee during the winter term of each year. It is the applicant's responsibility to see that his or her file is complete and ready for review by February 15. Consult the Graduate Student Records Office (503-686-3527) for information concerning the status of an admissions file.

The Admissions Committee also will consider applications during fall and spring terms, but only if the applicant provides evidence of exceptional circumstances that warrant such consideration. Consult the Graduate Student Records Office for application deadlines in these terms.

Financial Assistance

An applicant for a graduate assistantship should request the appropriate forms from the Graduate Student Records Office, College of Education. The number of such assistantships is limited, and it is usually late spring

before the number available is known.

Applicants interested in applying for fellowship awards offered by the University should request information and application forms from the Graduate School of the University. Information regarding state scholarships covering tuition and fees and application forms are available from the Committee on Scholarships and Grants in Aid. Loan applications are made through the director of Financial Aids.

Planning the Degree Program

Additional information regarding doctoral study, including assignment of adviser, program planning, research requirements, transfer credits, residency requirements, comprehensive examinations, and dissertation committee can be obtained from the College of Education Graduate Student Records Office and the University Graduate School.

Graduate Study In Special Education (Exceptional Learner)

The Division of Teacher Education includes special education programs emphasizing mildly handicapped pupils and gifted and talented pupils. Students interested in working with severely handicapped learners, early childhood (special education), or adult services should consult the Division of Special Education and Rehabilitation.

The Exceptional Learner Area focuses on general special education and prepares graduates for work with mildly handicapped or gifted and talented populations. Both master's and doctoral degrees are offered, as well as Basic and Standard levels of the Handicapped Learner Endorsement. Once admitted to one program in the area, students may transfer easily to others.

Note: Elementary education majors may include 18 hours of electives in their program. One of the elective options includes course work leading to the Handicapped Learner Endorsement. Elective options for psychology majors include course work leading to the Severely Handicapped Learner Endorsement.

Endorsement Programs

Undergraduates wanting to apply to the Handicapped Learner Endorsement Program should consult the coordinator of the program to obtain necessary application forms.

Graduate students interested in an endorsement program should identify the program (HL) and level (Basic or Standard) of endorsement on the division's *Application for Admission*.

Transition to Standard Handicapped Learner Endorsement

The former Basic endorsement programs for teachers of the mentally retarded, physically handicapped, and extreme learning problems are no longer offered.

Studies leading to completion of the Standard endorsements in mental retardation, physically handicapped, and extreme learning problems will continue to be offered. Conversion of one of the former categorical Standard endorsements to the new handicapped learner endorsement may be accomplished by completion of four courses:

Behavior Management of Exceptional Children (SpEd 485).

Design of Instruction for Exceptional Children (SpEd 486).

Diagnosis of Basic Skills (SpEd 465).
Communication and Counseling
Exceptional Children (SpEd 407).

Handicapped Learner Endorsement Program

The Handicapped Learner Endorsement Program prepares teachers to work with the mildly handicapped child in a variety of classroom settings: the regular class, the self-contained special education class, and the special education resource room. The program expands on the skills and knowledge of regular classroom teachers to prepare them for systematic instruction of the handicapped.

The endorsement program is built around a two- or three-term sequence of practica beginning with a tutorial practicum and progressing to total organization of a classroom.

Three preparatory methods classes are taken prior to the practica, or concurrently. These courses introduce the students to systematic instruction in mathematics, reading, and language arts, including 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 concerning exceptional children and their role in the school, family, and community. The Basic Handicapped Learner endorsement consists of 33 credit hours.

Basic Endorsement

To be eligible for the Oregon Basic Handicapped Learner endorsement, the student must hold, or be eligible to hold, an Oregon basic elementary or secondary teaching certificate and have demonstrated competence, or complete 33 term hours of credit designed to develop competence, in the following areas:

<i>Requirements</i>	<i>Credits Hours</i>
SpEd 480G Reading Instruction for the Handicapped	3
SpEd 481G Language Arts Instruction for the Handicapped	3
SpEd 482G Math Instruction for the Handicapped	3
	9
SpEd 409G Practicum I—Individual	4
SpEd 409G Practicum II—Small Group	3
SpEd 526 Final Supervised Field Experience	5
	12
SpEd 462G Psychology of Exceptional Child	3
SpEd 485G Behavior Management	4
SpEd 407G Communication & Counseling Exceptional Child	3
SpEd 407G Career Education for the Handicapped	2
	12

Standard Endorsement

To obtain the Standard Handicapped Learner endorsement, the student is required to complete the requirements for the Basic endorsement outlined above. In addition, the student must complete the following course work and practicum hours:

SpEd 580 Role of the Resource Consultant I	3
SpEd 509 Practicum : Resource Consultant II	3
SpEd Approved Electives	15
	21

Applicants to the Handicapped Learner Endorsement Program must meet the general University requirements for graduate admission described on page 345. Applicants currently without formal status at the University (undergraduate, premaster's, master's, or postmaster's) must submit a completed copy of the Application for Graduate Admission and the application to the Handicapped Learner Program, available from the Graduate Student Records Office, College of Education. Applicants who expect to teach in Oregon must obtain an Oregon teaching certificate. The handicapped learner endorsement is attached to this teaching certificate.

Resource Consultant Program

The goal of the Resource Consultant Program is to train graduate-level students to move beyond their basic

training in skills for implementing programs for handicapped students to developing skills in the consulting and negotiating process so that they may become facilitators and resource personnel for both regular and special school personnel.

The program includes a three-course sequence designed to (1) identify the role of the resource consultant; (2) discuss the competencies needed by resource consultants; (3) examine various types of models for support services to schools and classes; (4) develop program modules and media packages to be used with parents, school personnel, preservice and inservice courses; and (5) provide practicum experiences in a supervised setting for students to practice skills of personnel preparation and inservice training with teachers at the regional, state, and national levels.

Students in the Resource Consultant Program are prepared for divergent roles, based on individual preparation and expertise. The program develops skills in diagnosis, instruction, program evaluation, management, inservice training, interpersonal communication, and resource services.

All students entering the sequence should have had, or should take concurrently, courses related to (1) diagnosis and prescription in the basic skills of reading, math, and language; (2) behavior management techniques; (3) psychology of the exceptional child; and (4) historical and legal basis of special education (or equivalent).

The courses in the Resource Consultant sequence are:

<i>Requirements</i>	<i>Credit Hours</i>
SpEd 580 Role of Resource Consultant I	3
SpEd 581 Role of Resource Consultant II	3
SpEd 509 Practicum : Role of Resource Consultant III	3

Master's Degree Program

The master's degree requirements and procedures are the same as those described for other divisions within the College of Education. Applicants should also complete the division's *Application for Admission* indicating the specific area and program to which they are applying. Applicants will be reviewed by more than one area if they indicate an interest. For specifics and admission forms, check with the Graduate Student Records Office, College of Education, Room 112.

General Master's Degree in Exception Learner (Gen/EL)

Students entering the general master's

degree program in the Exceptional Learner Area 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 drawn up in consultation with the student's adviser. Possible areas of emphasis include advocacy and legal issues related to the handicapped; DISTAR language, mathematics, and corrective reading program; instructional design for the mildly handicapped; behavior disorders; and learning disabilities.

All master's degree candidates in the Exceptional Learner Area 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 comprehensive examination.

Specialization in Gifted and Talented

The Exceptional Learner Area offers a graduate program leading to a master's degree with emphasis on the gifted and talented child. The program is designed for students who want to strengthen their knowledge of the learner characteristics, needs, and measurement and evaluation techniques for gifted and talented children and to improve their performance in the implementation of curriculum and programs for gifted and talented pupils.

The program has three components: 19 credit hours of required courses in psychology and education of gifted and talented, practicum, and research; requirements specified by the Exceptional Learner Area; and elective courses in related areas of study

Specialization in Law and Advocacy

This specialization is available to students in the Exceptional Learner Area. It is strongly recommended in combination with the Resource Consultant program, the supervisory norm, and work in education administration. Available courses treat law and special education, advocacy, teacher rights, student rights, law and schools, legal research, and advocacy field experiences.

Doctoral Program

The objective of the doctoral program is the preparation of leadership personnel for college or university teaching and research in special education; administration of state or local

programs for exceptional learners ; or field work with exceptional populations. The majority of program offerings develop skills and competencies applicable to children of elementary age.

The doctoral program in the Exceptional Learner Area emphasizes the development of expertise in service (direct service delivery to a selected clientele), training (dissemination of knowledge and skills), and research. Demonstration of expertise in these areas is more important than completion of specific courses. Study in the following areas is required or highly recommended:

(1) Instructional and management procedures appropriate for handicapped populations

(2) Assessment and longitudinal studies of exceptional learners

(3) Service delivery systems

(4) Legal issues and the handicapped

(5) Grant-writing skills

Students complete an issues-oriented proseminar and identify a major or primary area of study. A program advisory committee is appointed for each doctoral student to assist in program planning and monitoring of progress toward completing the degree. Three years of study beyond the master's degree is normally required to complete the degree requirements.

Admission

Although each area of the college is responsible for selecting candidates for its doctoral course of study, substantial similarity exists across areas in terms of the criteria and procedures used in the admissions process. With minor variations, doctoral admission criteria are the following:

(1) The applicant's 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 or Graduate Records Examinations or both

(5) Evidence of writing ability

(6) Statement of professional goals

The dates and general admissions 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 students admitted yearly varies as resources are available. Students interested in more than one area program should so indicate on their

application, and their file will be reviewed by all relevant committees.

All forms for admission are available from the Graduate Student Records Office, College of Education. All doctoral students are admitted on a conditional basis.

To be considered for conditional admission, a prospective student's dossier must be completed and on file with the Graduate Student Records Office. It is the student's responsibility to ensure that the dossier is complete. Applications will be reviewed four times annually : February 15 ; May 1 ; July 15 ; and October 15.

Courses Offered in Curriculum and Instruction

Undergraduate General Courses

CI 199. Special Studies. 1-3 credit hours. Special Study Skills. Independent study and field work. Student and instructor determine specific purpose, content, and requirements to meet individual needs. Consent of instructor is required. Sparks.

CI 200. SEARCH. 1-3 credit hours.

CI 400. SEARCH. 1-3 credit hours.

CI 405. Reading and Conference. Credit hours to be arranged.

CI 407. Seminar: ESCAPE. The following special ESCAPE (Every Student Caring About Personalized Education) seminars are offered with credits as noted. Other topics and credit hours may be arranged with staff members.

ESCAPE: Independent Study. 1-5 credit hours.

ESCAPE: Leadership Training. 4 credit hours.

ESCAPE: Volunteer Training. 1 credit hour.

CI 409. Practicum. The following practicum topics have been arranged with credit hours as noted. Other topics and credits may be arranged to suit individual needs. All practicum work is graded Pass/No-Pass only.

ESCAPE: Public Schools. 1-9 credit hours. Course credit for volunteer work with students in the public schools. Requires field project, regular attendance at practicum site, and periodic conferences with assigned ESCAPE supervisor. Placements available in traditional and alternative elementary and secondary schools. Credit for more than 5 hours must be approved by instructor. ESCAPE seminar must be taken concurrently. Pass/No-pass.

ESCAPE: Middle Schools. 1-5 credit hours. Course credit for volunteer work with students in middle schools. Opportunity to explore middle school curriculum. Requires a field project, periodic conferences with ESCAPE supervisor, and concurrent enrollment in ESCAPE seminar. Pass/No-pass.

Pre-Student Teaching. Credit hours to be arranged.

Public School. Credit hours to be arranged.

September Experience. 2-3 credit hours. Practicum for elementary or secondary pre-service teachers involving placement in public school prior to beginning of University term.

Elementary Teaching: Basic Certification

The following professional courses include those in teacher education currently required for University of Oregon recommendation for elementary teacher education basic certification. See page 243 for a summary of complete program requirements.

E1Ed 333. Teaching Mathematics in the Elementary School. 3 credit hours. Mathematical concepts and their relationship to the basic context of elementary school mathematics programs. Critical analysis of commercially prepared curricular materials. Skill and experience with techniques and procedures representative of teaching in elementary school mathematics. Concurrent practicum required.

E1Ed 335. Teaching Reading in the Elementary School. 3 credit hours. An introductory course concerned with the nature of the reading process. Theory and practice in word recognition, comprehension, assessment, teaching strategies, instructional materials, and program implementation. Concurrent practicum required.

E1Ed 337. Elementary Teaching Strategies I. 3 credit hours. Introduction to teaching ; includes lesson planning, student evaluation, record keeping, and the role of the teacher. Taken concurrently with E1Ed 333 Mathematics, E1Ed 335 Reading, E1Ed 409 Elementary Teaching Practicum I. Prerequisite : Admission to the program.

E1Ed 338. Elementary Teaching Strategies II. 3 credit hours. Advanced strategies a teacher-trainee needs to plan, implement, and evaluate a unit or block of classroom instruction. Taken concurrently with E1Ed 341. Prerequisite : Professional Term I, with Term II strongly recommended.

E1Ed 339. Teaching Language Arts/Children's Literature in the Elementary School. 4 credit hours. Prepares teacher-trainees to teach the language arts to all elementary children, including those with special needs. Taken concurrently with 6 hours of Elementary Teaching Practicum II. Prerequisite : Professional Term I.

E1Ed 340. Classroom Management. 3 credit hours. Provides a structure in which elementary student teachers will consider options for efficient classroom management, the implementation of reinforcement techniques ; and the identification of professional responsibilities of the student teacher in instruction. Taken concurrently with Term II. Prerequisite : Professional Term I.

E1Ed 341. Elementary Curriculum in the Natural and Social Sciences. 8 credit hours. Introduction to curriculum development focusing on current elementary school natural and social science curricular issues and programs. Combines a wide variety of individual and group classroom and experiential activities. Prerequisites : Admission to the program, Professional Term I, and preferably Professional Term II.

E1Ed 407. Seminar. The following seminar topics are offered with credits as noted. Other

topics and credit hours may be arranged with staff members.

Student Teaching: Elementary 1 credit hour. Taken in conjunction with student teaching.

Teaching Mathematics in the Primary Grades. 3 credit hours. Prerequisites: EIED 333 Teaching Mathematics in the Elementary School.

Teaching Mathematics in the Intermediate Grades. 3 credit hours. Prerequisite: EIED 333 Teaching Mathematics in the Elementary School.

EIED 409. Teaching Practicum I and II. 6 credit hours each. Designed to provide a field-based setting where students will have the opportunity to demonstrate competence in the practicum-related aspects of methods course work. Students spend 3½-4 hours daily in a public school setting where supervision is provided by faculty members who teach the concurrent methods courses. Students analyze role of the teacher; study the organization of resources, scheduling of time, materials, behavior and learning activities; observe and interact with children, parents, the community, and the school professional and para-professional staff; and systematically examine those factors contributing to the total classroom environment.

The practicum experiences are based on a cooperative relationship between the University, the student, and the public school. The student acts as an instructional aide whose primary objective is to assist the program to enhance the learning situation for children. The school provides preservice teachers with practical first-hand knowledge of the organization, structure, and operation of a public school.

Application for Teaching Practicum I should occur immediately following completion of screening and receipt of notification of conditional admission to the program. Graded Pass/No-Pass only.

Please Note: Each student will complete both a primary- and an intermediate-level practicum. During interview students will be asked to indicate their preference for primary or intermediate teaching as their final goal. If your final goal is primary teaching, for example, you should choose an Intermediate level for Practicum I. This will then make it possible to coordinate your specialized primary reading course work with Teaching Practicum II. The reverse is true if you are interested in intermediate teaching.

EIED 415. Student Teaching: Elementary Grades K-9. 5-15 credit hours. Opportunity to combine knowledge and theory with classroom techniques and procedures under direction of a cooperating teacher and the University supervisor. Must be taken concurrently with EIED 407 seminar in student teaching. Prerequisite: Completion of all certification requirements.

EIED 431. Teaching Reading in the Primary Grades. (G) 3 credit hours. Analysis of various approaches to teaching beginning reading: language-linguistic programs, basal reader systems, linguistic-phonetic programs, programmed reading, and classification of reading systems. Prerequisites: EIED 335 and concurrent practicum for elementary education majors.

EIED 432. Teaching Reading in the Intermediate Grades. (G) 3 credit hours. Further understanding of reading at the intermediate grade level; expands knowledge and abilities in the areas of word recognition, comprehension, reading, in the content areas,

recreational and self-guided reading, instructional materials, diagnosis, program implementation, and classroom organization. Prerequisite: EIED 335 and concurrent practicum.

Secondary Teaching: Basic Certification

Note: Courses listed here are those currently required for the basic professional component of secondary teacher education offered through the area of curriculum and instruction. Certain equivalent courses are offered through other professional schools for students pursuing Basic certification in subject fields taught in those schools.

For specific information, contact the Office of Secondary Education, College of Education.

SeEd 314. Teaching Strategies. 3 credit hours. Required course focusing on strategies of lecture, discussion, inquiry, and experiential learning to help prospective or experienced teachers increase teaching skills repertoire. Taken concurrently with SeEd 469 and SeEd 409 ESCAPE Practicum: Strategies and Reading. Prerequisites: Introduction to Teaching and Practicum: Exploring Teaching; admission to Secondary Education program. A special concurrent section is offered for students in art, music, physical education, and health. Gall, Acheson.

SeEd 407. Seminar. The following seminar topic is offered with credit as noted. Other topics and credit hours may be arranged with staff members.

Secondary Student Teaching. 1 credit hour.

SeEd 409. Practicum. The following practicum topics have been arranged with credit hours as noted. Other topics and credits may be arranged to suit individual needs. All practicum work is graded Pass/No-pass.

ESCAPE: Exploring Teaching. 2-3 credit hours. Precedes admission to Secondary Teacher Education Program. Focuses on developing working understanding of responsibilities and skills inherent in public school teaching. Involves defined 3-credit-hour work commitment at junior, middle, or high school within student's proposed teaching field (subject endorsement). Taken concurrently with SeEd 410 Introduction to Teaching.

ESCAPE: Strategies and Reading. 2-3 credit hours. Opportunity to pursue particular interests or subject matter in cooperation with practicing teachers who share interests. Emphasizes specialized strategies, leadership skills, subject matter concentrations, special instructional environments, multicultural settings. Taken concurrently with SeEd 314 and SeEd 469. Prerequisites: Introduction to Teaching and Exploring Teaching; admission to secondary education program.

SeEd 410. Introduction to Teaching. 2-3 credit hours. Explores teaching as a prospective career; precedes undergraduate admission to Secondary Teacher Education Program for arts and sciences majors. Investigates such areas as self selection, educational systems, professional roles, populations, and survival skills. Taken concurrently with SeEd 409 ESCAPE Practicum, Exploring Teaching Hesse, Pataniczek, Arends.

SeEd 415 & SeEd 417. Student Teaching, Educational Media. 5-15 credit hours. Field experience course required of students seeking College of Education recommendation for certification as an education media specialist (K-12) but not seeking certification in another endorsement area. Combines knowledge and theory with techniques and procedures under supervision of cooperating media specialist and University supervisor. Taken concurrently with student teaching seminar. Prerequisite: Clearance for student teaching. Pass/No-pass only.

SeEd 417. Student Teaching, Secondary. 5-15 Credit hours. Final stage of an integrated program of campus and field-based experiences leading to entry-level competence as classroom teacher. Cooperating teacher and University supervisor combine knowledge and theory with classroom techniques and procedures. Taken concurrently with a student teaching seminar. Prerequisite: Clearance for student teaching. Pass/No-pass only.

SeEd 436. Secondary Educational Media. (G) 2-3 credit hours. Design and production laboratory for study of making nonprint educational materials for secondary teaching. Includes attention to audio-recording, videotape recording, using heat process material, overhead transparencies, photographic slides, and visual displays.

SeEd 469. Teaching Reading and Writing in the Secondary School. (G) 3 credit hours. Intended for prospective and practicing teachers in grades 7-12. Introductory course concerned with nature of reading process and its relationship to writing at the secondary level. Taken concurrently with SeEd 314 and SeEd 409 ESCAPE practicum, Strategies and Reading. Prerequisites: SeEd 410; SeEd 409 ESCAPE practicum, Exploring Teaching; admission to Secondary Education Program. (A special nonconcurrent section is offered for students in art, music, physical education, and health.) Bullock.

SeEd 495. Special Secondary Methods. 3 credit hours. Offered in the following teaching areas:

Mathematics	German
Speech and Theater	French
Social Studies	Spanish
English (Language Arts)	Science

Successful completion of the appropriate methods course is a prerequisite for student teaching in respective subject area. Methods courses include attention to goals, objectives, learning activities, and assessment of learning appropriate to the subject matter.

Note: Other special methods courses are offered within respective departments; i.e., art education, health, journalism, music, physical education.

Upper-Division Courses Carrying Graduate Credit

CI 405. Reading and Conference. (G) Credit hours to be arranged.

CI 407. Seminar. (G) The following seminar topics may be scheduled with credits as noted or arranged to fit individual requirements.

Instructional Design. 3 credit hours. Acheson.

The Metric System of Measurement: Its Theory and Research. 3 credit hours.

Problems and Issues in Community Education. 3 credit hours. Prerequisite: CI 491, or consent of instructor. Santellanes.

Interpersonal Communication. 3 credit hours. Consent of instructor required. Harris.

Interpersonal Influence. 3 credit hours. Prerequisite: Seminar on interpersonal communication, or consent of instructor. Limited enrollment. Harris.

Inquiry Development. 3 credit hours. Harris.

Parent and Community Influences in Early Childhood Education. 3 credit hours. Chailla.

CI 409. Practicum: Teaching Reading I: Elementary, Primary, Intermediate, or Secondary. 2-3 Credit hours. Offered concurrently with courses leading to Basic reading endorsement.

CI 409. Practicum: Media II Basic. 3-12 credit hours. (G) Required professional field work practicum for students in Basic 2, Educational Media Endorsement Program.

CS 410. Microcomputers in Education. (g) 1 credit hour. A personal, self-instructional, interactive experience between learner and microcomputer to give inservice and pre-service teachers confidence in operating and using microcomputers as a classroom tool in the K-12 curriculum. No prerequisite. A no-grade course.

CI 410 Classroom Management for the Secondary School. (G) 3 credit hours. Presentation of a problem solving approach to classroom management. Topics include goal directed, environmental and group behaviors as related to classroom management; classroom ecology; observation and analysis of classroom behavior; systems for discipline; teacher and student rights and responsibilities. Hull.

CI 410. Learning and Teaching Styles. (G). 3 credit hours. An experiential introduction to the variety of styles by which people learn, with emphasis on diagnosing learning styles, prescription of teaching strategies and styles. Recent writing on the topic examined. Offered only as part of Integrated Block. Pataniczek.

CI 410. Individual and Group Assessment. (G) 3 credit hours. Attitudes toward tests and measurement explored. Different tests, terminology, and data interpretation procedures discussed. Emphasizes opportunity to select or develop assessment tools. Students confront and share their own values and practices. Offered only as part of Integrated Block. Bullock.

CI 410. Research and Evaluation for Classroom Teachers. (G) 3 credit hours. Methodologies and techniques to help classroom teacher develop skill in conducting personal inquiry and in becoming consumers of research and evaluation as presented in the literature; use of research and evaluation as mechanisms for improvement of curriculum and instruction. Hull.

CI 411. Organization of Library Materials. (G) 4 credit hours. Cataloging, classification, and storage of materials in various media formats. Primary emphasis on Dewey Classification and Sears subject headings. Required core course for Basic educational media endorsement.

CI 412. Selection and Acquisition of Library Materials. (G) 3 credit hours.

Introduction to collection building in various media for school library/media centers, to basic selection aids, and to intellectual freedom. Required core course for basic educational media endorsement. Latham.

CI 413. Reference Sources and Services. (G) 3 credit hours. Fundamental concepts of reference service in school library/media centers. Use and evaluation of basic reference materials, print and nonprint. Required core course for Basic educational media endorsement.

CI 414. Educational Media Centers. (G) 3 credit hours. Administration, organization, resources, and services of school libraries and media centers at the school-building and district level with emphasis on national and state standards of service. Prerequisite: CI 411, 412, 413, 421. CI 421 and 414 may be taken concurrently. Latham.

CI 418. Children's Literature. (G) 3 credit hours. Survey of children's literature, with emphasis on selection and evaluation of books suitable for school libraries; reading guidance in relation to both personal and curricular needs. Prerequisite: Junior standing or above.

CI 419. Storytelling. (G) 3 credit hours. Fundamental principles of the art of storytelling, including the planning of a story hour, location of suitable materials for use, and the techniques of learning and presenting the story; study and selection of literature appropriate for oral presentation to children of all ages. Prerequisite or concurrently: CI 418.

CI 420. Developing Student Leadership in the Secondary School. (G) 3 credit hours.

CI 421. Multi-Media Librarianship. (G) 3 credit hours. The role of the school librarian and media specialist in identifying, evaluating, selecting, and facilitating the use of print and nonprint materials administered by media centers in support of the curricula of elementary and secondary schools. Prerequisite: CI 412. Required methods course for Basic educational media endorsement. Latham.

CI 422. Media for Young Adults. (G) 3 credit hours. Survey of print and non-print forms of communication for youth of junior and senior high school age with emphasis on young adult media interests; selection and evaluation of media for school libraries; individual reading, listening, and viewing, and viewing guidance; and standards of service to young adults.

CI 423. Library Programs for Children and Young Adults. (G) 3 credit hours. Group methods of reading, listening, and viewing guidance with children, young adults, their parents, teachers, and group leaders. Includes mixed-media programs, book talks, booklists, book and film discussions, and exhibits. Prerequisite or concurrently: CI 418 or 422.

CI 425. Supervised Field Experience. (G) 3-6 credit hours. Enrollment limited to students completing the final field experience for basic certification endorsement in reading. Formerly offered as a CI 409 practicum. Graded Pass/No-pass only. Consult Office of Field Experience Programs for details.

CI 427. Revitalizing Student Leadership in Secondary Schools. (G) 3 credit hours. Principles and purposes of school activities; pupil participation in school government; assemblies; clubs, social activities; athletics, speech activities, drama, music, publications; evaluation of the school activity program. Not offered 1981-82.

CI 428. Psychology of Reading Instruction. (G) 3 credit hours. Nature of the reading process; factors of learning and develop-

ment related to reading achievement; psychological foundations of methods and materials of reading instruction; nature and treatment of reading disability. Robeck.

CI 431. Teaching Reading in the Primary Grades. (G) 3 credit hours. The nature of the reading process for beginning reading; continues study of topics introduced in EIED 335, including further explanation of word recognition instruction, comprehension instruction, diagnosis and assessment. Prerequisites: EIED 335 and field experience.

CI 432. Teaching Reading in the Intermediate Grades. (G) 3 credit hours. Further understanding of reading at the intermediate grade level; expands knowledge and abilities in the areas of word recognition, comprehension, reading in the content areas, recreational and self-guided reading, instructional materials, diagnosis, program implementation, and classroom organization. Prerequisite: EIED 335 and concurrent practicum.

CI 433. Individualized Reading in the Elementary School. (G) 3 credit hours. Designed to develop clear conceptualizations of the modes of creative teaching currently in use in individualizing reading instruction in elementary schools. Analysis of programs with regard to diagnostic procedures, teaching strategies, material selection, and organizational patterns for effective instruction. Prerequisite: EIED 335 or equivalent.

CI 435. Educational Media. (G) 4 credit hours. The selection, evaluation, and utilization of instructional resources. Design and development of visual and audio materials such as overhead transparencies, simple teaching graphics, sound slide presentations, print duplication, heat process mounting, audio and video recording. Basic mediaware operation. Use of media resources in designing learning experiences. Prerequisite: upper-division standing. Recommended for non-education majors in telecommunications, film studies, graphics, recreation, business. Ferrington.

CI 437. Sound Slide Technology I. (G) 3 credit hours. The design, production, and evaluation of sound-slide media presentations for education, business, industry, and other nontraditional instructional environments; preplanning, visualization processes, script writing, production, and evaluation; specialized recording, photographic processes, and presentation systems investigated in workshops. No prerequisites but Art 493 (G), Art 408 (G) Drawing for Scenario recommended.

CI 438. Sound Slide Technology II. (G) 3 credit hours. Design and development of multi-image presentations for large-group audiences. Emphasis upon the design concepts and technologies related to the simultaneous projection of multiple still and motion image arrays. Visual communication theory in terms of multiple image perception and impact on the transfer of cognitive and affective information. Prerequisite: CI 437.

CI 439. Overhead Projection Materials Design. (G) 3 credit hours. The conceptualization, design, and production of professional quality overhead projection materials for instructional and training programs in business and education. Emphasis upon visual communication design and advanced production techniques including diazography, xerography, kodolith, direct positive, color lift, thermal, and other specialized transparency production processes. Prerequisites: CI 435 (G) or CI 436 (G).

CI 440. Instructional Film. (G) 2 credit hours. A nonproduction course which, through film screenings, discussions, and research, explores the dimensions and unique contribution that the motion image can make in the instructional process.

CI 441. Individualized Instruction in the Kindergarten. (G) 3 credit hours. Observation of learning abilities in four- and five-year-old children; teaching strategies which focus on association learning, conceptualization, and creative self-direction; organization of the program for individual learning; critical evaluation of instructional levels.

CI 451. Early Childhood Education. (G) 3 credit hours. Examination of trends and innovative programs; formulation of objectives; organization of curricula, methods, resources, learning environments; study and development of evaluation procedures and devices for ages 3-7. Prerequisite: EPsy 321, 322, or consent of instructor. Chaille.

CI 484. The Junior High School. (G) 3 credit hours. 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. Not offered 1981-82.

CI 491. Basic Concepts of Community Education. (G) 3 credit hours. Philosophy of community education and the community school concept; historical and legal basis of community education; roles; relationships; organizational structures; developmental processes; national development; goals; financial requirements; staffing patterns; and facilities. Prerequisites: upper-division or graduate standing. Horyna.

CI 492. Organization and Operation of the Community School. (G) 3 credit hours. A practical, in-depth exposure to the community school approach, including its general organizational structure and procedures for allowing it to function. Alternative approaches to organization, staffing, governance, community analysis, reporting, role definition, training, program development, supervision, funding, publicity, community-involving techniques, and evaluation. Prerequisites: upper-division or graduate standing and CI 491 or consent of instructor. Horyna.

CI 493. Utilizing Community Resources. (G) 3 credit hours. Exploration of the multitude of existing community resources for learning, and how they may be effectively integrated into existing educational programs. Emphasis on resource identification; recruiting and screening skills, evaluation; reward systems for volunteers; supervision; and training and utilization of nonprofessionals in a community school setting. Prerequisites: graduate or upper-division standing.

Graduate Courses

CI 501. Research. Credit hours to be arranged. No-grade course.

CI 503. Thesis. Credit hours to be arranged. No-grade course.

CI 505. Reading and Conference. Credit hours to be arranged.

CI 507. Seminar. The following seminar topics may be offered with credit hours as noted. Other topics and credits may be arranged to fit individual requirements.

Activities in Cognitive Development. 3 credit hours. Chaille.

Administration and Evaluation of Reading Programs. 3 credit hours. Hesse.

Advanced Children's Literature. 3 credit hours.

Advanced Curriculum and School Improvement Strategies I and II. 3 credit hours. Arends.

Advanced Seminar in Community Education. 3 credit hours. Prerequisite: CI 491 or consent of instructor. Santellanes.

Advanced Teaching Strategies. 3 credit hours. Hesse.

Analysis of Teaching. 3 credit hours. Acheson.

Classroom Management in Secondary Schools. 3 credit hours. Hull.

Classroom Observation and Conferences. 3 credit hours. Acheson.

Current Research in Field Experience Programs. 3 credit hours. Hull, Pataniczek.

Current Research in Reading. 3 credit hours. Bullock.

Current Topics in Education. 2 credit hours.

Curriculum for the Gifted Child. 3 credit hours.

Curriculum in Early Childhood Education. 3 credit hours. Chaille.

Democratic Practices in the Classroom. 3 credit hours. Hesse.

Designing Educational Research. 3 credit hours. Gall.

Faculty Inquiry in the Classroom. 3 credit hours. Harris.

History of Reading. 3 credit hours. Bullock.

Instructional Systems Design. 3 credit hours. Gall.

Intellectual Freedom. 3 credit hours. Latham.

Issues in Early Childhood Education. 3 credit hours. Chaille.

Materials for Multicultural Education. 3 credit hours. Latham.

Middle Schools Issues and Planning. 3 credit hours. Pataniczek.

Models of Teaching. 3 credit hours. Harris.

Poverty Solutions. 3 credit hours. Acheson.

Problems in Teacher Education. 3 credit hours. Harris.

Program Evaluation. 3 credit hours.

Program Organization and Administration of Early Childhood Education. 3 credit hours. Chaille.

School Improvement and Change I and II. 3 credit hours each. Arends.

Secondary Reading Instruction. 3 credit hours.

Supervision of Student Teaching. Credit hours to be arranged.

Teaching Algebra in the Secondary Schools. 3 credit hours. Schaaf.

Use of Observation Systems in Teacher Training. 3 credit hours. Showers.

CI 508. Workshop. Credit hours to be arranged.

CI 509. Practicum. Credit hours to be arranged.

Reading Practicum III, Standard. For students completing their standard certification in reading. To be correlated with CI 507 Administration and Evaluation of Reading Programs. Prerequisite: Practicum of basic

endorsement; SpEd 580 Role of the Resource Consultant; instructor's consent.

Administration of Special Education.

College Teaching.

Coordinated Reading Programs.

Evaluation Laboratory.

Guided Field Experience.

Internship in Community Education.

Marginal Youth.

Public School.

Professional Internship in Instructional Technology.

Supervision

Teaching Disadvantaged.

Instructional Development Projects. 3-9 credit hours. Ferrington.

CI 510. Experimental Course. Credit hours to be arranged.

Audio Recording Laboratory. 3 credit hours. A laboratory-based course focusing on advanced audio design and recording technology. Emphasis on 4-channel quad recording and audio mixing. Planning of audio materials including the use of audio for instructional purposes. Consent of the instructor. Ferrington.

CI 520. Introduction to Instructional Technology. 4 credit hours. An introduction to instructional systems and their related technologies. A study of applied instructional design and product development in education, business, industry, medicine, military, government, and other nontraditional instructional environments. Diversity of thought and activity within the field of instructional technology. Problems of technology and learning. Field trips and guest speakers. Required for first-term students in instructional technology. Open to all students.

CI 521. Mass Media and the Curriculum. 3 credit hours. An examination of the relationship between mass media and the schools, with special emphasis on the different ways in which mass media and schools define and communicate cultural values. Sylwester.

CI 522. Secondary-School Curriculum. 3 credit hours. Overview of the secondary-school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the course of study; evaluation of the secondary-school curriculum.

CI 525. Supervised Field Experience. 3-6 credit hours. Enrollment limited to students completing the final field experience for a school supervisor endorsement on a Basic certificate. Pass/No-pass only. For details consult the Office of Field Experience Programs.

CI 530. Comparative Primary Education. 3 credit hours. Comparative study of significant and distinctive programs for primary education as evolved by Montessori, Soviet Union, Israeli Kibbutz, and the British Infant Schools. Focus is on individual and societal needs as expressed in early education. Prerequisites: graduate standing and teaching experience. Robeck.

CI 534. Science in the Elementary School. 3 credit hours. The place of science in the elementary school with particular reference to the value of science in the lives of children. Selecting and organizing content; coordinating science with elementary-school activities; methods and materials; rooms and equipment. Sylwester.

CI 535. Social Studies in the Elementary School. 3 credit hours. Social education objectives; children's social problems; unit development; work-study skills; organization of the program; materials; research findings basic to the social education of children. Miller.

CI 536. Language Arts in the Elementary School. 3 credit hours. Role of language arts in the elementary-school program; objectives; research findings on language development; the teaching of spelling, writing, and speaking-listening skills; newer instructional materials; testing and evaluation. DeHaven.

CI 537. Reading in the Elementary School. 3 credit hours. Nature of the reading process, objectives, organization of a desirable reading program; reading-readiness, reading skills; procedures and materials for developing children's reading abilities; methods of diagnosing difficulties and evaluating progress; research findings concerning the teaching of children to read. Prerequisite: ElEd 335, or consent of instructor.

CI 538. Mathematics in the Elementary School. 3 credit hours. Number abilities needed by children; research findings in mathematics education; designing number experiences; theories of teaching, desirable teaching procedures, selection and use of materials.

CI 541. Cognitive Development of the Child. 3 credit hours. Review studies on conceptualization in children; Piaget's theory of cognitive development; practice in Piaget-Inhelder interview techniques; design of learning strategies for early childhood education. Robeck.

CI 542. Affective Development of the Child. 3 credit hours. Emotional and social growth from infancy through the latency period; implications for family and school education in early childhood. Erik Erikson's stages of affective development are traced to contemporary theories of motivation, acculturation and social interaction. Robeck.

CI 543. Survey of Research in Early Childhood. 3 credit hours. Sources of scientific knowledge about infants and children; evaluation of previous investigations; organization of research summaries; manuscript form. Prerequisites: CI 541, CI 542, and consent of instructor. Robeck.

CI 553. Elementary School Curriculum. 4 credit hours. Functions of the elementary school; rationale for changing the elementary school curriculum; key components of new elementary school curriculum designs; conceptual structures used when planning for instruction; significant developments in the instructional areas; assessing instructional programs; continuing and emerging issues, challenges, and predictions associated with the education of children. Sylwester.

CI 565. Curriculum Foundations. 4 credit hours. Examines curriculum decisions, curriculum design, and instructional organization patterns from the perspective of various social, philosophical, and psychological positions. Issues and innovations are analyzed to determine underlying assumptions. Suttle.

CI 566. Curriculum Construction. 4 credit hours. Curriculum construction considers the process whereby curriculum decisions and change are made in a school or school system. Topics considered include needs assessment, goal setting, problem solving, management of group involvement, utilizing resources and consultants, and evaluation.

CI 567. Curriculum Materials. 4 credit

hours. Effective use and organization of curriculum materials; text and reference books, supplementary pamphlet materials, films and slides; records and recordings, pictures, radio; programmed learning; techniques of unit construction. Gall.

CI 571. Junior High School Curriculum. 3 credit hours. Instructional programs appropriate for the early adolescent years; with emphasis upon the various subject fields. Not offered 1981-82.

CI 574. School Supervision. 3 credit hours. Focus upon the improvement of instruction viewed from all perspectives: the school as an organization, the school staff, and the instructional program. The function of instructional leadership in improving, through cooperative efforts, the teaching-learning situation. Prerequisite: Teaching and/or administrative experience or both. Suttle.

CI 592. Reading and Its Application in the Content Areas. 3 credit hours. For practicing teachers in the secondary school (grades 7-12) from all subject endorsement (norm) areas (art to social studies). Meets the certification requirement in reading for secondary Standard certification. Allows practicing teachers to: (1) explore theory and research in determining what is comprehension, what a pupil needs to do in order to comprehend, and what a teacher should accept as evidence that comprehension has taken place; (2) describe, acquire, and make a commitment to the use of the competencies needed to assist pupils in comprehending what they are asked to read; and (3) develop an instructional sequence that could be used to assist a poor reader in reading a given reading selection. Hesse. Not offered in 1981-82.

CI 593. Methods in Secondary School Language Arts. 3 credit hours. Review of research in the problems of teaching language arts in the secondary schools; observation and participation in demonstration teaching of literature, grammar, and composition. Designed for administrators and supervisors, as well as classroom teachers. Prerequisite: teaching experience, or consent of instructor. Not offered 1981-82.

CI 594. Methods in Secondary School Mathematics. 3 credit hours. Development of proficiency in the use of the problem-solving approach to the teaching of topics in arithmetic, algebra, geometry, and advanced high-school mathematics; other methods of teaching topics also discussed. Problem-solving approaches include the study of the heuristics of discovery and a laboratory approach to instruction; discussion of class members' experience in teaching secondary mathematics. Prerequisite: teaching experience. Not offered 1981-82.

CI 595. Methods in Secondary School Science. 3 credit hours. Selection of materials for secondary-school science teaching, demonstrations, science test construction, instructional devices; use and care of microscopes, meters, and other equipment. Prerequisite: teaching experience, or consent of instructor. Hull. Not offered 1981-82.

CI 596. Methods in Secondary School Social Studies. 3 credit hours. Facilitating learning in social studies classrooms; review of recent developments in curriculum materials and teaching; teaching which promotes inquiry is discussed, illustrated, and practiced. Students may work on problems of individual interest and prepare materials for use in junior and senior high school classes. Prerequisite: teaching experience, or consent of instructor. Not offered 1981-82.

Courses Offered in Special Education (Exceptional Learner)

Upper-Division Courses Carrying Graduate Credit

SpEd 405. Reading and Conference. (G)
Credit hours to be arranged.

SpEd 407. Seminar. (G)
The following seminar topics are offered with the credits noted. Other topics and credit hours may be arranged.

Communication and Counseling for Teachers of Exceptional Children. (G) 3 credit hours.

Career Education for the Handicapped. (G) 2 credit hours.

Direct Instruction, Reading. (G) 3 credit hours.

Direct Instruction, Arithmetic. (G) 3 credit hours.

The Gifted Underachiever. (G) 3 credit hours.

SpEd 409. Practicum. (G)
The following practicum topics are offered with credits as noted. Other topics and credits may be arranged to fit individual requirements.

Education of Exceptional Children. (G) 1-6 credit hours. Practicum experiences arranged based upon individual student needs and interests.

Administration of Special Education. (G) 3 credit hours. Assignment to one or more programs for practical experience in one or more aspects of administration-supervision. This may be working with a project, supervising student teachers, or working in a district.

Direct Instruction. (G) 3-6 credit hours. Teaching one of the DISTAR programs: reading, language, or arithmetic; students required to teach approximately three hours a day from these materials, and to know the format for presentation of materials, correction procedures, and procedures for teaching to criteria.

Learning Disabilities. 3 credit hours. Gives teacher-trainer exposure to remediation of reading disabilities within clinical setting. Concurrent with SpEd 465. Prerequisite: CI 335, CI 431, instructor's consent.

Supervision. (G) 3-6 credit hours. Practicum experiences in supervising teachers and other school-related personnel.

Handicapped Learner I. 3 credit hours.

Handicapped Learner II. 3 credit hours.

Teaching the Gifted and Talented. (G) 3-9 credit hours. Supervised teaching experience with gifted and talented children.

SpEd 430. Exceptional Child. (G) 3 credit hours. Introductory study for the student who does not plan to major in special education. Provides information on the characteristics of the handicaps as well as other implications for families and community agencies.

SpEd 462. Psychology of Exceptional Children. (G) 3 credit hours. A cross-categorical survey of knowledge about exceptional children and youth. Primarily for elementary or secondary classroom teachers and other nonmajors.

SpEd 463. Behavior Disorders. (G) 3 credit hours. Overview of behavior disorders observed in children. Examination of behavioral, ecological, and psychosociological positions regarding intervention and education.

SpEd 464. Mental Retardation. (G) 3 credit hours. An overview of problems, issues, and concepts related to the definition and measurement of mental retardations.

SpEd 465. Diagnosis of Basic Skills. (G) 3 credit hours. Comparison of various methods used in the diagnosis of reading problems. Selection, administration, and analysis of criterion and norm-referenced tests.

SpEd 466. Learning Disabilities. (G) 3 credit hours. Introduces the history and current practices in the diagnosis and remediation of learning disabilities.

SpEd 471. Administration of Special Education. (G) 3 credit hours. 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.

SpEd 480. Reading Instruction for the Handicapped. (G) 3 credit hours. A methods course designed to increase knowledge of the components of reading, systematic instructional methods for the disabled reader, and commercial and teacher-prepared materials.

SpEd 481. Language Arts Instruction for the Handicapped. (G) 3 credit hours. A methods course focusing on handwriting, spelling, written expression, and language instruction for the mildly and moderately handicapped. Instructional steps are explored for each of the academic areas: assessment, formulation of objectives, sequencing of instructional steps, introduction of skills, practice activities, and selection of instructional materials; special emphasis on analyzing error patterns in children's performance and designing appropriate programs to meet individual needs.

SpEd 482. Math Instruction for the Handicapped. (G) 3 credit hours. A methods course focusing on systematic instruction of math skills for the mildly and moderately handicapped; introduces instructional procedures for teaching math facts, computations, measurement, money, time, and math reasoning; evaluation of math textbooks used in regular education and possible modifications needed for use with handicapped children.

SpEd 485. Behavior Management with Exceptional Children. (G) 4 credit hours. Assists educators to provide more effective and efficient instruction for students with varied social, emotional, cognitive, and learning styles. Presents information relevant to teaching new behaviors, strengthening existing behaviors, maintaining changed behaviors, and reducing or eliminating undesirable behaviors. Observation, data collection and recording, and program evaluation are discussed and illustrated prior to the students' conducting a behavior-change program.

SpEd 486. Design of Instruction for the Handicapped. (G) 3 credit hours. Design, development, and evaluation of instructional material for handicapped children. Emphasis is on the construction of educational sequences for various types of learning tasks. Selection, sequencing, teaching procedures, and assessment are discussed.

Graduate Courses in Special Education (Exceptional Learner)

SpEd 501. Research. Credit hours to be arranged.

Research: Design of Special Education Research. 3 credit hours. Introduces the student to major library reference tools, the use of APA style in scientific writing, and the basics of scientific research. Covers basic measurement and statistical concepts and research design. At the end of the term, the student will have a fully developed proposal for the thesis or field study.

Research with Young Children. 3-9 credit hours. This is a three-term sequence in which pertinent research in the field of ECH/SE will be reviewed and analyzed. Students will conduct independent empirical projects with the target population.

SpEd 503. Thesis. Credit hours to be arranged.

SpEd 505. Reading and Conference. Credit hours to be arranged.

SpEd 507. Seminar.

The following seminar topics in special education are offered with credits as noted. Other topics and credits may be arranged.

Compliance Training. 3 credit hours.

Critique and Report Writing. 3 credit hours.

Controversies in the Exceptional Learner Literature. 3 credit hours.

Analysis of the Published Literature on Exceptional Children. 3 credit hours.

Historical and Legislative Basis for Special Education. 3 credit hours.

Pro Seminar. 1 credit hour.

Learning and Cognitive Performance of the Developmentally Deviant. 3 credit hours.

Assessment of Exceptionality. 3 credit hours.

Social-Cultural Aspects and Rehabilitation of Developmentally Deviant. 3 credit hours.

Advanced Design of Instruction. 3 credit hours.

Hyperactive Child. 3 credit hours.

Law and Special Education. 3 credit hours.

SpEd 509. Practicum.

The following practicum topics are offered with credits as noted. Other topics and credit hours may be arranged.

Supervision of Teachers of Handicapped Learners. 3-12 credit hours. Offered to individuals preparing for supervisory roles with teachers of either the mildly or the moderately handicapped or both. Practicum

Supervision will work with trainees in the handicapped learner endorsement program involved in tutorial or small group instructional practice. Observation procedures, feedback procedures, and communication skills will be introduced to practicum supervisors. Consent of the instructor required.

Resource Consultant III. 3 credit hours.

The role of Resource Consultant III is to provide advanced training toward the ability to work with teachers and administrators at the building and district levels in a consultant or coordinator capacity. Also for students who are working toward the standard handicapped learner endorsement.

Practicum Experience with Young Handicapped Children. 3-9 credit hours. Provides opportunities for observation and participation in on-going programs for young handicapped children. This is a three-term sequence beginning with observation and individual training and moving to group and classroom management supervision.

Handicapped Learner I. (G) 4 credit hours. Introduces students to a model of systematic instruction of the handicapped and provides opportunity to apply this model in a tutorial setting. Intensive training on all components of systematic instruction. Data recording and program modification. Thereafter, trainees tutor a child four days a week.

Handicapped Learner II. (G) 3 credit hours. Offered to trainees in the handicapped learner endorsement program following completion of Handicapped Learner I. Competency-based, and designed to extend systematic instructional skills to small group instruction. Prior to placement in the field, trainees receive extensive training in small group instruction and classroom orchestration. Prerequisite: Completion of Handicapped Learner I.

Teaching the Gifted and Talented. (G) 3-9 credit hours. Supervised teaching experience with gifted and talented.

SpEd 563. Diagnosis of Mental Retardation. 3 credit hours. Reviews past and current trends in diagnosis and classification of mental retardation. Emphasizes differential diagnosis as it relates to placement. Evaluates traditional as well as emerging diagnostic techniques. Student either observes or participates or does both in clinical conference on case study.

SpEd 580. Role of the Resource Consultant I. 3 credit hours. The role of the resource consultant; developing competencies needed; various models for support services to regular classes.

SpEd 581. Role of the Resource Consultant II. 3 credit hours. Develops concepts introduced in the first part of the sequence; the evaluation and development of media packages and modules related to delivery of services to students and school personnel.

SpEd 525. Final Supervised Field Experience: Handicapped Learner. (G) 5 credit hours. During this field experience the trainee has expanded responsibility in the classroom including additional hours of instruction, orchestration of a period of the day, and expanded areas of instruction. This is the final competency-based experience in the handicapped learner endorsement program.

Division of Special Education and Rehabilitation

Faculty

Administrative Faculty

Robert H. Schwarz, Ph.D., Associate Dean, Director, Center on Human Development

Diane D. Bricker, Ph.D., Coordinator, Developmental Disabilities Area

Philip Browning, Ph.D., Coordinator, Rehabilitation Research Area

Ned J. Christensen, Ph.D., Coordinator, Communications Disorders

Special Education and Rehabilitation Faculty

Joyce Albin, Research Assistant. B.A., Rochester, 1971; M.A., Illinois, 1978.

Daryl Anderson, Ph.D., Health Science Center, Adjunct Assistant Professor. B.S., 1965, M.S., 1969, Portland State; Ph.D., Washington, 1973.

G. Thomas Bellamy, Ph.D., Associate Professor of Education, Director, Specialized Training Program. B.A., Davidson, 1968; M.A., Wisconsin, 1971; Ph.D., Oregon, 1975.

Shawn M. Boles, Research Associate. A.B., Oglethorpe, 1965; Ph.D., Georgia State, 1971.

Diane D. Bricker, Ph.D., Professor of Education. B.A., Ohio State, 1969; M.S., Oregon, 1965; Ph.D., George Peabody, 1970.

Philip Browning, Ph.D., Professor of Education. B.A., Howard Payne, 1962; M.A., Texas Technological, 1966; Ph.D., Wisconsin, 1969.

Andrew Byrne, Research Assistant. B.A., John Carrol University, 1970; M.S., Syracuse, 1974.

Laurance B. Carlson, Research Associate. B.A., Colorado State, 1957; M.Ed., Montana, 1964; Ed.D., Colorado State, 1968.

Douglas Cheney, Research Assistant. B.A., Illinois, 1971; M.S., Oregon, 1975.

Ned J. Christensen, Ph.D., Director, Speech Pathology-Audiology, Professor of Education. B.A., 1954, M.A., 1955, Brigham Young; Ph.D., Pennsylvania State, 1959.

James Y. Clarke, Research Assistant. B.A., Oregon, 1972.

Dan Close, Ph.D., Assistant Professor of Education. B.A., California Lutheran, 1971; M.A., Idaho State, 1973; Ph.D., Oregon, 1977.

Ralph Coleman, Ph.D., Health Science Center, Adjunct Associate Professor. B.S., 1954, Oregon State; M.S., 1960, Oregon; Ph.D., Northwestern, 1963.

A. Palmer Curtis, Ph.D., Assistant Professor of Education. B.A., Maine, 1971; M.A., 1972, Ph.D., 1977, Ohio.

David M. Dilts, Research Assistant. B.A., California Polytechnical State, 1971; M.B.A., Oregon, 1972.

Loyal D. Ediger, Ph.D., Audiological Services, Eugene Speech and Hearing Center, Adjunct Assistant Professor. B.A., 1963, Tabor College; M.S., 1966, Ph.D., 1969, Utah.

Norma English, Research Assistant. B.A., Silliman, 1955; M.S., Southern Illinois, 1960.

R. William English, Ph.D., Associate Director, Research and Training Center. B.A., 1964, M.A., 1967, Southern Illinois; Ph.D., Wisconsin, 1968.

Stephen A. Fausti, Ph.D., Chief Audiologist, Portland Veterans Hospital, Adjunct Assistant Professor. B.A., 1965, Washington State; M.A., 1966, San Francisco State; Ph.D., 1971, Washington.

Gilbert Foss, Ph.D., Associate Director of Training. B.A., 1964, M.S., 1971, Minnesota; Ph.D., Oregon, 1975.

Gregoria Halley, Research Associate. B.S., 1959, M.S., 1967, Southern Connecticut State; Ph.D., Oregon, 1974.

William F. Halley, Research Associate. B.A., Whitman College, 1948; M.S., 1971, Ph.D., 1973, Oregon.

Andrew S. Halpern, Ph.D., Director, Research and Training Center, Professor of Education. B.A., Carleton, 1961; M.A., Yale, 1963; Ph.D., Wisconsin, 1966.

Rosemary Hennessy, Research Assistant, B.A., San Francisco, 1970.

Kathleen M. Hogan, Instructor. B.S., Michigan, 1974; M.A., North Carolina, Chapel Hill, 1980.

Robert H. Horner, Ph.D., Assistant Professor of Education. B.A., Stanford, 1971; M.S., Washington State, 1975; Ph.D., Oregon, 1978.

Dean P. Inman, Ph.D., Assistant Professor of Education. B.A., Sacramento State, 1970; M.S. Utah State, 1973; Ph.D., Oregon, 1976.

Larry Irvin, Ph.D., Assistant Professor of Education. B.A., California, Davis, 1966; M.A., California State, 1970; Ph.D., Oregon, 1975.

Jean P. Lehmann, Research Assistant. B.A., George Peabody, 1976; M.A., Wisconsin, Stout, 1978.

David Littman, Research Associate. B.S., Oregon, 1971; Ph.D., Cornell, 1976.

Jomar K. Lococo, Instructor. B.A., Dominican College, 1970; M.S., Oregon, 1974.

Ernestine Mackey, Research Assistant. B.S., 1964, M.S., 1967, Oregon.

Peggy A. Malicoat, Research Assistant. B.S., Pittsburg State, 1971.

David M. Mank, Research Assistant. B.A., Rockhurst College, 1975; M.S., Portland State, 1977.

David Martinez, Research Assistant. B.F.A., Rhode Island School of Design, 1977.

Robert C. Marshall, Ph.D., Chief Speech Pathologist, Portland Veterans Hospital, Adjunct Assistant Professor. B.A., 1961, California, Santa Barbara; M.S., 1965, Oregon; Ph.D., 1969, Oklahoma.

Robert H. Mattson, D.Ed., Professor of Education. B.A., Montana, 1949; M.A., Iowa, 1950; D.Ed., Oregon, 1959.

Janice Miller, Ph.D., Adjunct Assistant Professor. B.S., Minnesota, 1973; M.S., St. Cloud State, 1975; Ph.D., Oregon, 1978.

Anne Morrow, Research Assistant. B.S., Oregon, 1969.

Anita Foxworth Mott, Research Associate. B.S., 1964, Ed.M., 1966, Ph.D., 1972, St. Louis University.

Arden Munkres, Research Assistant. B.A., Western Washington, 1964; M.F.A., Oregon, 1971.

Lew B. Myers, M.D., Assistant Professor of Education. B.S., Oregon State, 1955; M.S., 1960, M.D., 1960, Oregon.

Gary Nave, Research Associate. B.A., 1970, M.S., 1971, Oregon.

Donald Newman, Instructor. B.A., Arizona, 1973; M.S.W., Arizona State, 1976.

Judy Newman, Research Assistant. B.A., California State, Sonoma, 1972.

Marshall Peter, Research Assistant. B.A., Mt. Angel, 1972; M.S., Oregon, 1976.

Michael P. Pickett, Research Assistant. B.A., 1974, M.A., 1979, North Carolina-Chapel Hill.

Amita L. Pine, Research Assistant. B.A., Chicago, 1970; M.S., Oregon, 1979.

Cindy M. Rhoades, Research Associate. B.A., California State, Humboldt, 1974; M.S., 1976; Ph.D., 1980, Oregon.

Heidi E. Rose, Research Assistant. B.A., Justis-Biebig Universitaet, 1973; M.A., Oregon, 1976.

Robert H. Schwarz, Ph.D., Associate Dean, Division of Special Education and Rehabilitation; Director, Center on Human Development. B.S., Wisconsin, 1948; M.A., Columbia, 1949, Ph.D., American, 1966.

Kristine Slentz, Research Assistant. B.A., SUNY-Fredonia, 1971; M.A., Oregon, 1976.

Paul W. Spoor, Research Associate. B.A., Northern Colorado, 1970; M.A., Arizona State, 1973; Ph.D., Denver, 1977.

Valerie E. Taylor, Research Assistant. B.A., 1974, M.A., 1977, Oregon.

Vanessa Tsang, Research Assistant. B.A., Colorado Women's College, 1974; M.S., Oregon, 1976, 1978.

Hill M. Walker, Ph.D., Professor of Education. B.A., Eastern Oregon College, 1962; M.A., 1964, Ph.D., 1967, Oregon.

Ronald W. Wheeler, Research Assistant. B.A., Oregon, 1980.

Susan Wickizer, Research Assistant. B.A., Stanford, 1971; M.A., Stanford Graduate School of Education, 1974.

Barbara Wilcox, Ph.D., Assistant Professor of Education, B.A., Smith, 1969; M.A., 1972, Ph.D., 1973, Illinois.

Darla J. Wilson, Research Assistant. B.A., 1969, M.A., 1972, Oregon.

Richard W. Zeller, Instructor in Education. B.A., Willamette, 1967; M.A., California, Los Angeles, 1968.

Opportunities in Special Education

The Division of Special Education and Rehabilitation houses the Center on Human Development and three program areas: Developmental Disabilities, Rehabilitation Research, and Speech Pathology and Audiology.

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 admissions, program of study, and student evaluation procedures.

The division prepares students to work with handicapped individuals in a wide variety of direct and indirect service roles in school and community programs. A commitment to a philosophy de-emphasizing traditional categorical designations for exceptional individuals prevails. Students develop instructional and management skills necessary to work with individuals with a variety of handicapping conditions. All programs in the division include

extensive practicum experiences where academic knowledge is applied in actual service settings. The division offers programs to develop effective intervention, program coordination, and service delivery to exceptional individuals from preschool through adulthood. At all levels and in all programs, training carefully integrates results of current research and demonstration of effort.

The special education programs in this division emphasize severely handicapped learners, early childhood (special education), and adult services. Students interested in working with mildly handicapped pupils or the gifted and talented should consult the Division of Teacher Education.

Careers

A serious shortage of special education professionals exists throughout the nation. Graduates of Oregon's training program find positions in all fifty states.

They assume many roles, including direct instruction of preschool, school-aged, and adult handicapped; habilitation of the handicapped, management of residential living centers; coordination of inservice training programs; consultation to teachers for maintenance of handicapped children in regular classrooms and school settings; and research, college teaching, and administration.

Financial Assistance

Financial assistance in the form of stipends, fellowships, and loans is available on a limited basis.

Stipends

Stipends are available to a small number of highly qualified master's and doctoral students. All students who receive stipends will enroll in practica quarterly as part of their professional training. Practica experiences may include supervision of student teachers, assisting in teaching a class, or research.

Graduate Teaching Fellowships

Doctoral students in the division may be employed in a variety of settings as a graduate teaching fellow. The amount of these awards varies depending upon the time commitment, the task, background, and experience. Projects within the Center on Human Development offer graduate teaching fellowships to graduate students for specific projects.

Application Procedures

Students interested in applying for a stipend or fellowship may submit the

appropriate form to the Graduate Student Records Office when submitting their Application for Admission. Formal applications for financial assistance should be made before March 1 to receive maximum consideration for aid the following fall term.

Loans

Graduate students are eligible for loans from University loan funds and from funds available under the federal student loan programs. Information regarding loans may be obtained from the Office of Financial Aid in Oregon Hall.

Admission

Endorsement Programs

Undergraduates wanting to apply to the Severely Handicapped Learner (SHL) endorsement program should consult the endorsement coordinator to obtain the necessary application forms.

Graduate students interested in an endorsement program should identify the program (SHL) and level of endorsement (Basic or Standard) on the Application for Admission.

Master's Degree

The master's degree requirements and procedures are the same as those described for other divisions within the College of Education. Applicants should also complete the division's Application for Admission, identifying the specific area and program to which they are applying. Applicants will be reviewed by more than one area if they indicate an interest. For specifics and for admission forms check with the Graduate Student Records Office, College of Education, Room 112.

Doctoral Degree

Although each area is responsible for selecting candidates for its doctoral course of study, substantial similarity exists across areas in terms of the criteria and procedures used in the admissions process. With minor variation, doctoral admission criteria are the following:

- (1) The applicant's 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 or Graduate Records Examinations or both
- (5) Evidence of writing ability
- (6) Statement of professional goals

The dates and general admissions 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 students admitted yearly varies by area depending upon available resources. Students interested in more than one area program should so indicate on their application, and their file will be reviewed by the relevant committee. Applications will be reviewed four times annually : February 15 ; May 1 ; July 15 ; and October 15.

Undergraduate Studies

Only the Speech Pathology and Audiology Area offers a formal major at the undergraduate level. However, undergraduates may enroll in the Severely Handicapped Learner endorsement program in the Developmental Disabilities Area as part of their undergraduate study. A variety of special education courses are available to undergraduates.

Students interested in immediate experiences with the handicapped may participate in volunteer programs or observation in school and community service settings for exceptional citizens. Participation in these activities also may earn practicum credit at the University.

Center on Human Development

The Center on Human Development (CHD), a research and service unit within the division, consists of a number of federally funded research, demonstration, training, and service projects. CHD projects include a University Affiliated Facility, a Regional Resource Center, a Research and Training Center in Mental Retardation, Lane County Direction Services, and a preschool for multiply handicapped children. The Specialized Training Program for adult severely handicapped individuals, which began as a research project, has been expanded to include training for graduate students who expect to engage in service, training, or research with severely handicapped adolescents and adults. Other research projects include the use of biofeedback techniques and investigations related to mainstreaming. CHD resources are made available to faculty and students in each academic area. Principal investigators can and do participate fully in all training activities occurring within the area with which they are affiliated. CHD projects are major practicum sites for area training.

Developmental Disabilities

The Developmental Disabilities Area focuses on services to severely handicapped individuals from birth to adulthood. Programs leading to both master's and doctoral degrees are available. Basic and Standard levels of the severely handicapped learner endorsement are offered by the DD Area.

Severely Handicapped Learner Endorsement Program

The SHL is a competence-oriented, field-based program designed to prepare professionals to work with individuals traditionally labeled moderately, severely, or profoundly retarded ; physically and multiply handicapped ; and autistic or autistic-like. The program combines University study with extensive practicum experiences in integrated public school programs and other community service settings. The SHL program permits students to develop an age-level emphasis in pre-primary, elementary, or secondary programming. The program requires 50 credit hours of course work. Full-time students can complete the Basic endorsement program in four consecutive terms. The program also is available to part-time students who are employed in positions working with severely handicapped learners.

Both undergraduates and graduates can be admitted to the Severely Handicapped Learner Endorsement program. No prior teaching certificate is required. Graduate students must meet the general University requirements for graduate admission, and all applicants should inquire of the Graduate Student Records Office, College of Education, for the proper application forms.

Basic endorsement. The following courses are typically included in the Severely Handicapped Learner Basic Endorsement program :

<i>Course</i>	<i>Credit</i>
SpEd 485 (G) Behavior Management of Exceptional Children	4
SpEd 407 (G) Introduction to Curriculum Programming (I)	3
SpEd 407 (G) Curriculum Programming for the Severely Handicapped (II)	3
SpEd 407 (G) Language Intervention for the Severely Handicapped	3
SpEd 407 (G) Legal and Organizational Issues	3
SpEd 407 (G) Issues in Programming for Secondary Age Severely Handicapped ^{1, 5}	3
SpEd 407 (G) Transdisciplinary Approaches ^{2, 5}	3
SpEd 407 (G) Issues in Early Education of the Handicapped ^{3, 5}	3

SpEd 407 (G) Habilitation of the Severely Handicapped ^{4, 5}	3
SpEd 562 Advanced Psychology of Exceptionality	3
SpEd 501 Research Design in Special Education	3
SpEd 409/509 Practicum (2 or 5 hours each)	10
SpEd 426/526 Final Supervised Field Experience	12
Total credit hours	50

- ¹ Required for elementary and secondary emphasis
- ² Required for pre-primary and elementary emphasis
- ³ Required for pre-primary emphasis
- ⁴ Required for secondary emphasis
- ⁵ Take two of the four courses for a total of 6 hours

Standard endorsement. As of fall 1980, the area offers an approved-program for the Standard Severely Handicapped Learner Endorsement. The Standard requires 19 credit hours, is highly individualized, and is designed to build supervisory and curriculum development skills in addition to best-practice instructional programming. The Standard Severely Handicapped Learner Endorsement program may be combined with either a master's degree or supervisory endorsement or both.

Early Childhood Education of the Handicapped

This master's degree program focuses on the preparation of professionals to work in early childhood programs which also serve handicapped infants and children. The field encompasses a target population of children from birth to six years of age and covers the continuum of handicapping conditions from mild to severe as well as focusing on the nonhandicapped young child. The two primary roles for which master's students in Early Childhood Education of the Handicapped are prepared are : (a) direct intervention with the target population of young children as a classroom teacher or as a specialist, and (b) coordinator or supervisor of programs for young handicapped and non-handicapped children. Full-time students can complete the program in four consecutive terms. Students may combine the Early Childhood Education of the Handicapped master's degree with the Severely Handicapped Learner Endorsement program.

Adult Services

Community programs for developmentally disabled adults have expanded rapidly during the last few years. Group homes, workshops, activity centers, adult education programs, and tenant-support programs are replacing large residential institutions in providing

training, employment, and personal support services. This master's degree program prepares management and service delivery professionals for the expanding array of key positions in these community programs.

The training program is competence-based, requiring students to demonstrate skills in both classroom and applied settings; it is noncategorical, emphasizing services to a range of severely handicapped individuals; and it is based on the assumption that graduates will have a significant impact on adult services and should be educated for leadership roles.

The program requires a minimum of four academic terms (one calendar year), with approximately 60 credit hours of course work and field experience assignments. Although specific courses vary somewhat depending on students' entering skills and professional goals, all students will complete five major program elements:

- (1) a set of required courses that provide a foundation of knowledge in special education and related fields;
- (2) a set of courses to develop specific skills in habilitation of severely handicapped adults;
- (3) supervised field experience;
- (4) supporting study in agency or business management;
- (5) a master's project.

The program is limited to a small number of highly qualified students each year. Applicants should have undergraduate records or work experiences or both that are relevant to provision of adult services.

Students entering the general master's degree program in the Developmental Disabilities Area are encouraged to identify and develop specific areas of interest related to developmentally disabled individuals. The definition of an interest area and the development of a program of study are done with the student's adviser. Possible areas of emphasis include

- (1) Social interaction and integration;
- (2) Parent training;
- (3) Specific curriculum domains (e.g., language, social skills, community mobility);
- (4) Other topics pertinent to individuals with severely handicapping conditions.

The general master's degree ability program requires a minimum of 45 hours, completion of a set of five required courses, six credit hours of research, a master's project, and a comprehensive exam.

Developmental Disabilities Doctoral Program

The Developmental Disabilities Area has developed a competence-based doctoral program that emphasizes the development of specific skills in areas such as teaching, research, service, program development, supervision, consultation, and professional writing. Although doctoral students are encouraged to pursue unique interests within the general Developmental Disabilities Area, all doctoral students complete a standard core of skills and competencies expected of highly trained professionals working in the Developmental Disabilities Area. The developmental disabilities doctoral program description lists these competencies along with criterion requirements for meeting them.

The goal of the developmental disabilities doctoral program is to prepare individuals who will assume roles as scholars, leaders, and program developers in the fields of special education and rehabilitation. The area focuses on severely handicapped individuals who span the age range from birth to adulthood. Specialty areas within developmental disabilities include early childhood, school-age severely handicapped, and adult services.

Required course work in the developmental disabilities doctoral program consists of a one-term Issues seminar and a minimum of five seminars or advanced graduate electives to develop the student's interest areas. It is probable that additional courses will be elected by doctoral students in this program to acquire the knowledge and background necessary to meet criterion requirements for the core competencies. Some competency requirements may be satisfied by products generated within such course work, e.g., research proposals, research critiques, grant proposals, and the like.

Three years of full-time study are required for completion of the doctoral degree in the Developmental Disabilities Area. By the end of the first term, a program advisory committee is appointed, consisting of the student and at least two faculty members. This committee assists the student in developing a doctoral plan, monitors and coordinates the student's progress through the degree program, and participates in an annual review of each student by the area faculty.

Rehabilitation Doctoral Program

Although the Rehabilitation Area does not offer an undergraduate major or a program leading to the master's degree, it does offer a doctoral program in rehabilitation research, in a three-year program of study. The primary emphasis is on rehabilitation research applied to the field of mental retardation. The overall objective is to provide professional preparation for future leaders in the field of rehabilitation within the areas of research, training, administration, program development and evaluation, and service.

The core faculty consists of an interdisciplinary staff of seven Ph.D.s who represent research and practice interests in diverse areas within rehabilitation and mental retardation.

In consultation with a program adviser and two additional faculty, each student develops an individualized curriculum doctoral plan. The plan includes:

- (1) A series of rehabilitation-related seminars such as independent living rehabilitation, sociology of handicapping conditions, rehabilitation in mental retardation, and management and administration of rehabilitation programs.
- (2) A sequence of courses in research methodology, statistics, and program evaluation.
- (3) A year-long proseminar in rehabilitation research, with emphasis on such topics as research issues and trends in rehabilitation, program development in rehabilitation, and technical and professional writing.
- (4) A research practicum in a rehabilitation agency, facility, or training program.
- (5) A minor in a related area such as clinical psychology, special education, or sociology.

Students receive financial support from the Rehabilitation Research and Training Center in Mental Retardation, which is under the auspices of the National Institute for Handicapped Research. The center provides financial assistance and a variety of "hands-on" professional experiences in rehabilitation research. Center work activities will include conceptualization and implementation of research, grant writing, literature reviews, development of training modules, and in-service training.

Students may begin the doctoral program in rehabilitation research in the fall term only.

Courses Offered in Special Education and Rehabilitation

Upper-Division Courses Carrying Graduate Credit

SpEd 405. Reading and Conference. (G)
Credit hours to be arranged.

SpEd 407. Seminar. (G)
The following seminars on the subject of the severely handicapped are offered with the credit noted.

The Severely Handicapped Learner. (G)
3 credit hours.

The Severely Disturbed Child. (G)
3 credit hours.

Language Intervention with the Severely Handicapped. (G) 3 credit hours.

Language Assessment and Intervention with the Handicapped. (G) 3 credit hours.

Physical Management of the Multi-handicapped. (G) 3 credit hours.

Habilitation of the Severely Handicapped. (G) 3 credit hours.

Services for Multiple Handicapped. (G)
3 credit hours.

Writing Individual Educational Programs (IEPSs). (G) 3 credit hours.

Introduction to Curriculum Programming for the Severely Handicapped. (G)
3 credit hours.

Curriculum Programming for the Severely Handicapped II. (G) 3 credit hours.

Legal and Organizational Issues (G)
3 credit hours.

Issues in Programming for Secondary-Age Severely Handicapped (G) 3 credit hours.

The Severely Disturbed Child. (G)
3 credit hours.

Language Intervention for the Severely Handicapped. (G) 3 credit hours.

Language Assessment and Intervention with the Handicapped. (G) 3 credit hours.

Physical Management of the Multi-handicapped. (G) 3 credit hours.

Habilitation of the Severely Handicapped. (G) 3 credit hours.

SpEd 409. Practicum. (G)
The following practicum topics are offered with credits as noted. Other topics and credits may be arranged to fit individual requirements.

SpEd 409. Practicum: Severely Handicapped I. (G) 2-15 credit hours.
Supervised experience teaching severely handicapped individuals. For students in the Severely Handicapped Learner Endorsement sequence.

SpEd 409. Practicum: Severely Handicapped II. (G) 2-15 credit hours.
Supervised experience teaching severely handicapped individuals. For students not in the endorsement program.

SpEd 485. Behavior Management with Exceptional Children. (G) 4 credit hours.
Assists educators to provide more effective and efficient instruction for students with varied social, emotional, cognitive, and learning styles. Presents information relevant

to teaching new behaviors, strengthening existing behaviors, maintaining changed behaviors, and reducing or eliminating undesirable behaviors. Observation, data collection and recording, and program evaluation are discussed and illustrated prior to the students' conducting a behavior-change program.

SpEd 490. Methods and Content for the Severely Handicapped—I. (G) 3 credit hours
Includes assessment, program development, teaching methodology and designing learning environments for the young severely handicapped. Presents normal development to chronological age four in motor, language, self-help, social, and cognitive skills. Reviews early intervention programs.

SpEd 491. Methods and Content for the Severely Handicapped—II. (G) 3 credit hours.
Presents program development and reviews curricular appropriate for the severely handicapped in the academic content areas of reading, mathematics, and related areas. Emphasizes functional academic skills. Prerequisite: Methods and Content I.

SpEd 492. Methods and Content for the Severely Handicapped—III. (G) 3 credit hours.
Presents programming concerns, teaching methodology, and curricula for functional living skills and vocational training skills for the adolescent and adult severely handicapped.

Graduate Courses

SpEd 501. Research. Credit hours to be arranged.

Research: Design of Special Education Research. 3 credit hours. Introduces the student to major library reference tools, the use of APA style in scientific writing, and the basics of scientific research. Basic measurement and statistical concepts, research design. Student will develop proposal for the thesis or field study.

Research with Young Children. 3-9 credit hours. Three-term sequence for review, analysis of pertinent research in the field. Students will conduct independent empirical projects with the target population.

SpEd 505. Reading and Conference.
Credit hours to be arranged.

SpEd 507. Seminar.
The following seminar topics in special education are offered with credits as noted. Other topics and credits may be arranged.

Advanced Applied Behavior Analysis. 3 credit hours.

Grant Writing and Project Management. 3 credit hours.

Transdisciplinary Approaches for the Severely Handicapped. 3 credit hours.

The Young Handicapped Child. 3 credit hours.

Strategies for Parental Involvement and Education. 3 credit hours.

Assessment of the Young Child. 3 credit hours.

Issues in Services for Individuals with Developmental Disabilities. 3 credit hours.

Single Subject Research Design. 3 credit hours.

Behavior Management Packages. 3 credit hours.

Proseminar/Rehabilitation. 3 credit hours.

Rehabilitation. 3 credit hours.

The Handicapped Consumer in Society. 3 credit hours.

Independent Living/Rehabilitation. 3 credit hours.

Program Planning and Evaluation/Rehabilitation. 3 credit hours.

Program Management/Rehabilitation. 3 credit hours.

Research Dissemination and Utilization. 3 credit hours.

Computer Applications in Rehabilitation. 3 credit hours.

Data Processing in Rehabilitation. 3 credit hours.

SpEd 509. Practicum.
The following practicum topics are offered with credits as noted. Other topics and credit hours may be arranged.

Adult Services. 2-10 credit hours. Supervised field experience with developmentally disabled adults in community service settings. For students in the Adult Services Program.

Severely Handicapped Students. 3-15 credit hours. Supervised field experience with severely handicapped individuals in educational settings.

Practicum Experience with Young Handicapped Children. 3-9 credit hours. Provides opportunities for observation and participation in on-going programs for young handicapped children; a three-term sequence beginning with observation and individual training and moving to group and classroom management supervision.

Administration of Special Education. 3-15 credit hours. Assignment to one or more programs for practical experience in one or more aspects of administration and supervision. This may be working with a project, supervising student teachers, or working in a district.

College Teaching. 3 credit hours. Examination of various methods of college classroom organization and instruction. Evaluation of texts relevant to practices in college teaching. Presentation of minimum of three organized lectures, critiques by instructor, and other college staff.

Supervision. 3-6 credit hours. Practicum experience in supervising teachers and other school-related personnel.

Supervision of Teachers of the Severely Handicapped. 3-12 credit hours. Focuses on procedures for training and evaluating practicum student competence for teaching and management program development, individual educational programs, and aids training for the severely handicapped.

SpEd 526. Final Supervised Field Experience: Severely Handicapped Learner (G) 15 credit hours.
Requires fulltime involvement in classroom for the entire term. Focuses on assessment, determining instructional objectives, developing programs, training staff, designing classroom schedule, and working with school and service agencies. Prerequisite: Practicum Severely Handicapped Learner.

SpEd 562. Advanced Psychology of Exceptionality. 3 credit hours. Psychological, sociological, and historical perspectives on identification of exceptional individuals. Evaluation of educational service delivery systems for mildly, moderately, and severely handicapped individuals.

Speech Pathology and Audiology

Undergraduate Studies

The instructional area of speech pathology and audiology offers B.S. and B.A. degrees.

Program Objectives

- (1) To provide students with a knowledge of the scientific aspects of speech and hearing as related to speech and language—normal and disordered.
- (2) To provide basic training concerning symptoms, diagnosis, and treatment of the various types of communication disorders in children and adults.
- (3) To provide, along with study courses, the opportunity for extensive and varied supervised clinical practice in on-campus and off-campus facilities.
- (4) To give the student an understanding of linguistic functions as a form of human behavior.
- (5) To relate study and practice in communication handicaps to the study of other handicapping conditions.
- (6) To provide as a foundation a strong undergraduate training program so the student may eventually qualify professionally as a speech pathologist.

Undergraduate work in speech pathology and audiology is not intended as a terminal training program even though the student receives the Bachelor of Science or Bachelor of Arts degree. To avoid misdirection, it is strongly suggested that the student be certain that the initial adviser be assigned from the speech pathology and audiology faculty.

Area Requirements

The following minimum requirements are specified for students majoring in speech pathology and audiology.

Major Courses	Hours	Prerequisites
SPA 370 Phonetics ..	3	None
SPA 371 Speech Science I	3	None
SPA 472 Speech Science II	3	SPA 370, 371
SPA 481 Speech Pathology I	3	SPA 370, 371
SPA 482 Speech Pathology II	3	SPA 370, 371
SPA 483 Speech Pathology III	3	SPA 481, 482

SPA 487 Fundamentals of Audiology	3	SPA 370, 371
SPA 488 Audiological Assessment..	3	SPA 487
SPA 489 Audiological Rehabilitation ..	3	SPA 487, 488
SPA 473 Lip-Reading	3	SPA 487, 488, 489 required for SPA majors
SPA 474 Speech & Hearing Methods in Schools	3	SPA 370, 371, 481, 482, 409 (2 terms)
SPA 409 Practicum ..	9	Staff approval

Total, 42 credit hours.

The student must have 18 credit hours in upper-division courses outside of speech pathology and audiology which are substantially related or complementary to the major program. The 18 upper-division credit hours need not be from any one department or field.

Requirements for Basic Endorsement: Speech Impaired

The following are additional requirements for endorsement to work with the speech impaired in the public schools of Oregon. None of these is required for the baccalaureate degree in speech pathology and audiology, but without them one cannot work in the public schools or in any agency where state endorsement is required.

Courses	Credits
SpEd 436 Secondary Media	2
EPsy 321 Human Development and Group Processes	3
EPsy 322 Learning and Assessment ..	3
SPA 480 Normal Speech and Language Development	3
One course from among:	
EdPM 327 Social Foundations of Teaching	2
EdPM 471 Education in Anthropological Perspectives	3
EdPM 441 History of American Education	3
EdPM 445 Modern Philosophy of Education	3
One course from among:	
CI 428 Psychology of Reading Instruction	3
EiEd 335 Teaching Reading in the Elementary School	3
SeEd 469 Teaching Reading and Writing in the Secondary School	3
SpEd 407 Direct Instruction: Reading	3
Completion of SPA 425 Final Supervised Field Experience	15

Although not required for the Basic endorsement, it is suggested that Exceptional Child (SpEd 430) be taken in preparation for the Standard endorsement and as a supplement to the undergraduate courses.

Registration in Final Supervised Field Experience (SPA 425) in speech pathology and audiology must be approved by the staff and applied for in the College of Education. Prerequisites are SPA 370, 371, 409 (at least 9 credits) 472, 473, 474, 481, 482, 483, 487, 488, 489. Because SPA 425 is an all-day, everyday field experience in the schools for 15 credit hours, the student should not register for additional courses during the term.

Most undergraduate students plan their programs in order to qualify for Oregon Basic endorsement upon graduation. At the present time, the Basic endorsement is granted for a three-year period. It can be renewed for another three-year period as specified by the Teachers Standards and Practices Commission.

If at all possible, the student should plan to enter graduate school immediately after completing undergraduate training, and complete the fifth year, possibly with a master's degree. Endorsement requirements in Oregon, as well as in other states, are under constant review and may be changed from time to time.

In summary, to receive State of Oregon Basic endorsement to work with speech impaired in the public schools, the student must complete all requirements for the speech pathology and audiology major, must complete the requirements for a Basic endorsement as specified by the Oregon Teacher Standards and Practices Commission, and must be recommended by the institution.

Grade Options

All courses for which any student received graduate credit are graded (A, B, C, D, or No-Pass) except SPA 501, 503, 509 which must be taken pass/no-pass. All students majoring in speech pathology and audiology must take all SPA courses, except SPA 409 and SPA 425, on a graded basis; SPA 409 and 425 are taken only on pass/no-pass basis.

Admission as an Official Undergraduate Major

Students intending to major in speech pathology and audiology will be accepted only as premajors until they are accepted into SPA 409; they then will be officially recognized as majors. The faculty may wish to interview the student before consent to enroll in a practicum is given. Prerequisites for enrollment in SPA 409 are SPA 370, 371, 472, 480.

Those who are not accepted as majors

may take basic courses as electives but may not enroll in any practicum course or in courses for which practicum is a prerequisite.

In the event that enrollment in practicum must be limited for any term, students with the best course preparation will be given priority. Those with lesser preparation may have to delay their beginning practicum work.

Personal Qualifications

Students without adequate speech ability may not major in speech pathology and audiology unless there is good reason to expect that they can achieve acceptable speech before attempting to engage in the required practicum courses.

In general, the student must have the same capacity for self-adjustment and emotional stability for admission to the practicum courses that would be required in professional employment. The supervised practicum involves both training for the student and service to the cases; and before students may be admitted to the practicum they must have demonstrated that they are responsible, mature, and well-organized persons.

Clinical Practicum Facilities

Opportunity for supervised clinical experience is provided for graduate and undergraduate students in the following facilities.

(1) The Speech, Language, and Hearing Center is at 901 East 18th Avenue in the Clinical Services Building on campus; Palmer Curtis, Ph.D., Coordinator.

The center's primary function is to prepare and train speech pathologists and audiologists. An integral part of the educational program is clinical therapy practicums. To provide a significant practicum experience for the student, 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 (loss of language due to injury or stroke), mental retardation, cerebral palsy, physical injury, post-laryngectomy. As part of their education process, graduate and undergraduate students participate in the diagnostic and therapeutic activities under the supervision of certified speech pathologists and audiologists from the University faculty.

(2) The Eugene Hearing and Speech

Center is a well-equipped community facility.

(3) The Easter Seal School for neurologically impaired and, in many cases, nonambulatory children. Opportunities here are mostly related to speech therapy with cerebral-palsy children and intensive language programs.

(4) The Crippled Children's Division is the Eugene campus agency of the School of Medicine, University of Oregon Health Sciences Center, Portland. The Developmental Delay Clinic is a multidisciplinary diagnostic clinic which evaluates and staffs children on a monthly basis, as does the Cranio-Facial Clinic. From ten to fifteen children are evaluated and staffed each month.

(5) A cooperative arrangement with the local school districts enables undergraduates and graduate students to do practicum work in public schools. The school population is approximately 35,000 students. At the present time, public school practicum experience is limited somewhat by availability of practicum openings in the schools.

(6) The Portland Veterans Administration Hospital offers a limited number of internships.

(7) The Child Development and Research Center at the School of Medicine, University of Oregon Health Sciences Center, Portland, offers practicum experience in selected cases.

(8) Other off-campus facilities are used, such as selected parochial schools, where practicum students under supervision are given opportunities to design school programs and perform the screening, follow-up, consultation and other activities related to establishing school programs. Also, there are at times opportunities to participate on a limited basis in such programs as Head Start, child care centers, preschool kindergarten programs, and other specific programs.

ASHA-CCC Requirements

The area offers all the necessary courses required by students who want to qualify for the American Speech and Hearing Association Certificate of Clinical Competence in Speech Pathology.

Graduate Studies

Both master's and doctoral degree programs are available in the Speech Pathology and Audiology Area.

Master's degree programs may be either Master of Arts, Master of Science, or Master of Education pro-

grams. The Master of Arts requires the equivalent of two years of a foreign language. The Master of Education requires that the candidate hold a valid teaching certificate with one year of successful classroom teaching. A planned program leading to completion of the master's degree must be filed in the Graduate Student Records Office, College of Education, and in the Speech Pathology and Audiology Office. It is recommended that this be done before completion of 24 hours of the planned program.

Master's degree candidates intending to complete State of Oregon public school endorsement requirements should consult Ned Jay Christensen.

Specific information and application forms can be obtained from the Graduate Student Records Office, Room 112, College of Education.

Minimum Requirements for Master's Degree Programs

A planned program having a minimum of 51 hours is required for speech pathology and audiology majors. At least 12 of these 51 hours must be in other areas of study of the handicapped or in courses outside the area which are relevant to the program. All work applicable to a program of study must be concluded within seven years. Twenty-four credit hours of study on campus must be graded. A minimum of 9 credit hours must be 500-level courses. A minimum cumulative GPA of 3.00 is required for graduation. A graduate thesis may or may not be required, depending upon staff and student considerations.

Refer to page 341 of this catalog for general regulations concerning the master's degree, and obtain additional specific degree requirements from the College of Education Graduate Student Records Office.

Doctoral Programs

The primary goal of the doctoral program in Speech Pathology and Audiology is to train individuals to provide educational services to the handicapped and to train scholars who are capable of assuming leadership roles in colleges, universities and in federal, state, or local education agency programs.

The doctoral program of study is highly individualized and relies heavily upon tutorial and small group instructional processes to develop skill and knowledge. Students also are expected

to engage in limited amounts of independent study.

The course of study emphasizes skill and knowledge development in four primary areas: (1) academic mastery within basic communication processes and the professional 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 minor area of study is not required at the doctoral level.

A program advisory committee is appointed for each student following conditional admission to the program. This committee assists in the development of an appropriate course of study compatible with the student's interests, background, and professional objectives. Programs may lead to either the Ph.D., or the D.Ed degree.

The doctoral program in Speech Pathology and Audiology usually requires three years of full-time study beyond the master's level.

Courses Offered in Speech Pathology and Audiology

Undergraduate Courses

SPA 370. Phonetics. 3 credit hours. Study of sounds used in speech: determination of sounds; their symbolic nature; their production; physical and psychological phenomena involved in their perception; sectional differences.

SPA 371. Speech Science I. 3 credit hours. A study of the physics of speech.

SPA 405. Reading and Conference. 1-3 credit hours. Topics to be arranged. Staff.

SPA 407. Seminar. Credit hours to be arranged. Topics to be announced. Staff.

Upper-Division Courses Carrying Graduate Credit

SPA 407. Seminar. (G) The following seminar topics are offered with credits noted.

Manual Communication: Beginning, Intermediate, Advanced, 3 credit hours each term. Sequential instruction in acquiring and applying skills in sign language. Basic vocabulary, in-class application. Advanced term includes grammatical rules for conversational uses of sign language as it parallels English syntax.

SPA 409. Practicum. (G) The following practicum topics are offered with credit to be arranged as noted.

Observational Strategies. 1-9 credit hours. Development of reliable use of classroom and clinical observation techniques for teachers and clinicians.

Strategies I. 1-9 credit hours. Strategies for remedial programs in classroom and clinical settings.

Strategies II. 1-9 credit hours. Continues development of remedial programs.
SPA 425. Final Supervised Field Experience in SPA. 15 credit hours. Diagnostic and treatment experience in the school setting. Prerequisites: SPA 370, 371, 409, 472, 473, 474, 481, 482, 483, 487, 488, 489. Enrollment limited to students in speech handicapped program for Basic endorsement.

SPA 472. Speech Science II. (G) 3 credit hours. Advanced study of anatomy, physiology, and neurology of speech processes.

SPA 473. Lip Reading. (G) 3 credit hours. Methods of teaching lip reading to the deaf and hard of hearing; the preschool, school, and adult levels; research studies concerning lip reading; and relationships of lip reading to other aspects of audiological rehabilitation and training.

SPA 474. Speech and Hearing Methods in the Schools. (G) 3 credit hours. Specific methods related to remediation of language and speech disorders of school children.

SPA 480. Normal Speech and Language Development. (G) 3 credit hours. Primary focus on the development of phonology, morphology, syntax, semantics, and pragmatics. Areas related to language development are discussed.

SPA 481. Speech Pathology I. (G) 3 credit hours. A survey of the theory, characteristics, diagnosis, and treatment of language and speech disorders with no known organic etiology.

SPA 482. Speech Pathology II. (G) 3 credit hours. A survey of the theory, characteristics, diagnosis, and treatment of language and speech disorders associated with organic deficits.

SPA 483. Speech Pathology III. (G) 3 credit hours. An introduction to diagnostics in speech and language disorders; case history recording, interviewing, basic testing procedures, analysis and criticism of tests.

SPA 487. Fundamentals of Audiology. (G) 3 credit hours. Basic anatomy of the ear; psychophysics of hearing; causes, types, and symptomatology of hearing impairments.

SPA 488. Audiological Assessment. (G) 3 credit hours. Basic pure tone, air and bone-conduction audiometry; interpretation of audiograms; and introduction to speech audiometry.

SPA 489. Audiological Rehabilitation. (G) 3 credit hours. Rehabilitation of hearing impairments; use of amplification, auditory training; psycho-social aspects of hearing impairments.

Graduate Courses

Note: Courses numbered 570 and above may not be offered every year.

SPA 501. Research. Credit hours to be arranged. No-grade course. Staff.

SPA 503. Thesis. Credit hours to be arranged. No-grade course.

SPA 505. Reading and Conference. Credit hours to be arranged.

SPA 507. Seminar. Credit hours to be arranged.

SPA 509. Practicum: Language. 1-9 credit hours. Supervised clinical work with children and adults enrolled for counseling, testing, and treatment in the Speech, Language, and Hearing Center or other campus and community centers where work can be supervised. Attendance at weekly 509 staff meetings required.

SPA 570. Psychology of Speech and Language. 3 credit hours. Study of speech and language in relationship to learning, cognition, classroom performance, and other behavior.

SPA 571. Advanced Audiological Assessment. 3 credit hours. Advanced study of the audiometric findings in peripheral, central, and functional impairment.

SPA 572. Disorders of Articulation. 3 credit hours. Advanced study of the nature of articulation and articulatory problems in children and adults including delayed speech development; evaluation of techniques in testing; evaluation of materials and procedures used in therapy; study of current research findings; demonstration with clinical cases.

SPA 573. Advanced Speech and Language Development. 3 credit hours. Emergence and development of normal speech and language in children; acquisition of phonology, syntax, and morphology semantics and pragmatics; current theories of language acquisition are covered.

SPA 574. Adult Aphasia. 3 credit hours. The nature of aphasic disturbance; diagnosis and treatment of the impairment of motor and auditory speech as a result of cerebrovascular accident; language assessment in aphasic cases; family counseling; methods of therapy; case demonstrations and studies.

SPA 575. Stuttering. 3 credit hours. The etiology, symptomatology, diagnosis, and treatment of stuttering behavior.

SPA 576. Voice Disorders. 3 credit hours. Functional and organic disorders of the voice; diagnostic and therapeutic approaches for various voice disorders.

SPA 577. Cleft-Palate Speech. 3 credit hours. Congenital cleft palate and cleft lip; implications for speech therapy; related orofacial abnormalities.

SPA 578. Diagnostic Procedures in Speech Pathology. 3 credit hours. Rationale and use of the major instruments, procedures, and materials used in conducting diagnostic work in cases of speech disorders; organizing diagnostic data and writing the clinical report.

SPA 579. Language Disorders of Children. 3 credit hours. An intensive study of language disorders of children; emphasis on contributions from linguistics, psychology, neuropsychology, and learning theory.

SPA 580. Motor Speech Disorders. 3 credit hours. Nature of speech disorders associated with lesions of central and peripheral nervous systems.

SPA 581. Auditory Processing. 3 credit hours. The role of auditory processing in language and learning disorders.

Division of Educational Policy and Management

Faculty

Administrative Faculty

Robert H. Mattson, D.Ed., Associate Dean ; Director, Center for Educational Policy and Management

Jane H. Arends, Ph.D., Administrative Associate

Richard O. Carlson, Ed.D., Director, Graduate Studies in the Division of Educational Policy and Management

Kenneth E. Duckworth, Ph.D., Associate Director, Center for Educational Policy and Management.

Philip K. Piele, Ph.D., Director, Information and Field Services and ERIC Clearinghouse on Educational Management

Instructional and Research Faculty

Max G. Abbott, Ph.D., Professor of Education (identification and development of administrator skills, administrative theory). B.S., 1949, M.S., 1951, Utah State; Ph.D., Chicago, 1960.

Jane Arends, Ph.D., Research Associate (personnel and program administration). B.A., Whitman College, 1962; M.S.T., Portland State, 1965; Ph.D., Oregon, 1975.

Gerald K. Bogen, D.Ed., Professor of Education (higher education). B.A., Western Washington, 1959; M.S., 1961, D.Ed., 1963, Oregon.

C. A. Bowers, Ph.D., Professor of Education (philosophy of education). B.S., Portland State, 1958; Ph.D., California, Berkeley, 1962.

Robert L. Bowlin, D.Ed., Dean of Students, with rank of Professor; Associate Professor of Education (college student-personnel administration). B.S., 1953, M.A., 1958, California State Polytechnic; D.Ed., Oregon, 1964.

Richard O. Carlson, Ed.D., Professor of Education (organizational change). B.S., 1951, M.S., 1955, Utah; Ed.D., California, Berkeley, 1957.

Werrett W. Charters, Jr., Ph.D., Professor of Education (research on schools and school administration). B.A., DePauw, 1944; Ph.D., Michigan, 1952.

Kenneth E. Duckworth, Ph.D., Research Associate (sociology of

education, socialization for work). B.A., 1965 Harvard; M.A., 1975, Ph.D., 1976, Stanford.

C. H. Edson, Ph.D., Assistant Professor of Education (history of education). B.A., California, Berkeley, 1960; M.A., Oregon, 1970; M.A., 1973, Ph.D., 1979, Stanford.

Kenneth A. Erickson, Ed.D., Professor of Education (personnel administration, school surveys, in-service education, superintendency). B.S., Oregon, 1941; M.A., 1948, Ed.D., 1953, Washington State.

Robert D. Gilberts, Ph.D., Dean of the College of Education; Professor of Educational Administration (problems of urban schools, conflict management, general administration). B.S., Wisconsin State, 1950; M.S., 1955, Ph.D., 1961, Wisconsin.

Steven M. Goldschmidt, J.D., Associate Professor of Education (law and education, juvenile delinquency). B.A., Oregon, 1966; J.D., California, Berkeley, 1969; M.A., Oregon, 1972.

William T. Hartman, Ph.D., Associate Professor of Education (educational finance and economics). B.M.E., 1965, Florida; M.B.A., 1967, Harvard; Ph.D., 1979, Stanford.

N. Ray Hawk, D.Ed., Vice-President for Administration and Finance; Professor of Education (higher education). B.S., 1947, M.S., 1948, D.Ed., 1949, Oregon.

John E. Lallas, Ed.D., Executive Dean, Professor of Education (higher education). B.A., Washington, 1947; B.A., Western Washington, 1952; Ed.D., Stanford, 1956.

Robert H. Mattson, D.Ed., Associate Dean, Division of Educational Policy and Management, Professor of Education (educational administration and special education). B.S., Montana State, 1949; M.A., State University of Iowa, 1959; D.Ed., Oregon, 1959.

Philip K. Piele, Ph.D., Professor of Education (voting behavior, law and education). B.A., Washington State, 1957; M.S., 1963, Ph.D., 1968, Oregon.

Nancy J. Pitner, Ph.D., Assistant Professor of Education (organizational theory, administration, educational policy). B.S., Youngstown State, 1969; M.A., 1974, Ph.D., 1978, Ohio State.

Ralph C. Rands, D.Ed., Associate Professor of Education (community college, personnel evaluation, communications). B.A., Linfield College, 1949; M.Ed., 1954, D.Ed., 1966, Oregon.

Richard A. Schmuck, Ph.D., Professor of Education (social psychology, group processes, organizational change). B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan.

Harry F. Wolcott, Ph.D., Professor of Education, and of Anthropology (anthropology and education). B.S., California, 1951; M.A., San Francisco State, 1959; Ph.D., Stanford, 1964.

The Division of Educational Policy and Management 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, Oregon 97403.

Instructional Programs

The instructional programs include a master's degree program and a doctoral program in educational policy and management and in educational administration, and state-approved programs for Basic and Standard certification of vice-principals, principals, assistant superintendents, and superintendents.

Master of Science Degree

The master's degree program provides a foundation in educational policy and management as well as an opportunity to pursue specialized study. Admission decisions are based on an evaluation of all undergraduate transcripts, work experiences, a score from the Miller Analogies Test, a statement by the applicant of his or her academic and vocational goals, and three letters of recommendation.

The student must complete 45 credit hours in courses to include the following:

(1) 24 hours of pass-differentiated graduate courses.

(2) 30 hours in the Division of Educational Policy and Management, 9 of which must be at the 500 level.

(3) 9 hours in one of the departments of the College of Arts and Sciences.

(4) five required courses.

Also, the student must complete a final project on a topic relevant to educational policy and management that entails a paper and up to 9 credit hours of study.

Doctoral Programs

The Doctor of Education (D.Ed.) degree and the Doctor of Philosophy (Ph.D.) degree may be earned in

educational policy and management with specialization in the following areas :

- Educational Administration
- Community College Administration
- University and College Administration
- History of Education
- Education and Social Thought
- Education and Anthropology
- Law and Education
- Educational Policy Research and Analysis
- Personnel Administration

Applicants to all doctoral programs are evaluated on the basis of (1) four letters of recommendation, (2) undergraduate and graduate programs and grade point averages, (3) scores on the Miller Analogies Test, (4) samples of scholarly work (e.g., term papers, master's thesis), (5) statements by the applicant of his or her career goals, academic interests, and employment history, and (6) a department essay.

A student's program includes a set of courses, requirements for which vary according to degree sought (D.Ed. or Ph.D.) and field of study. Residency requirements of three consecutive terms of full-time study must be met by Ph.D. students; D.Ed. students, only, may elect the three-term option, or they may spend two consecutive terms of full-time study, followed by one term of directed internship.

In addition, a student must maintain a B grade average, pass a comprehensive exam, and complete a dissertation.

Basic and Standard Certification for Administrators

By act of the Oregon Legislature, all persons employed as administrators (vice-principals, principals, assistant superintendents, and superintendents) in Oregon public schools must hold administrative certificates.

A Basic administrative certificate (good for not more than two years and renewable not more than twice) is issued to those who have a master's degree from an approved institution and a recommendation from the division to the effect that the candidate has demonstrated competence or verified completion of required course work. A Basic vice-principal's certificate, as of January 1, 1980, is required for vice-principals. A Standard certificate (good for five years) is issued to those who have had three years of appropriate experi-

ence while holding a Basic administrative certificate.

Applicants to certification programs are evaluated on the basis of (1) transcripts of previous academic work, (2) three letters of recommendation, and (3) score on the Miller Analogies Test. Information on admissions procedures and required courses may be obtained from the division office.

Research and Development

Research and development is carried out through funded programs and activities to advance theory and practice in educational policy and management. The research unit of the division is the Center for Educational Policy and Management (CEPM).

Current Programs

Optimal Policy Management for the Education Labor Market

Policy management issues to be investigated include problems posed by fluctuations in demand for and supply of educators; impacts of reductions in force, diverse goals regarding age, rank, and tenure composition of faculties; results of policies to induce early retirement, and affirmative action goals. The most important product of this research will be development of a methodology to predict the effects of specific policy sets on types of school districts or institutions.

Directors : William H. Baugh and Joe Stone.

Grievance Arbitration in Education

The project is conducting legal research on grievance arbitration awards collected by the American Arbitration Association in the "Arbitration in the Schools" series. This series represents over 3,000 cases collected since 1969, covering both K-12 and higher education. The research will focus on the character of the disputes, the remedies provided, and the reasoning of the arbitrator. Another aspect of the analysis will be to determine the extent to which the traditional "common learning" (essentially private sector) in the arbitration field can be applied to public school education arbitration.

The prime product of the research will be a manual or book aimed at school personnel administrators, union personnel, arbitrators, and teachers of the subject matter. The manual or book will be primarily aimed at non-lawyers.

Its purpose will be to provide insight into the type and nature of personnel disputes and arbitration as a dispute resolution device.

Directors : Donald W. Brodie and Peg Williams.

Conflict Management in Education and Municipal Governance

Comparative study of the conflict management behavior of school superintendents and city managers, using survey research. Conflict management behavior is the major dependent variable. The four independent variables are context of conflict, professional status of administrators, nature of conflict, and conflict orientation of administrators. Additionally, attention is given to the effects of conflict upon those who govern, manage, and consume the services of schools.

Director : Harmon Zeigler.

Impact of Collective Bargaining on the Cost and Quality of Public Education

This research measures the effect of collective bargaining on the cost and quality of public education. Economic models are developed to show the relationship among collective bargaining, resource allocation within school districts, and the educational achievement of children attending the schools within the district. The models will be tested with data collected from California, Florida, Michigan, and New York.

Directors : Lawrence C. Pierce and Randall W. Eberts.

Information and Field Services

The division provides consultant and field services aimed at solving problems related to the administration, organization, financing, planning, and operation of educational programs as well as the evaluation of programs and educational facilities. Staff members provide professional growth opportunities for school districts, professional organizations, and individuals through workshops, conferences, and training programs; disseminate information on exemplary practices and new developments in education; and facilitate communication between the College of Education and the field.

In addition to those activities sponsored by the division, two special units that concern themselves with information and field services are described below.

ERIC Clearinghouse on Educational Management

The ERIC Clearinghouse is a unit of the national Educational Resources Information Center network funded by the National Institute of Education. The clearinghouse indexes and abstracts materials on educational management and educational facilities for listing in two monthly publications, *Resources in Education* and *Current Index to Journals in Education*. Other clearinghouse publications include state-of-the-knowledge papers, annotated bibliographies, research reviews, monographs, and a newsletter.

Oregon School Study Council

Financed by member school districts, the Oregon School Study Council publishes monthly and special bulletins and quarterly reports on important and current educational developments; carries out requested research on special problems in education; arranges for conferences in which member districts discuss and solve pertinent problems; schedules visitation programs for member districts to exemplary educational programs or facilities, and lends special library and research materials to administrators.

Courses Offered in Policy and Management

Undergraduate Courses

EdPM 199. Special Studies. 1-3 credit hours.

EdPM 200. SEARCH. 1-3 credit hours.

EdPM 327. Social Foundations of Teaching. 3 credit hours. Study of the school as a social institution, acquainting prospective teachers with social science theory and research relating to education; politics and control of education, the process of socialization, social and minority issues in education, and alternatives for educational change. Staff.

EdPM 400. SEARCH. 1-3 credit hours.

EdPM 405. Reading and Conference. Credit hours to be arranged.

Undergraduate Courses Carrying Graduate Credit

EdPM 407. Seminar. (G) Credit hours to be arranged. Seminar topics offered as student interest and faculty availability warrant.

EdPM 409. Practicum. (G) Credit hours to be arranged. Bowlin.

EdPM 440. History of Education. (G) 3 credit hours. A historical study of the role of education in Western society. The course

is designed both to acquaint the student with significant educational literature and to provide an opportunity to examine basic ideas which have tended to give form and purpose to educational thought and practice in Western culture. Edson.

EdPM 441. History of American Education. (G) 3 credit hours. An introduction to the major social, intellectual, and institutional trends in the history of American education; the evolution of formal systems of education as the response of a people to their traditions, to their experiences in a given environment, and to broad social movements; appreciation of the different experiences of various ethnic groups in our society, and the processes by which educators translate their beliefs concerning these groups into educational policy and practice. Edson.

EdPM 445. Modern Philosophy of Education. (G) 3 credit hours. Examination of the ideas of Sartre, Buber, and G. H. Mead as they relate to current educational issues; the nature of freedom, identity and alienation as analyzed from a phenomenological perspective; education as a process of examining cultural assumptions; the relationship between local control of education and freedom of inquiry; education and Berger's theory of the social construction of reality. Bowers.

EdPM 471. Education in Anthropological Perspective. (G) 3 credit hours. Examines education as cultural process; focuses on learning and learners in preliterate and contemporary cross-cultural settings and a wide range of social contexts.

Graduate Courses

EdPM 501. Research. Credit hours to be arranged. No-grade course.

EdPM 502. Supervised College Teaching. Credit hours to be arranged.

EdPM 503. Thesis. Credit hours to be arranged. No-grade course.

EdPM 505. Reading and Conference. Credit hours to be arranged.

EdPM 507. Seminar. The following graduate seminars are offered with credit hours as noted or to be arranged.

School Law Research I: Bibliography. 3 credit hours. Piele.

School Law Research II: Methodology. 3 credit hours. Piele.

School Business Law. 3 credit hours. Piele.

Current Issues in Higher Education. 1 credit hour. Staff.

Existentialism and Education. 3 credit hours. Bowers.

Financing Higher Education. Credit hours to be arranged. Hawk.

Historiography of American Education. 3-5 credit hours. Edson.

History of Higher Education. 3-5 credit hours. Edson

History of Childhood and the Family. 3-5 credit hours. Edson.

Ideology and Education. 3 credit hours. Bowers.

Internship. 1-6 credit hours.

Personnel Evaluation. 2 credit hours.

Politics of Knowledge. 3 credit hours. Bowers.

Simulation in Decision-Making. 3 credit hours.

Thesis Seminar. 2 credit hours. Staff.

EdPM 508. Workshop. Credit hours to be arranged. No-grade course.

EdPM 509. Practicum. Credit hours to be arranged.

Practicum for Interns. 2 credit hours. Continuing assessment and discussion of internship experiences. Staff.

EdPM 513. Educational Organization and Administration. 3 credit hours.

A conceptual overview of administration as a field of study, using a variety of perspectives, with special emphasis on the implications of such study for administration in educational organizations.

EdPM 514. Governance and Policy in American Schools. 3 credit hours.

Analysis of the roles of the federal government, state government, and local agencies in respect to the governance of elementary and secondary schools and to the establishment of policy for such schools. Emphasis on alternative patterns for governing schools at the state level.

EdPM 515, 516. Educational Institutions. 3 credit hours each term. EdPM 515: Structures, processes, and procedures which characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimation, regulation, integration, adaptation. Abbott.

EdPM 516: The social organization of educational institutions, emphasis on the impact of organizational needs and personnel characteristics on the social organization. Carlson.

EdPM 520. Adult Education. 3 credit hours. Survey of adult education. Purposes, programs, philosophy, methods, materials, agencies, organization. Dahle.

EdPM 522, 523. Policy Research and Analysis I, II. 3 credit hours each term.

A nonstatistical treatment of the basic concepts and methods of research on educational policy.

EdPM 524. Law and Schools. 3 credit hours. An analysis of the legal system and the legal method. Prepares students to apply the law and legal reasoning to factual situations which arise in the operation of public schools. Focus is on the legal authority of local, state and federal governments, including the bases and limitations on that authority.

EdPM 526. Student Rights. 2 credit hours.

Provides an analysis of the legal rights of elementary and secondary students under state and federal constitutions, statutes and administrative values. Prerequisite: EdPM 524.

EdPM 528. Teacher Rights. 2 credit hours. Provides an introduction to the legal rights and liabilities of school personnel under state and federal constitutions, statutes and administrative rules. Prerequisite: EdPM 524.

EdPM 530. Higher Education in Developing Countries. 3 credit hours winter. Brief survey of higher education in selected developing countries; comparison with American higher education; relation to economic development, major problems. Staff.

EdPM 542. Urbanization, the Pupil, and the School. 3 credit hours. A history of urban education analyzing bureaucratization, patterns of political control of schools, teachers' and students' perceptions of the system, some functions of mass schooling, and strategies for change today. Discussions of primary sources and contrasting interpretations will attempt to relate schools to changes in urban politics and socio-economic structure in specific American cities. Edson.



EdPM 545. School and Society in the Recent Past. 3 credit hours. Examination of the issues that have arisen in education as a result of recent social, political, and intellectual developments. Analysis of the issues presented in the writings of Ortega, Marcuse, Ellul, Freud, and Skinner, among others, will be a major part of the course work. Prerequisite: EdPM 445, or consent of instructor. Staff.

EdPM 550. Administration of College Student Services. 3 credit hours. The role of student affairs in higher education and the relationship of counseling, financial aid, housing, health service, career planning and placement, student activities, and other such programs and services to the academic mission.

EdPM 552. Administration of the Community College. 3 credit hours. An examination of the origin and functions of the community college movement with emphasis on the problems and issues in organization and administration.

Ed PM 554. Programs in the Community College. 3 credit hours. A survey of the variety of programs offered in the community college and their relationship to other educational, professional, and vocational areas. Rands.

EdPM 569. Ethnographic Method in Educational Research. 3 credit hours. Examines the descriptive/interpretive approach of the anthropological fieldworker for applications in educational research through analyzing statements about fieldwork and reviewing published accounts.

EdPM 570. Human Resource Management. 2 credit hours. A laboratory course in management skills relating to management of time, building motivation, forming work groups, establishing trust, implementing change, and researching agreement. Staff.

EdPM 571. Anthropology and Education. 3 credit hours. Education viewed as cultural process. The anthropology of teaching; review of cultural anthropology for its relevance to educating; analysis of formal education from an anthropological perspective; education in cross-cultural settings. The teaching of

anthropology; anthropology in the curriculum. Formal and informal modes of enculturation. Prerequisite: Anth 415, EdPM 471, Education in Anthropological Perspective (G), or EdPM 569, Ethnographic Method in Educational Research. Wolcott.

EdPM 572. Anthropology and Education. 3 credit hours. Exploration in depth of some problem or issue central to the field of anthropology and education; topic announced in advance. Prerequisite: EdPM 571 or Anth 415, or consent of instructor. Wolcott.

EdPM 573. Business Management in Education. 2 credit hours. Application of systematic procedure to the problems of acquiring fiscal resources of a school district and managing its expenditures. Hartman.

EdPM 574. Educational Program Research and Evaluation. 2 credit hours. Developing and conducting a comprehensive program of research and evaluation activities in a public school system at the district, building, and classroom levels. Mattson.

EdPM 575. School Finance. 3 credit hours. Fiscal management of the schools; legal and political aspects of school finance; taxation, local and state procurement and distribution of funds. Hartman.

EdPM 576. School Buildings. 2 credit hours. A critical analysis and discussion of current trends in school facilities planning, evaluation, and development with special emphasis on school district alternatives to deficit or surplus space problems or both. Topics to be covered include sources of information; community participation in planning; enrollment forecasting techniques: extrapolation methods, structural flow methods, and Markov models; evaluation of existing facilities: physical appraisal, program appraisal, and future use; alternatives to building; year-round schools, renovation and modernization, relocatables, and found space; alternative uses of surplus space; techniques for closing schools; energy conservation; maintenance and security. Piele.

EdPM 577. Collective Bargaining in Education. 2 credit hours. Examines the procedures and techniques of collective bargaining in a public school setting. Considers history

and theory of collective bargaining; analysis of Oregon's collective bargaining statutes; and specific collective bargaining issues (i.e., unit determination, scope, contract language, impasse resolution, and grievance procedures). Simulated bargaining sessions involve participants in the planning, communication, and strategies required in the bargaining process. Goldschmidt.

EdPM 578. School-Community Relations. 2 credit hours. 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; community influentials and the schools; citizen decision-making and the schools; the referenda; methods of assessing citizen attitudes toward the schools; improving school responsiveness to citizen expectations. Staff.

EdPM 580. School Personnel Administration. 3 credit hours. Examination of principles and practices of personnel management in elementary and secondary schools. Analysis of legal requirements for personnel managers. Abbott.

EdPM 583. Policy Development. 2 credit hours. Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policy and assessing the consequences of policy enactment. Abbott.

EdPM 589. The Economics and Financing of Education. 3 credit hours. Private and social benefits; taxation; state distribution formulas; allocation within districts; economics of higher education. Hartman.

EdPM 591. Educational Planning in Developing Countries. 3 credit hours. Staff.

EdPM 592. Administration of Colleges and Universities. 3 credit hours. 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. Lallas.

EdPM 593. Higher Education Survey. 3 credit hours. 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. Lallas.

EdPM 597. Methods of College Teaching. 3 credit hours. A review of some prevailing concepts and suppositions about teaching and learning, in which a number of different methods and techniques of college teaching are examined. It is assumed that students who take this course will have had some teaching experience. Staff.

EdPM 598. Comparative Education. 3 credit hours. An examination of higher educational systems in countries other than the United States. Particular emphasis is on relationships between education and governmental agencies, and on patterns of decision making as they impact on educational policy. Staff.

The University of Oregon, Oregon State University, and Portland State University offer a new cooperative doctoral degree program in community college administration. The University and Portland State also offer a similar program for school administrators. For details, please call Gerald K. Bogen, 686-5064.

Division of Counseling and Educational Psychology

Faculty

Administrative Faculty

Wesley C. Becker, Ph.D., Associate Dean.

James R. Booth, M.A., Director, DeBusk Memorial Center.

Gerald D. Kranzler, Ed.D., Coordinator, Counseling.

Lloyd L. Lovell, Ph.D., Coordinator, Educational Psychology.

Counseling Faculty

Gerald D. Kranzler, Ed.D., Coordinator, Professor of Education (rational emotive counseling). B.S., Jamestown College, 1956; M.Ed., 1959, Ed.D., 1964, North Dakota.

Martin H. Acker, Ph.D., Professor of Education (human sexuality, corrections). B.A., Brooklyn, 1943; M.A., 1953, Ph.D., 1963, New York University.

James R. Booth, M.S., Coordinator, DeBusk Memorial Center, Senior Instructor in Education (community mental health and social services). B.S., Boston University, 1952; M.S., William and Mary, 1956.

Gordon A. Dudley, Ed.D., Associate Professor of Education (psychodynamic theory and procedures). B.A., Kalamazoo, 1956; M.A., Colorado, 1959; Ed.D., Harvard, 1971.

Richard D. Freund, Ph.D., Assistant Professor of Education (research methods, community college counseling, cognitive theory). B.A., Brown, 1966; Ph.D., Stanford, 1971.

William Kirtner, Ph.D., Associate Professor and Counselor, University Counseling Center (college counseling). A.B., 1950, M.A., 1955, Ph.D., 1959, Chicago.

John W. Loughary, Ph.D., Professor of Education (career development, learning systems development). B.S., Oregon, 1952; M.A., 1956, Ph.D., 1958, Iowa.

Raymond N. Lowe, Ed.D., Professor of Education (family and school counseling). B.S.Ed., Massachusetts State, Fitchburg, 1940; M.A., 1948, Ed.D., 1951, Northwestern.

Shirley L. Menaker, Ph.D., Associate Professor of Education (psychology and career development of women, assessment). B.A., Swarthmore, 1956; M.A., 1961, Ph.D., 1965, Boston.

Carol Lynn Morse, Ph.D., Instructor in Education (family education and counseling). B.S., 1970; M.S., 1974; Ph.D., 1980, Oregon.

Vivian Olum, Ph.D., Associate Professor of Counseling and Psychology (child and family psychotherapy, psychodynamic approaches to therapy). B.A., Swarthmore, 1943; Ph.D., Cornell, 1957.

Theresa M. Ripley, Ph.D., Assistant Professor of Education and Coordinator of Career Planning with rank of Associate Professor (group procedures, career development). B.S., Illinois State, 1966; M.S.Ed., Indiana, 1968; Ph.D., Oregon, 1971.

Ronald J. Rousseve, Ph.D., Professor of Education (developmental counseling, social-philosophic foundations, minorities). B.S., 1953, M.A., 1954, Xavier; Ph.D., Notre Dame, 1958.

Linda Sherman, Ph.D., Assistant Professor of Education (behavior therapy, applied clinical research, survivors of catastrophic events, divorce, suicide). B.S., Illinois, 1971; M.A., California State, 1976; Ph.D., Oregon, 1979.

Andrew Thompson, Ph.D., Assistant Professor of Education and Counselor with rank of Associate Professor, University Counseling Center (cognitive behaviorism). B.A., 1956, M.A., 1960, Ph.D., 1963, Minnesota.

Saul Toobert, Ph.D., Associate Professor of Education; Acting Director with rank of Professor, University Counseling Center (group and individual counseling). B.A., California, 1947; Ph.D., Oregon, 1965.

Adjunct Faculty in Counseling

John A. Bernham, M.Ed., Adjunct Visiting Instructor of Education (community college counseling). B.A., Cascade College, 1956; M.Ed., Oregon, 1960.

A. Stanley Hultgren, Ph.D., Adjunct Visiting Assistant Professor (child guidance, counseling procedures). B.A., Oregon, 1964; M.A., Arizona State, 1969; Ph.D., Oregon, 1976.

John C. Winquist, Ph.D., Adjunct Visiting Assistant Professor of Education (community-college counseling). B.A., Oregon State, 1964; M.S., 1971, Ph.D., 1975, Oregon.

Educational Psychology Faculty

Lloyd L. Lovell, Ph.D., Coordinator, Professor of Education (human development, giftedness, philosophy of science, perception). B.A., Lawrence, 1947; M.S., Minnesota, 1951; Ph.D., Cornell, 1955.

Wesley C. Becker, Ph.D., Associate Dean and Professor of Education (clinical psychology, behavioral analysis research, measurement, teaching methods). B.A., 1951, M.A., 1953, Ph.D., 1955, Stanford.

Henry F. Disney, Ph.D., Professor of Education (measurement and research, educational evaluation). B.S., Southeast Missouri State, 1954; M.Ed., Wayne State, 1955; Ph.D., Iowa, 1959.

C. Sue McCullough, Ed.D., Director of School Psychology Program, Assistant Professor of Education (school psychology, behavioral analysis, child development). B.S., Butler, 1966; M.A., 1976, Ed.D., 1980, Ball State.

Arthur Mittman, Ph.D., Professor of Education (measurement and research, psychometrics). B.A., 1947, M.S., 1950, Ph.D., 1958, Iowa.

Janet Moursund, Ph.D., Associate Professor of Education (learning, research design). B.A., Knox, 1958; M.S., 1961, Ph.D., 1963, Wisconsin.

Richard J. Rankin, Ph.D., Professor of Education (psychometrics, learning and motivation, human development). B.A., 1953, M.A., 1954, Ph.D., 1957, California.

Diane L. Reinhard, Ph.D., Assistant Dean, Assistant Professor of Education (research and evaluation methodology). B.S., 1965, M.S., 1969, Wisconsin, Milwaukee; Ph.D., Ohio State, 1972.

Richard A. Schmuck, Ph.D., Professor of Education; Research Associate, Center for Educational Policy and Management (social psychology, group processes, organization development). B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan.

Herbert H. Severson, Ph.D., Assistant Professor of Education (behavior modification, biofeedback, personality assessment). B.S., Wisconsin State, 1966; M.S., 1969, Ph.D., 1973, Wisconsin, Madison.

Adjunct and Courtesy Faculty in Educational Psychology

Joyce Gall, Ph.D., Visiting Assistant Professor (social psychology, instructional development, school management and organization). B.S., Illinois, 1963; Ph.D., California, Berkeley, 1970.

Meredith Gall, Ph.D., Professor of Education (educational research and development, instructional design, teacher training and research). B.A., 1963, M.Ed., 1963, Harvard; Ph.D., California, Berkeley, 1968.

Fred N. Kerlinger, Ph.D., Professor of Education (educational psychology, research methods, multivariate analysis, measurement and evaluation, learning theory and teaching). B.S., New York University, 1942; M.A., 1951, Ph.D., 1953, Michigan.

Catherine M. Porter, Ph.D., Assistant Professor of Education (gerontology). B.S., Texas, 1962; M.A., Houston, 1966; Ph.D., Oregon, 1972.

Patricia A. Schmuck, Ph.D., Visiting Assistant Professor (group processes, educational evaluation). B.A., 1959, M.A., 1964, Michigan; Ph.D., Oregon, 1975.

Frances G. Scott, Ph.D., Professor of Education; Professor of Gerontology (gerontology, administration, research and adult development). B.A., 1953, M.A., 1954, Texas; Ph.D., California, Los Angeles, 1960.

Steven A. Waksman, Ph.D., Visiting Assistant Professor of Education (school psychology). B.B.A., City University of New York, 1970; M.S., Oregon College of Education, 1974; Ph.D., Oregon, 1976.

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, school psychology, and learning disabilities.

In addition to its degree programs, the division provides a variety of service courses to other College of Education and University programs.

Division faculty and staff are housed at 1761 and 1791 Alder Street and in the DeBusk Center at 1675 Agate Street.

Counseling Psychology

The counseling area offers integrated programs of classroom, practicum, and field experience leading to graduate degrees at both the master's and doctoral levels and to school counselor certification.

The graduate programs offered by the counseling area are summarized here. Supplementary information relating to University policies and

procedures is available from the Graduate Student Records Office of the College of Education and in the Graduate School section of this catalog.

Career Opportunities

At the master's degree level, the area offers a generic program of studies in counseling designed to prepare professional practitioners for work in a wide variety of settings: schools, vocational rehabilitation agencies, community mental health centers, employment service offices, community college counseling centers, juvenile corrections agencies, human resources development programs, pastoral counseling settings, and family counseling centers.

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, professors, researchers, school psychologists, government and industrial research psychologists, consulting psychologists, program administrators, and counseling psychologists in private practice.

Degrees Granted

At the master's level the counseling program leads to a Master of Arts, Master of Science, or Master of Education degree in counseling. For the M.A. degree the candidate must demonstrate proficiency in one foreign language. For the M.Ed. degree the candidate must have a valid teaching certificate and have completed at least one year of successful classroom teaching.

Doctoral Degrees

The doctoral program in counseling psychology may lead to either the Doctor of Philosophy (Ph.D.) degree or the Doctor of Education (D.Ed.) degree. In addition to other requirements, the Ph.D. requires a dissertation with a high level of scholarship and 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. It combines scholarship in pertinent knowledge areas with the improvement of professional skills in assessment, diagnosis, treatment, evaluation, therapy, teaching, supervising,

consulting, and service agency management. Thus, while the Ph.D. program emphasizes critical thinking and research contributing to the advancement of knowledge, the D.Ed. program places primary emphasis upon the advancement of professional practice.

Admission to the D.Ed. program entails obtaining a faculty adviser and developing a detailed program proposal as part of the application procedure. Most counseling psychology faculty do not advise D.Ed. applicants, so there is a waiting list of persons seeking admission to the D.Ed. module. Further references to the doctoral program or doctoral degree requirements apply to the Ph.D. and the D.Ed. degrees, unless otherwise specified.

Admission and Retention

Master's Degree Students

Prospective applicants may request detailed information on admission policies and procedures from the Division of Counseling and Educational Psychology, College of Education, University of Oregon, Eugene, Oregon 97403. The closing date for receipt of completed applications for admission in September 1982 is February 1, 1982. (New students are not admitted during winter and spring terms.)

Only completed applications will be reviewed. Applicants must themselves gather all requested supporting papers and submit them along with their application forms as one package.

Students applying for admission to the master's program in counseling must provide scores from the aptitude section of the Graduate Record Examination.

Admissions decisions are based upon a close evaluation of each applicant's (1) academic record, (2) letters of reference; (3) previous work or life experiences, or both, and (4) rationale for seeking admittance to the Counseling Area. Candidates will be notified by March 15, by mail only, of the disposition of their applications.

Summer Sessions Only

To accommodate persons who want to pursue a master's degree program or school counselor certification, but whose employment schedule may prevent them from enrolling for course work during the regular academic year (e.g., teachers), the Counseling Area has established a "summers only" category of students.

The closing date for receipt of completed applications for the "sum-

mers only" program is May 1. (Priority is given to working professionals in Oregon who are up-dating their credentials.)

The master's program in counseling has an active Affirmative Action program and encourages applications from women and minority group members.

Doctoral Students

Application materials may be obtained from the Division of Counseling and Educational Psychology, College of Education, Eugene, Oregon 97403. Deadline for receipt of completed application credentials is February 1, 1982. Notices of final disposition of applications are mailed by March 15.

Applicants are evaluated on the basis of (1) Graduate Record Examination Aptitude and Advanced Psychology test scores, (2) academic record, (3) related work and life experience, (4) letters of recommendation, (5) statement of purpose, and (6) a sample of written work.

The doctoral program in counseling psychology has an active Affirmative Action program and encourages applications from women and minority group members.

Master's Degree Program

The program of studies leading to the master's degree in counseling is a 90-credit-hour program—the equivalent of two academic years. The requirement of two academic years of work at the graduate level has been established in response to the trend nationally in other counselor education programs, as well as the trend toward certification and licensure of counselors with master's degree by the various states. However, any prior counseling-related academic work at the graduate level from an accredited institution may be considered as meeting, in part (up to 45 credit hours), the requirements of the 90-credit program.

An individualized program of studies will be designed by the student and the adviser considering the student's background, experience, and professional goals. The acceptable courses must fall within the following categories:

Human Growth and Development. Courses providing a broad understanding of human behavior (normal and abnormal) at all developmental levels. Particularly courses in psychology, personality theory, and learning theory, sociology, anthropology, physiology,

Social and Cultural Foundations. Studies of ethnic groups, other cultures,

changing roles of women and men, leisure studies, and cultural values. Such disciplines as the behavioral sciences, political science, sociology may offer courses supporting this area.

The Helping Relationship. Courses on values, the philosophic base of the helping relationship, counseling theories, counseling procedures.

Practicum. 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 experience, both within the University community and 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, workshops.

Doctoral Degree Program

The doctoral program in counseling psychology is designed to insure that its graduates will be the following:

(1) Knowledgeable human behavior specialists, i.e., psychologists who possess a general knowledge of human behavior together with those observational and information-processing skills which facilitate description, explanation, and prediction of the behavior of persons in transaction with their worlds.

(2) Competent practitioners of counseling psychology, i.e., psychologists who have mastered procedures for facilitating the growth of individuals, groups, and systems.

(3) Skillful producers and consumers of human behavior research, i.e., psychologists who have developed the necessary attitudes and sufficient

competence to formulate useful, researchable questions, design and conduct systematic analyses, interpret and apply the results of their own and others' efforts to increase the general knowledge of human behavior and the knowledge of the means whereby it can be influenced.

(4) Active professional ethical agents, i.e., psychologists who (a) recognize that professional credentials include commitment to a particular view of human nature and a definition of the good life, as well as the acceptable means for achieving it; (b) strive to make explicit, review, and revise such commitments; and (c) actively work with individuals, groups, and systems to realize those commitments.

The training program in counseling psychology demands of each student considerable responsibility and autonomy for designing the particular pattern of educational experiences which will constitute his or her individual doctoral program. General areas of expected competence have been defined and general requirements have been 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 Area.

The program of study leading to a doctoral degree in counseling psychology is approved by the American Psychological Association and typically entails a minimum of three years of full-time effort beyond the master's degree. A full year of internship training is required, all of which must be completed *after* the first year of resident academic course work has been successfully completed. 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 had substantial professional experience related to the field of counseling. Doctoral degrees are granted in recognition of exceptional mastery of knowledge and skills in the field of counseling psychology.

Financial Aid

At the present time, grants-in-aid are virtually nonexistent within the master's degree program. Financial assistance must be sought outside of the program.

Financial assistance for doctoral students is very limited. However most doctoral students needing financial

assistance are able to secure part-time counseling-related jobs in the University or the local community.

DeBusk Memorial Center

James R. Booth, M.A., Coordinator ; Senior Clinical Supervisor, Counseling.
Anita Archer, M.Ed., Senior Clinical Supervisor, Learning Disabilities.

DeBusk Memorial Center is a service training and research facility functioning as part of the Division of Counseling and Educational Psychology of the College of Education. The center was named in honor of the pioneering work of Dr. B. W. DeBusk who taught at Oregon from 1915 to 1937. He skillfully integrated the findings from psychology, medicine, and education in diagnosing learning and behavior problems. The center continues this interdisciplinary approach. In 1960, the center was expanded with a grant from the Oregon State Department of Education. Its purposes are to provide assessment and counseling to clients with a wide range of concerns, and to provide tutoring for children experiencing learning disabilities.

Graduate students at the master's and doctoral levels participate with faculty clinical supervisors in various programs as an integral part of their professional preparation.

DeBusk also offers consultant services for developing and evaluating various pupil personnel services within a school district. Fees for consultative services vary, depending upon the scope of the project.

Community Parent-Teacher Education Center

Raymond N. Lowe, Ed.D., Coordinator
Fred Farrand, M.A., Associate Coordinator, Administration
Betty Lowe, M.S., Associate Coordinator, Training

The Community Parent-Teacher Education Center combines family education and counseling with teacher education, counselor training, and research. The specific purpose of the center is to provide training for those who are interested in learning about improving relationships between adults and youth, especially parents and youth.

The center works on a community service, no-fee basis. It is a cooperative effort including the University, Lane Community College, and the Eugene Public School District. Family counseling and related services are provided

for all who request assistance. The center staff works cooperatively with local physicians, school districts, the courts, and other agencies. The sessions meet weekly, Thursdays, 6:00 p.m. to 9:00 p.m., Roosevelt Junior High School.

The center's approach is essentially education, based upon the theory of Alfred Adler and the techniques of Rudolf Dreikurs. The mode of operation is based upon the premise that since individual problems emerge from group interactions, improvements are better achieved through the group setting. Counseling involves the parents and youth, with the larger group, or community, participating. In this way, many profit from constructively sharing the deliberations of a few.

Programs in Educational Psychology

The Educational Psychology Area provides instruction in learning, motivation, perception, and measurement as these apply to effective teaching.

Programs are designed individually 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 usually requires two years. Doctoral degrees require two years beyond a master's degree.

See the Graduate School section of this catalog for descriptions of advanced degree requirements.

Degrees Granted

Graduate studies in educational psychology lead to the Master of Arts, Master of Science, Master of Education, Doctor of Philosophy, or Doctor of Education degree.

Admission and Retention

Admission to all programs within educational psychology requires admission to the Graduate School at the University and formal admission to the Educational Psychology Area.

Admission is competitive. At admission time the faculty consider and weigh (1) Graduate Record Examination scores, (2) transcripts of undergraduate and graduate work, (3) references, (4) the student's own statement of intent, purpose, and reason for wanting to study in an educational

psychology program, and (5) relevant work experience in education, psychology, research, and related fields.

All educational psychology programs seek applications from minority group members.

March 1 is the closing date for completed applications to the Educational Psychology Area. Requests for further information on educational psychology programs and admission procedures and forms should be addressed to Admissions Secretary, Division of Counseling and Educational Psychology, College of Education, University of Oregon, Eugene, Oregon 97403.

Programs of Study

Specialization in educational psychology is offered in the fields of general educational psychology, human development, educational measurement and research, and school psychology.

All doctoral degrees require a minimum of 45 hours of study in the area, and 30 hours of work in a supporting area.

Completion of degree requirements includes successful completion of a series of comprehensive examinations and the presentation of a dissertation or thesis. Although individual programs are flexible, a strong background in educational psychology, human development, and research skills is considered essential.

General Educational Psychology

The general educational psychology program trains college teachers and researchers specializing in educational psychology. Human learning and behavior are stressed. Instructional support is found in many departments of the University, but especially in curriculum and instruction, psychology, anthropology, sociology, and special education. The system of advising allows flexibility in each student's program in terms of individual needs, strengths, and prior experience.

Students who want to discuss the possibility of pursuing graduate studies in this program should see Professors Dizney, Moursund, or Rankin.

Human Development

In human development, the master's degree with thesis emphasizes academic preparation for eventual doctoral-level work. A terminal master's degree (without thesis) is experience-based and is intended for professional workers in

applied fields of human development.

Doctoral degrees are highly individualized and emphasize interdisciplinary studies within and outside the University campus. Students frequently take work in the fields of psychology, sociology, counseling, special education, gerontology, and teacher education as integral parts of their doctoral studies.

Students who want to discuss the possibility of pursuing graduate studies in this program should see Professor Lovell.

Measurement and Research

The measurement and research component of educational psychology is concerned with the study of techniques that facilitate the educator's work in assessing the extent to which new courses, new methods, and new learning experiences make a difference in the end product of the schools. Emphasis is placed upon systematic data gathering procedures, measurement, statistical methodology, and evaluation. Of special interest is the application of research design and statistical methods in measurement and the drawing of inferences about education and human development. Study is devoted to improvement of techniques and of new methods for carrying out these tasks. Opportunities are available to use computers as a facilitating device in these areas of study.

Careers and Preparation

Graduates of this discipline assume roles in departments of educational psychology at colleges and universities. Others become members of research staffs in educational laboratories, state departments of education, or local school districts.

Students who want to pursue graduate study in this area are encouraged to acquire a broad base in the area of education because they must be conversant with the problems of all branches of the educational community. They will be expected to pursue formal study in statistics, measurement, experimental design, and evaluation. A background in either mathematics or aptitude for quantitative thinking, or both, is desirable. The course of study for a given student is designed to take into account the student's needs, interest, and previous training and experience.

Students who want to discuss pursuing graduate studies in this program should see Professor Mittman.

School Psychology

The school psychology program prepares professionals to work effectively in the diagnosis and remediation of personal, social, and educational problems. Two degree programs are offered:

Master of Science

The master's program requires two years and is designed for those students who want to meet the Oregon certification requirements for school psychologists. Each student is expected to develop and demonstrate competence in each of four basic domains: (1) general psychology, (2) learning problems, (3) psychometrics, and (4) consultation.

Certain courses basic to the aims of the program are required of everyone. However, flexible planning of each student's academic experiences is a part of the program. The emphasis of the program is on the demonstration of competence in the four basic domains. A student's program is planned individually with an adviser after a discussion of the student's background, experience, and future professional goals.

Doctor of Philosophy

The major goal of the doctoral program is the training of a psychologist who can work in the educational setting both as a change agent and as a researcher. Fundamental to the development of this training program is the model of the psychologist as a consultant to the total educational process.

The doctoral program is an individualized post-master's plan of study featuring a major in school psychology with a supporting area of the student's choice. Students accepted at this level are expected to demonstrate competence in the four areas of the master's program. The doctoral student's program builds on the core areas and ultimately specializes in at least one of these four domains. An integral component of the Ph.D. work is the completion of a dissertation involving independent research.

Students on campus or visiting Eugene who want to discuss the possibility of pursuing graduate studies in this program should see Professor McCullough.

Financial Aid

Financial assistance for graduate students is limited. However, in the past, most students needing assistance have been able to secure part-time positions in the University or in community agencies.

Courses Offered in Counseling

Undergraduate Courses

CPsy 199. Special Studies. 1-3 credit hours. Career alternatives. Designed for undergraduates making career decisions, and to increase the student's awareness of: (1) self, including abilities, interests and values; (2) world of work and nonwork; (3) social and psychological characteristics of work environment; (4) nonwork activities and the importance of work to life style; and (5) skills for locating resources and implementing career plans. Ripley.

CPsy 405. Reading and Conference. Credit hours to be arranged. Staff.

Upper-Division Courses Carrying Graduate Credit

CPsy 406. Special Problems. (G) Credit hours to be arranged.

CPsy 407. Seminar. (G) Credit hours to be arranged.

CPsy 408. Workshop. (G) Credit hours to be arranged. Staff.

Personal Development. 2 credit hours. (May also be taken as 508.) A personal development program based on self-empowerment concepts. Concerned with increasing awareness, purpose, learning concepts and skills, and identifying information useful for dealing with common problems of living, such as career change, marital discord, negative feeling states, and job dissatisfaction. Extensive out-of-class activities required. Loughary.

CPsy 409. Practicum. The following practica are offered with credit as noted. All practicum work is (1) graded either Pass or No-Pass only, (2) reserved for students admitted to the counseling program, and (3) requires consent of instructor. Other topics and credits may be arranged. Staff.

Counseling—DeBusk. Credit hours to be arranged. Includes supervised counseling at DeBusk Memorial Center and other facilities appropriate to student's plans. Booth.

Secondary School Guidance. Credit hours to be arranged. Supervised guidance and counseling experience in local secondary schools. Rousseve.

Community College Counseling. Credit hours to be arranged. Supervised counseling experience at Lane Community College or other community colleges. Freund.

College Counseling. 3 credit hours. Open only to students in programs leading to specialization in college counseling. Observation, staffing of cases, counseling, case writing, testing. University Counseling Center, Kirtner.

Elementary School Guidance. Credit hours to be arranged. Supervised counseling experience in local elementary schools. Hultgren.

Field Placement. Credit hours to be arranged. Supervised counseling experience in community agencies. Acker.

Procedures in Family Counseling (Parent/Child and Parent/Youth).

3-4 credit hours. Students interested in pursuing the professional aspects of family counseling gain understanding and skills in counseling and administration in the Community Parent-Teacher Education Center. Intensive participation in the operation of the Center is required. Prerequisites: Dreikursian Principles of Child Guidance and Patterns of Child Behavior or Patterns of Youth Behavior. Lowe, Morse.

Family Counseling (Parent/Child and Parent/Youth). 3-15 credit hours. Designed to afford students experience in co-counseling parents, children, and youth within the scope and purposes of the Community Parent-Teacher Education Center at an introductory level. Close supervision is required. Includes leading parent-study groups, student-study groups, playroom supervision, intake interviewing, case-recording, and case-staffing. Prerequisite: Procedures in Family Counseling (Parent/Child or Parent/Youth.) Lowe, Morse.

Vietnam Veterans. Credit hours to be arranged. An applied counseling research practicum. Open to students having completed Survivors of Catastrophic Events I, II, III. Needs assessment, testing, staffing, individual and group counseling report writing. Close supervision and weekly practicum group meetings required. Sherman.

Adlerian Psychotherapy. Credit hours to be arranged. Experiences afforded in applying Adlerian life style analyses to the psychotherapeutic process. Frequent staffing of cases required. Consent of instructor is required. Lowe.

CPsy 410. Experimental Course. (G) Credit hours to be arranged.

Evaluation in Counseling. 3 credit hours. An introduction to counseling research with an emphasis on counseling outcome studies. Open to students in counseling program only. Kranzler.

Principles of Developmental Counseling. 3 credit hours. Analysis of major dimensions of the nonclinical counseling process in a democratic society; psychological concepts, progression points, and philosophic-ethical commitments that undergird the professional helper's interactions with clients who are coping with common problems encountered during the course of human development. Rousseve.

Values and Human Behavior. 3 credit hours. Analysis of values and beliefs as sources of motivation in human behavior, with applications to the counseling process; psychological and philosophical underpinnings of mature personal integration in the contemporary world. Designed as a broadly based approach to the healthy personality for students interested in the helping services and in further personal growth. Rousseve.

Issues Forum. 1 credit hour. Examination of critical issues in counseling. Booth.

Rational-Emotive Counseling. 3 credit hours. Introduction to the theory of rational-emotive therapy (RET) and its application to counseling with normal children and adults. Kranzler.

Introduction to Career Development. 3 credit hours. Designed to examine theoretical concepts of career development over the life span; demonstrates career development practices in a wide range of settings; employs job, vocation, and leisure perspective of careers. Open to students in counseling program only. Loughary.

Counseling and Sexuality. 3 credit hours. Considers the effective means of responding to and dealing with various aspects of sexuality in counseling. Objective is to help counselors learn to be more effective and comfortable in dealing with sexuality concerns in professional relationships. Consent of instructor is required Acker.

Patterns of Child Behavior. 3 credit hours. Designed for students who have completed the course, The Maladjusted Child or Dreikursian Principles of Child Guidance, and want to continue a critical examination of Dreikurs' principles. Morse and others.

Patterns of Youth Behavior. 3 credit hours. Designed for students who have completed Dreikursian Principles of Child Guidance and want to examine the point of view as it relates to youth. Format includes observing parent and youth family counseling sessions and meeting in small groups to discuss readings and the family counseling. Lowe.

Secondary School Guidance Observation. 1 credit hour. Observation of guidance programs in operation in local secondary schools, and subsequent analytical discussion. Restricted to prospective school counselors who expect to earn credit in secondary school guidance practica during winter and spring terms. (P/NP only). Rousseve.

Introduction to Measurement and Assessment in Counseling. The psychology of human differences and principles of psychological testing. Develops basic ability to describe, evaluate, and interpret results from representative assessment procedures used in counseling. Dudley.

CPsy 425. Final Supervised Field Experience. (G) 3-15 credit hours. For students admitted to and completing the final field experience for Basic Certification endorsement in school counseling. Consent of instructor is required. Staff.

CPsy 450. Introduction to Counseling. (G) 3 credit hours. Prepracticum exposure to counseling relationships; semi-structured communication exercises and development of personal facilitative skills; interaction seminar involving case staffings by faculty and others; observation of counseling and interaction response. Prerequisite to practica. Booth.

CPsy 463. Dreikursian Principles of Child Guidance. (G) 3 credit hours. The discovery and treatment of emotionally and socially maladjusted children: the home, the school, and the community in relation to children's mental health. Opportunities for observing family-counseling techniques. Principles are based upon ideas contributed by Alfred Adler and Rudolf Dreikurs. Lowe, Morse.

CPsy 485. Principles and Practices of Guidance Services. (G) 3 credit hours. A general overview of the guidance function in a free society; principles and procedures attendant to guidance and counseling services in American schools. Rousseve.

CPsy 486. Counseling Procedures. (G) 3 credit hours. Strategies for accomplishing counseling purposes of choice, change, and confusion reduction. Demonstration/discussion of individual counseling by instructor. Lowe.

CPsy 488. Educational and Vocational Guidance. (G) 3 credit hours. Designed to broaden theoretical understanding of career development theory and to encourage appli-

cation of theory to the practice of vocational and educational guidance within diverse settings (schools, clinics, employment centers). Loughary.

CPsy 491. Group Counseling. (G) 3 credit hours. A semi-structured seminar designed to facilitate development of group-leadership skills. The major topics include: group process and group objectives, factors which facilitate and burden constructive interaction, assessment of continuing process in the groups and some interventions, group, and the larger social context. Acker.

Graduate Courses

CPsy 501. Research. Credit hours to be arranged. Pass/No-Pass only. Staff.

CPsy 502. Supervised College Teaching. Credit hours to be arranged. Pass/No-Pass only. Staff.

CPsy 503. Thesis. Credit hours to be arranged. No-grade course. Staff.

CPsy 505. Reading and Conference. Credit hours to be arranged. Staff.

CPsy 506. Special Problems. Credit hours to be arranged. Staff.

CPsy 507. Seminar. Credit hours to be arranged.

CPsy 508. Workshop. Credit hours and topics to be arranged. All workshops are graded either Pass or No-Pass only.

Adlerian Life Style Analysis. 3 credit hours. An examination of the theoretical bases underlying the life style; a study of the life style; application of the life style analysis. Prerequisite: Adlerian Theory. Lowe.

CPsy 509. Practicum. The following practica are offered with the credits as noted. All practicum work is (1) graded either Pass or No-Pass only, (2) reserved for students admitted to the Counseling program, and (3) requires instructor consent. Other topics and credits may be arranged. Staff.

Counseling—DeBusk. Credit hours to be arranged. Supervised counseling at DeBusk Memorial Center and other facilities appropriate to the student's plans. Prerequisite: The DeBusk Practicum. Booth, Acker.

Elementary School Guidance. Credit hours to be arranged. Supervised counseling experience in local elementary schools. Hultgren.

Secondary School Guidance. Credit hours to be arranged. Supervised guidance and counseling experience in local secondary schools. Rousseve.

Community College Counseling. Credit hours to be arranged. Supervised counseling experience at Lane Community College or other community colleges. Freund.

College Counseling. 3-6 credit hours. Same as CPsy 409 except that the student is expected to work with less immediate supervision. Prerequisite: Practicum in College Counseling. Kirtner.

Field Placement. Credit hours to be arranged. Supervised counseling experience in community agencies. Acker.

Family Counseling (Parent/Child and Parent/Youth). 3-15 credit hours. A continuation of experiences begun at the 409 level. Students are expected to function relatively independently of supervision but have ample time for consultation. Prerequisite:

Coun 409, Practicum: Family Counseling (Parent/Child or Parent/Youth). Lowe, Morse.

Adlerian Psychotherapy. Credit hours to be arranged. Continuation of experiences initiated at the 409 level. Students expected to carry cases on a relatively independent level, conferring with supervisors at a collegial level. Consent of instructor is required. Lowe.

Play Therapy. 3-5 credit hours. Prerequisite: CPsy Play Therapy. Enrollment limited. Consent of instructor required. Olum.

Vietnam Veterans. Credit hours to be arranged. An applied counseling research practicum. Continuation of CPsy 409 (G) level practicum. Students are expected to function more autonomously than in CPsy 409 (G). Weekly supervision meetings required. Prerequisite: CPsy 409 (G) Practicum and Survivors of Catastrophic Events I, II, III. Sherman.

CPsy 510. Experimental Course. Credit hours to be arranged. Staff.

Ethical and Legal Issues in Counseling. 3 credit hours. Exploration of current ethical and legal concerns in the professional practice of counseling. Ethical theory and decision-making processes will be treated, along with the legal aspects of client-counselor relationships. Thompson.

Psychological Assessment. 3 credit hours. A survey of objective personality tests (MMPI, CPI, EPPS, etc.) and vocational tests (Strong-Campbell Interest Inventory, Kuder, Holland's Self-Directed Search). Focus on administration and interpretation of case material. Prerequisite: upper-division or graduate-level course on measurement and evaluation or principles of psychological testing. Menaker.

Counseling Research Methods I. 3 credit hours. Designed to teach intelligent consumption of research and design, performance, and analysis of experiments. Sherman.

Counseling Research Methods II. 3 credit hours. Designed to teach intelligent consumption of research, and design, performance, and analysis of experiments. Prerequisite: Coun Res Meth I or equivalent. Consent of instructor is required. Sherman.

Survivors of Catastrophic Events I, II, III. 3 credit hours. Readings seminar in problems specific to survivors of Vietnam war. Consent of instructor is required. Sherman.

Values in Counseling. 3 credit hours. Systematic scrutiny of values as a dimension in the counseling process and as a component in the search for meaning during an age of moral conflict and social change. Has a secular philosophic orientation, although one phase of the analysis is religious issues. (Limited to students already familiar with basic principles of counseling.) Consent of instructor is required. Rousseve.

Research and Thesis. 1-3 credit hours. Review's basic problems and procedures of the master's thesis and doctoral dissertation project; idea papers and dissertation proposals. Meets one hour per week each term. Freund. P/NP only.

Adlerian Theory. 3 credit hours. An intensive consideration of Adler's Theory of Individual Psychology. Lowe.

Appraisal. 3 credit hours. Advanced study of assessment procedures used in counseling; interpretation of aptitude, ability, interest, and personality data; develops advanced ability to describe, evaluate, and interpret results from representative assessment procedures used in counseling. Prerequisite: Evaluation in Counseling, or equivalent. Dudley.

The Assessment Interview. 3 credit hours. Basic principles and procedures of interviewing with emphasis upon assessment of client psychodynamics and planning appropriate counseling goals and strategies. Prerequisite: Psychodynamics. Dudley.

Human Possibilities. 3 credit hours. Considers human possibilities from a number of vantage points including analysis of themes in the life cycle as exemplified in biographies; consideration of human possibility structures, potentiality analysis, and human individuality and psychological maturation. Matthews.

Laboratory Procedures in Counseling. 3 credit hours. Advanced course in group procedures; techniques of group leadership, group dynamics, measurement of small groups, and design of laboratories for human relations training; learning by participating in group experience. Toobert. Not offered 1981-82.

Supervision. 3 credit hours. For doctoral students serving as adjunct supervisors of counseling practica. Examination of theory and individual case materials with focus on style, strategies, tactics, and skills essential to effective supervision of the counseling process. Booth, Acker.

Doctoral Proseminar. 3 credit hours. Examination of critical issues in the profession and practice of counseling psychology. Dudley. P/NP only.

Psychodynamics of Counseling. 3 credit hours. Intensive examination of the dynamics of the individual counseling relationship designed to improve the integration of theory and practice, knowledge, and experience. Dudley.

Counseling Nonwhite American Minorities. 3 credit hours. Concepts and current issues in counseling Native Americans, Black Americans, Asian Americans, and Americans with Spanish surnames. Strategies for facilitating healthy identity-formation among nonwhite, ethnic minority individuals. (Intended for students interested in human service fields where interactions with diverse clientele may be anticipated.) Rousseve. Not offered 1981-82.

Rational-Emotive Counseling Laboratory. 3 credit hours. RET role-playing and supervised application of RET techniques in educational and other group settings. Prerequisite: seminar in rational-emotive counseling. Kranzler.

Research in Counseling. 3 credit hours. Study and review of published models of research in the field with emphasis upon outcome, procedures, and problems. Kranzler.

Projective Techniques. 3 credit hours. Administration and interpretation of the Rorschach and Thematic Apperception Tests; interpretation of projective tests in context of full assessment batteries from clinical cases; for students planning internships (or employment) in settings utilizing projective testing.

Prerequisite: Upper-division or graduate-level course in personality theory, abnormal personality, or psychodynamics. Menaker.

Psychology of Women. 3 credit hours. Biological differences, sex-role developments and differential socialization of males and females, precursors of achievement in women, role conflict, and cross-cultural comparisons of role and status of women. Menaker.

Psychology of Men. 3 credit hours. Sex role development and socialization of men; roles and role conflict and role transitions. Acker.

Career Development in Mid-Life. 3 credit hours. Intensive study of the challenges and problems of mid-life career choice or change. Loughary.

Career Development and Culture. 3 credit hours. An examination of the impact of cultural variables on the design of career development-life planning programs. Consent of instructor is required. Loughary.

Facilitating Personal Development. 3 credit hours. Self-empowerment concepts and practice of skills for dealing with personal crises, change, dissatisfaction, and depowering aspects of one's environment. Limited to counseling majors—general. Consent of instructor is required. Loughary.

Leisure Counseling. 3 credit hours. Leisure examined as a major career dimension with generally unrealized potential for self-expression and meaningful activities. Major topics: leisure concepts, information resources, assessment skills, counseling procedures, and research findings. Loughary.

Play Therapy. 3 credit hours. Therapeutic treatment of the young child through the medium of play. Orientation is developmental psychology, particularly emotional development of normal and troubled child. Limited enrollment. Consent of instructor required. Olum.

Techniques in TA and Gestalt Counseling. 3 credit hours. Presents integrated TA/Gestalt model. Theoretical base is transactional analysis. Highly experiential; combines lectures, exercises and personal experiments. Moursund.

Cognitive Processes in Counseling. 3 credit hours. Approaches to counseling which use a cognitive framework for understanding human behavior; fundamental assumption that human beliefs, attitudes, and perceptions are critical determinants of human feelings and actions. Major focus; personal construct theory of George Kelly; also cognitive behavior modification, rational-emotive therapy, information-processing models of memory, and decision-theory approaches to social perception. Freund.

Advanced Research Methods in Counseling. 3 credit hours. Examination of major issues in conducting counseling research. Presentation of some multivariate approaches to behavioral research which are most applicable to counseling psychology. Appropriateness of research designs, laboratory vs. field research multiple regression, use of computer packages in data analysis, time-series designs, and quasi-experimentation. Freund.

CPsy 526. Counseling Theories. 3 credit hours. Survey, evaluation, and integration of philosophical and theoretical assumptions which underlie counseling procedures. Rousseve.

Courses Offered in Educational Psychology

Undergraduate Courses

EPsy 321. Human Development and Group Processes. 3 credit hours. Human development processes from conception to early adulthood are examined with special concern for their implications for teachers. Group processes are studied for relevance to motivation, social values and perspectives, and teaching strategies. Lovell, Moursund, Schmuck.

EPsy 322. Learning and Assessment in Education. 3 credit hours. Basic learning processes are examined for their applications to program design, teaching procedures, and classroom management. Educational assessment procedures are introduced, including use of intelligence and achievement tests in schools, procedures for monitoring student progress, and procedures for evaluating teaching efforts. Moursund, Becker, Dizney.

EPsy 405. Reading and Conference. Credit hours and topic arranged between individual student and professor.

Upper-Division Courses Carrying Graduate Credit

EPsy 407. Seminar. (G) Credit hours to be arranged. The following seminars are offered for graduate credit and with credit hours as noted.

Educational and Psychological Tests and Cultural Minorities. 3 credit hours. Not offered 1981-82.

Tests for Teachers. 3 credit hours. Dizney. Not offered 1981-82.

Piaget in Psychology and Education. 3 credit hours. Lovell. Not offered 1981-82.

Development in Biofeedback, Self-Control, and Behavior Modification. 3 credit hours. Not offered 1981-82.

EPsy 408. Workshop. (G) Credit hours to be arranged. Staff.

EPsy 409. Practicum. (G) Credit hours to be arranged. The following practicum topics are offered for graduate credit and with credit hours as noted.

Practicum in School Psychology. 3-12 credit hours. For school psychology program graduate students only. McCullough.

Intelligence Testing I. 4 credit hours. Practicum in the use and scoring of the Wechsler Intelligence Scale for Children and related tests. Consent of instructor required. EPsy 564 and EPsy 515 normally prerequisites. Reservations may be signed for on waiting lists in division office. McCullough.

Intelligence Testing II. 4 credit hours. The use and scoring of the Stanford Binet Test and related tests. Consent of instructor required. EPsy 564 and EPsy 515 normally prerequisites. Reservations may be signed

for on waiting list in division office. Severson, Rankin.

Special Tests. 3 credit hours. A practicum in the use and interpretation of the Wechsler Preschool Intelligence Scale, a selection of other pictorial tests, the Ravens Progressive Matrices, and the Leiter International. Prerequisite: EPsy 564 and EPsy 409G (WISC-R) or consent of instructor. Reservations may be signed for on waiting list in division office. McCullough.

Personality Assessment. 3 credit hours. Designed to acquaint student with both theory and practice in the use of personality assessment techniques. Students are expected to administer and interpret a variety of objective and projective tests. Prerequisite knowledge of personality theory is highly desirable. Severson.

Field Work in School Psychology. 3-12 credit hours. Students work in a school, agency, or research facility, and conduct evaluation, consultation, or delivery of services deemed appropriate for that placement. Supervision will be shared between University supervisor and agency personnel. A wide diversity of placements are available, with the emphasis upon being involved in worklike environments emphasizing the training of specialized skills.

Internship in School Psychology. 3-12 credit hours. Students will work full or part-time in a public school or agency under the direct supervision of a certified school psychologist. Primary responsibility for supervision lies with the school or agency personnel and this experience is designed to be a closely supervised *in vivo* experience in the role and function of the school psychologist. This course is required of all persons seeking certification in school psychology. Minimum requirement is 400 clock hours of supervised time within a one year period. McCullough.

EPsy 410. Experimental Course. (G) Credit hours to be arranged.

EPsy 424. Measurement in Education. (G) 3 credit hours. Use and interpretation of informal and standardized tests as supervisory and guidance instruments for the diagnosis, analysis, evaluation, and improvement of instruction in the elementary and secondary schools. Test planning, item writing, essay testing, administration and scoring, analysis of scores and grade assignment. The course includes simple statistics of test interpretation. Dizney, Mittman.

EPsy 435. Developmental Psychology of the Child. (G) 3 credit hours. Child growth, development, and psychology with special emphasis upon the relevance of knowledge in this area to those in applied professions. Lovell.

EPsy 436. Developmental Psychology of the Adolescent. 3 credit hours. Examination of adolescent growth and development and the psychology of adolescence. Emphasis upon educational and applied implications of growth and development.

EPsy 439. The Gifted Child. (G) 3 credit hours. The psychology, education, and guidance of the mentally superior and the extraordinarily gifted child. Lovell.

Graduate Courses

EPsy 501. Research. Credit hours to be arranged. No-grade course.

EPsy 502. Supervised College Teaching. 1-6 credit hours. No-grade course.

EPsy 503. Thesis. Credit hours to be arranged. No-grade course.

EPsy 505. Reading and Conference. Credit hours to be arranged.

EPsy 507. Seminar. Credit hours to be arranged. The following topics are offered with credit hours as noted.

Multivariate Methods in Educational Research. 3 credit hours. Mittman, Rankin.

School Psychology Linkage I. 1 credit hour. Severson.

School Psychology Linkage II. 1 credit hour.

School Psychology Linkage III. 1 credit hour.

Selected Topics in Measurement. 3 credit hours. Dizney.

Thesis. 1 credit hour. Lovell, Mittman.

Individual Differences in Learning. 3 credit hours. Rankin.

Group Processes in Education. 4 credit hours. R. Schmuck.

EPsy 508. Workshop. Credit hours to be arranged.

EPsy 509. Practicum. Credit hours to be arranged.

EPsy 510. Experimental Course. Credit hours to be arranged.

Research Methods in Education I. 2-3 credit hours. An introduction to research methods focusing on issues in scientific method, an overview of models for research, descriptive research methods, and single subject designs. Through guest lectures, the student is exposed to professors actively involved in research. Prerequisite: Prior or concurrent registration in EPsy 515 or equivalent. Gall and staff.

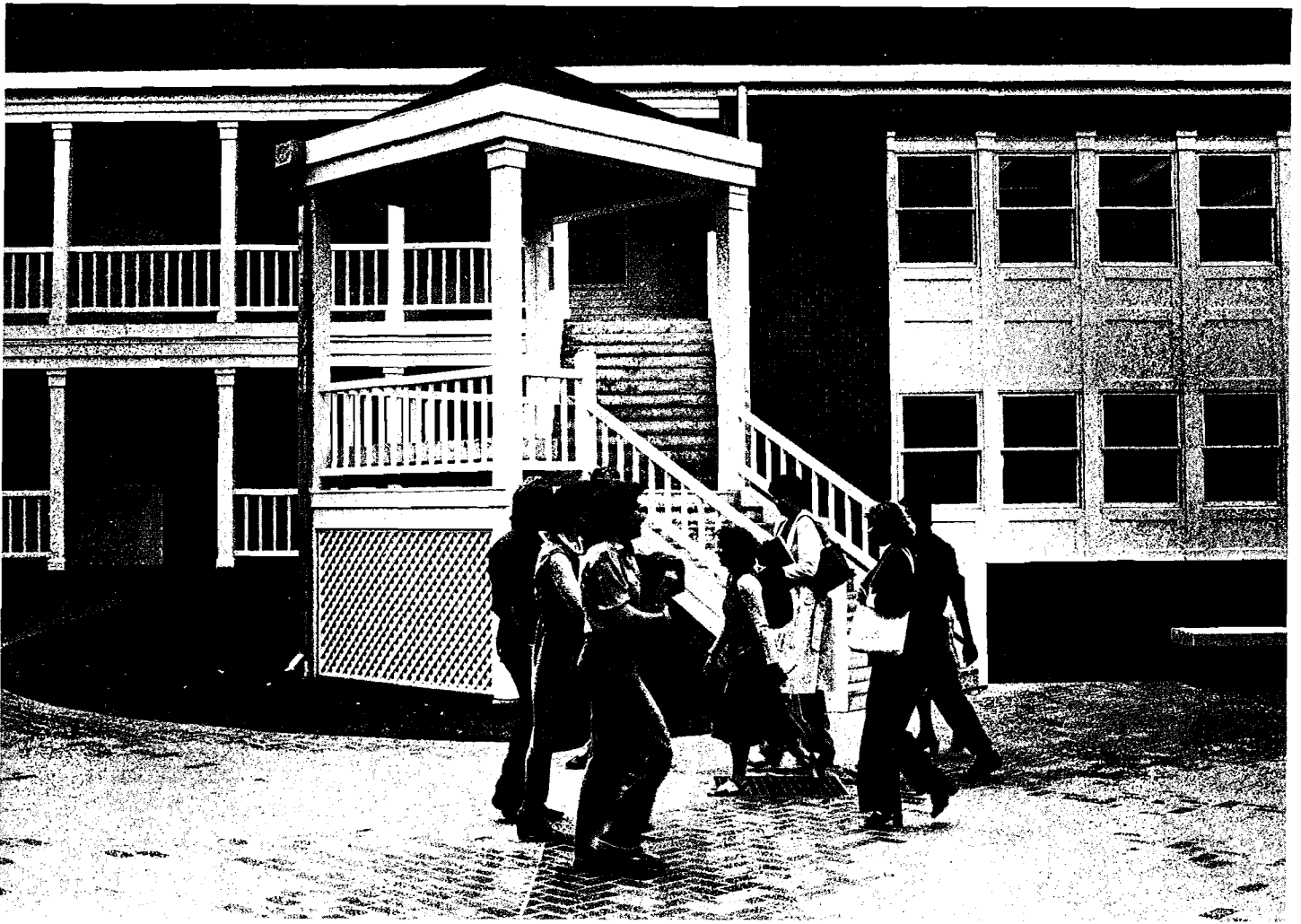
Research Methods in Education II. 3 credit hours. Analysis of variance statistical methods are covered along with their applications to research methods in education and counseling. The use of computer programs for data analysis is introduced. Many problems of application are studied through the analysis of published research. Prerequisite: EPsy 515 and EPsy 510-I or equivalent. Kranzler, Mittman, Rankin.

Research Methods in Education III. 3 credit hours. A logical introduction to multiple regression analysis and factor analysis; an introduction to measurement theory and practice; and an introduction to principles of program evaluation. Evaluation of published research and practice in the design of research studies provide a basis for applications of skills being taught. Prerequisite: EPsy 510-II or equivalent. Rankin, Becker.

Research Methods in Education IV. 3 credit hours. Introductory survey in which published research papers are used to illustrate the various types of designs that most frequently are employed in educational research. Prerequisite: EPsy 510-II or consent of instructor. Rankin.

EPsy 515. Introduction to Statistical Methods in Education. 3 credit hours. Introduction to descriptive and inferential statistics, probability theory, t-tests, correlation, and common nonparametric tests. Mittman, Kranzler.

EPsy 521. Advanced Statistical Methods in Education I. 3 credit hours. Designed for advanced graduate students and those who are



interested in pursuing the study of applied statistics beyond the introductory level. Investigates statistical principles that underlie the various designs used most frequently in educational and psychological research. The following topics are covered: review of the salient distribution functions, use of matrices in statistical analyses, one- and two-way fixed and random effects analysis of variance, multiple comparisons, orthogonal polynomials, and trend analysis. Examples from the student's area of interest are used for illustrative purposes. Prerequisites: EPsy 515, EPsy 510 (I, II, and III), or consent of instructor.

EPsy 522. Advanced Statistical Methods in Education II. 3 credit hours. This course is a continuation of EPsy 521. Designs studied evolve from the work of the previous course. The students are given examples of several types of designs. Exercises and practice in selecting the appropriate design is a major feature of the course. Considerable emphasis is given to the assumptions and limitations of the different models. Prerequisite: EPsy 521 or consent of instructor.

EPsy 525. Theory and Technique of Educational Measurement. 3 credit hours. Basic concepts of measurement are studied in detail. Emphasis is given to the topics of item sampling, classical test theory, validity, reliability, units and norms, and item statistics. The application of the topics in the educational context serves as the frame of reference. Pre-

requisite: EPsy 424, 521, and 522 or consent of instructor. Mittman.

EPsy 526. Final Supervised Field Experience. 3-12 credit hours. Enrollment limited to students in school psychologist program for basic certification endorsement. Consent of instructor is required. Staff.

EPsy 529. Advanced Educational Psychology I. 4 credit hours. Learning. Review of theories and variables with emphasis on implications for teaching methodology and classroom management. Primarily for graduate students in educational psychology and other departments of the College of Education and those seeking administrator certification. Others admitted with consent of instructor. Rankin.

EPsy 530. Advanced Educational Psychology II. 4 credit hours. Motivation related to human learning and to education. Review of major theories and research, examination of possible applications. Normal prerequisite: EPsy 529, or consent of instructor. Lovell, Moursund.

EPsy 531. Advanced Educational Psychology III. 4 credit hours. The social psychology of education. Examination of theories and research in social psychology, perceptions, and group dynamics, with consideration of their educational application. Normal prerequisites: EPsy 529, 530, or consent of instructor. Schmuck, Moursund.

EPsy 549. Principles and Practices in

School Psychology I. 3 credit hours.

Intended mainly for graduate students in school psychology. The theory, role, and function of school psychology in its relation to learning and the school setting. Severson.

EPsy 554. Behavioral Consultation. 3 credit hours. The course is designed to acquaint persons with the use of cognitive-behavioral change strategies and the delivery of these services via a consultation model. Knowledge of the principles of behavior modification is required. Students will be expected to conduct behavioral consultation with school personnel as part of the course requirements. McCullough.

EPsy 555. Consultation in Organization Development. 3 credit hours. An examination and practical application of the theory and techniques of organization development with emphasis on training, data feedback, confrontation, and consultation to bring about an improved capacity for problem solving in school settings. Schmuck.

EPsy 564. Theories of Intelligence. 4 credit hours. An investigation is pursued into the rationale underlying modern intelligence tests. Factorial and G factor models are described with the intent of building a conception of the nature of intelligence. Literature is reviewed showing how tests in general contribute to psycho-educational theory. Attention is paid to practical psychometric problems. Prerequisite: Consent of instructor. Rankin.

College of Health, Physical Education, and Recreation

Administrative Faculty

Celeste Ulrich, Ph.D., Dean, Professor of Physical Education (significance, meaning, and behavioral bases). B.S., 1946, North Carolina, Greensboro; M.A., 1947, North Carolina, Chapel Hill; Ph.D., 1956, Southern California.

Norval J. Ritchey, M.S., Assistant Dean; Professor of Physical Education (administration). B.S., 1953, M.S., 1956, Oregon.

The College of Health, Physical Education, and Recreation is responsible for courses in health education and physical education which meet the University's graduation requirements; recreational programs which include intramural sports for men and women as well as open recreation programs; and undergraduate and graduate professional study in dance, health education, physical education, and recreation and park management. A center for gerontology offers study opportunities in conjunction with other University offerings.

Graduates of the school hold positions as high school teachers of physical education and health education; athletic coaches; directors of athletics; supervisors of health and physical education; community recreation and playground directors; leaders in YMCA, YWCA, and other youth organization work; directors of restricted and corrective physical education; workers in the field of recreation therapy and physical therapy; college and university teachers, and researchers in growth and development, biomechanics, biometrics, human performance, athletics, park management, leisure studies, health education, physical education, and dance.

Each department within the college has policies regarding premajors. Interested students are encouraged to consult department heads for details. It is college policy that all junior students consult the assigned faculty advisers at the beginning of the year.

The Department of Dance requires major students to confer with advisers at the beginning of *each* term.

It is possible to structure an inter-

departmental program within the college as well as concentrating on any one component of the college's offerings.

Department of Dance

Faculty

Caroline G. Shell, Ph.D., Department Head, Assistant Professor of Dance (history, aesthetics, research, ballet, modern, jazz). Coordinator, Graduate Studies in Dance. B.A., 1967, Lamar; M.A., 1968, Florida State; Ph.D., 1980, The Texas Woman's University.

Kenneth Aldrich, M.A., Assistant Professor of Dance (folk, ethnic, ballroom, Renaissance, Baroque) B.A., 1974, California State, San Bernardino, M.A., 1978, Oregon.

Janet W. Descutner, M.A., Associate Professor of Dance (modern, notation, history, composition, dance cultures, pedagogy, basic rhythms, jazz, tap). B.A., 1963, M.A., 1965, Ohio State.

Linda S. Hearn, M.A., Associate Professor of Dance (folk, ballroom, modern, composition, production, curriculum). B.S., 1962, M.A., 1965, The Texas Woman's University.

Joan Lazarus, M.A., Assistant Professor of Dance (modern and ballet technique, improvisation, composition, ballet history, and pointe). B.A., 1973, Indiana, Bloomington; M.A., 1978, Oregon.

Bruno V. Madrid, M.Mus., Senior Instructor in Dance (accompaniment, composition, music for dance). B.Mus., Santo Tomas, Philippines, 1955; M.Mus., Oregon, 1963.

Susan Zadoff, Instructor in Dance (classical ballet, pointe, staging dance, musical theater). Professional dance experience with the Ballet Russe de Monte Carlo, the Newark State Ballet Company, Broadway musical theater, and national television, plus private studio teaching.

Facilities

The University provides three dance studios and one gymnasium for

use by classes and special activities in dance. There is one multi-purpose studio with mirrors and one large gymnasium for folk, ballroom, square, and tap dance in Gerlinger Hall. The two large studios with mirrors which are in Gerlinger Annex are used for ballet, modern, and jazz 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 seating for 200 persons.

Repertory Dance Companies

The Department of Dance has two Repertory Dance Companies (under joint sponsorship of the Department of Dance and the Associated Students of the University of Oregon). The Dobré Folk Ensemble, and the Concert Dance Theatre which includes modern, jazz, and ballet. Membership in the companies is open to all University students by audition. Numerous concerts on campus and tours throughout Oregon and the Northwest are held each year. The touring dance programs include concert performances as well as masterclasses and lecture-demonstrations for public schools, colleges, universities, civic organizations, and community concert series. Some of the concerts and tours are the joint responsibilities of both companies and some are separate.

Service Course Programs

DS (dance service) classes offered by the department for nonmajors may serve to meet the University's five-term physical education requirement for graduation. The DS classes in dance are instructional in nature and emphasize practical and theoretical techniques of the various forms of dance. Lower-division courses are generally beginning or elementary instruction, and upper-division courses offer intermediate and more advanced levels of instruction. A student may elect to satisfy all five terms of the University requirement through enrollment in the various DS dance classes. Each dance course may be repeated once for credit. It is recom-

mended that a student take each level twice before advancing to the next level.

The courses are numbered from DS 170 through DS 384; details of courses offered each term may be found in the current *Time Schedule of Classes*. Course descriptions are available through the department office.

Lower-Division DS Dance Classes

Modern Dance I (DS 170)
 Ballet I (DS 172)
 Jazz Dance I (DS 175)
 Tap Dance I (DS 176)
 International Folk Dance I (DS 178)
 Balkan and Central European Folk Dance (DS 179)
 Near East Folk Dance (DS 180)
 Western European Folk Dance (DS 181)
 North American Folk Dance (DS 183)
 Ballroom Dance I (DS 184)
 Improvisation (DS 171)
 Modern II (DS 270)
 Ballet II (DS 272)
 Ballet III (DS 273)
 Jazz Dance II (DS 275)
 Tap III (DS 276)
 International Folk Dance II (DS 278)
 Balkan Folk Dance II (DS 279)
 Central European Folk Dance II (DS 281)
 British Isles (DS 282)
 Ballroom Dance II (DS 284)

Upper-Division DS Dance Classes

Modern III (DS 370)
 Ballet IV (DS 372)
 Ballet Pointe (DS 373)
 Jazz Dance III (DS 375)
 Tap II (DS 376)
 Balkan III (DS 379)
 Scandinavian Folk Dance (DS 382)
 Mexican Folk Dance (DS 383)

Student Dance Board

The Student Dance Board is composed of all students involved in professional dance classes. The board's executive committee is made up of elected representatives from these classes. The board serves as an active voice in student/faculty relations and selects student membership to department and college committees.

Additional Dance Activities

Advanced dance students are eligible for practicum credit in dance choreography and workshop credit for performance in student choreography. Through this program, any University student may audition a dance for performance in student concerts, or may gain experience in performance, teaching, lighting, costuming, make-up, and management of productions, or experience a combination of these.

Several professional guest artists in

modern, ballet, and folk dance are brought to campus each year to give concerts and master classes. In addition, there are recreational activities in folk dance, square dance, and ballroom dance. Recreational Folk Dance, which is an organization recognized and funded by the Associated Students of the University of Oregon, has weekly extracurricular teaching and dancing sessions and frequently brings guest folk dancers and teachers to campus. These activities are open to everyone in the University community.

Undergraduate Studies in Dance

Curricula in dance leading to the Bachelor of Arts or Bachelor of Science degrees provide theoretical and technical preparation in ballet, folk, and modern dance forms. The focus is toward a liberal arts education and explores dance as one of the humanities. Courses are offered in three core areas within the department: technique, studio/theory, and lecture/theory. These and selected curricula in related fields of study make possible specialization in performance, choreography, teaching, pretherapy, recreation, notation, or ethnology.

Careers

Career opportunities in one or more of these specializations are growing rapidly, particularly for performers in regional dance companies, and for teachers in universities, colleges, community colleges, community centers, and private studios. The areas of business and technical theater management, as well as dance research and dance criticism, writing, and review are expanding with the national growth of dance. Students seeking teacher certification for elementary and secondary schools must take a second additional 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 the demand for teachers who can give dance instruction is growing rapidly.

An interdisciplinary program in dance, music, and theater is a specialization which may be arranged with an adviser in one of the three disciplines.

A program of dance concentration may be elected by students whose major is in another field. This program, the dance option, includes the study of dance as an art form, a social form, and

a theater form. The option is 36 credit hours in dance. Required courses in the three core areas include 12 credits in technique, 7 credits in studio and theory and 7 credits in lecture and theory; 10 additional credits elected in studio, lecture, and theory areas complete the 36 credits. Admission into the dance option is by approval of the department head. Additional information and course requirements are available through the Department of Dance.

Auditions

All students who are majoring in dance or who are taking the dance option must audition prior to fall term registration for placement by the dance faculty in the appropriate level of modern, ballet, and folk technique. Auditions are held spring term and during New Student Week prior to registration. Special in-class auditions during the seventh and eighth weeks of each term may be arranged on an individual basis by contacting an adviser in dance and arranging in advance with the instructor to attend a specific class. Announcement of the spring and fall auditions will be posted in the department.

Admission

Students eligible for admission to the University of Oregon are admitted to professional courses in dance on a departmental premajor basis. Entering freshman students should have a basic knowledge of music as well as experience in either ballet, folk, or modern dance techniques or all three. In addition, two-year college transfers must have a 2.50 cumulative GPA, should have met the University's English composition and health education requirements, and have completed a majority of the University's group requirements. Any deficiencies in lower-division professional courses must be met either by proficiency examination or by completion of these courses. Freshmen and transfer students must enroll in and pass DP 152, Basic Rhythms, or DP 252, Fundamentals of Rhythm during fall and winter terms; and DP 251, Introduction to Dance, fall term, to become a full major and be eligible to continue to enroll in professional technique classes.

A student will be reviewed for continuation as a full major in the Program in Dance upon completion of the following requirements: Passing, with a grade of C or better, the DP 152, DP 251, and DP 252 professional theory courses, and

passing with a grade of B or better, the DP 192, Ballet Technique, the Laboratory DP 192, Modern Technique Laboratory, and a DP 192, International Folk Dance class. If, after auditions, a student is placed above the DP 192 level of technique in any of these idioms, this waives that particular requirement.

Advising

Students admitted as majors or dance options must meet with a dance faculty adviser prior to registration each term. Appointment schedules for advising are posted at departmental offices. It is necessary for a student to have an adviser's signature for permission to enroll in professional dance courses.

Baccalaureate Degree

Candidates for the baccalaureate degree with a major in dance must satisfy all general requirements of the University, elect appropriate courses in related areas, and complete the professional course requirements of the Department of Dance.

University requirements are English composition (two courses), 3 credit hours each; Personal Health (HE 250), 3 credit hours. University group requirements for professional students are twelve courses of at least 3 credit hours each in arts and letters, social science, and science. At least three courses must be taken in each of the three groups plus three additional courses from any of the groups.

Requirements for the Bachelor of Arts or Bachelor of Science degrees are as follows: B.A., 36 credit hours in language and literature to include proficiency in a foreign language equivalent to two years of study; B.S., 36 credit hours in science or social science courses and 3 terms college math or proficiency as listed in the General Requirements section of this catalog.

Department Requirements

Department of Dance requirements are 30 credit hours in lower-division courses as follows: Basic Rhythms (DP 152), 2 credit hours; Improvisation (DP 153), 2 credit hours; Ballet Vocabulary (DP 154), 2 credit hours; Introduction to Dance (DP 251), 3 credit hours; Fundamentals of Rhythm (DP 253), 3 credit hours; Intermediate Movement Notation (DP 254), 3 credit hours; Modern Dance Lab (DP 292), 6 credit hours; Ballet Lab (DP 292), 4 credit hours; Folk Dance Lab (DP 192), 3 credit hours.

Departmental requirements of upper-division courses are 44-47 credit hours as follows:

- Dance Composition I (DP 351), 3 credit hours
- Dance Composition II (DP 352), 3 credit hours
- Dance Accompaniment (DP 353), 3 credit hours or Music for Dancers (DP 358) 3 credit hours
- Dance Laboratory (DP 392 or DP 354, 355, 356), 3 terms in modern, folk, or ballet
- Dance Films Seminar (DP 407G) as listed below with Dance Cultures of the World, Ballet from the Courts to Balanchien, and Evolution of Modern Dance, 1 credit hour each.
- Production Workshop (DP 408), 1 credit hour
- Practicum Choreography (DP 409), 3 credit hours or Dance Composition: Group Forms (DP 455), 3 credit hours
- Dance Production (DP 451), 3 credit hours
- Dance Cultures of the World (DP 452G), 3 credit hours plus Film Seminar (DP 407G), 1 credit hour
- Ballet from the Courts to Balanchine (DP 453G), 3 credit hours plus Film Seminar (DP 407G), 1 credit hour
- Evolution of Modern Dance (DP 454G), 3 credit hours plus Film Seminar (DP 407G), 1 credit hour.
- Teaching Dance (DP 491G), 3 credit hours
- Dance Apprenticeship (DP 492), 4 credit hours
- Additional Requirements*
- Visual Continuity (AAA 180), 3 credit hours
- Introduction to Cultural Anthropology (Anth 108), 3 credit hours
- Great Religions of the World (R 201), 3 credit hours
- Elementary Aesthetics (Phl 222), 3 credit hours
- Human Anatomy (Bi 391, 392), 6 credit hours
- Kinesiology (PEP 372), 3 credit hours
- At least one of the following three:
 - Elements of Acting (TA 251), 3 credit hours
 - Fundamentals of Speech (RhCm 121), 3 credit hours
 - Nonverbal Communication (RhCm 434), 3 credit hours
- At least one of the following four:
 - Life of the Cell (Bi 101), 4 credit hours
 - Human Circulatory System (Bi 103), 4 credit hours

How Nervous Systems Work (Bi 111), 4 credit hours

Introduction to Animal Behavior (Bi 115), 4 credit hours

Completion of 186 credit hours for graduation as required by the University allows a student to select remaining credit hours in areas related to specialized endeavor or personal interest.

Honors College Degree in Dance

Please see the Honors College section of this catalog for specific information concerning the Honors College requirements. Special department requirements for majors enrolled in the Honors College include 6 credit hours of independent study in choreography, ethnology, notation, or technical production leading to the senior honors thesis; a choreography (minimum 10 minutes) with written description and discussion, or Honors essay on a selected research topic.

Graduate Studies

Master of Science and Master of Arts degrees in dance, and an interdepartmental master's degree program with emphasis in dance are offered at the University. Candidates generally require two years of study to complete a master's degree program.

Admission

Students seeking admission to the master's degree programs should obtain application forms from the Department of Dance. One completed copy should be sent to the Office of Admissions and the other to the Department of Dance. An official transcript of the college record must be submitted with each application. Enrollment is open to any individual who has graduated from an accredited college or university and has a cumulative undergraduate grade point average of 2.75. In addition, all applicants must submit three letters of recommendation, an up-to-date vita, and present evidence of scoring at least 35 on the Miller Analogies Test or a minimum score of 470 on the verbal portion of the Graduate Record Examination.

A student with less than a 2.75 GPA may be admitted upon review of credentials and an acceptable score on either of the graduate examinations. Persons seeking admission to the graduate program are encouraged to submit a videotape or Super 8 film including

both axial and locomotor movement. Adequate preparation in dance theory and technique must be assumed an undergraduate prerequisite for admission to graduate programs in dance. See Master's Degrees for specific undergraduate prerequisite areas.

A student whose undergraduate preparation does not meet sufficient curricular requirements in the Department of Dance, but who has adequate professional training, may be granted admission on a post-baccalaureate status in order to enroll in classes which will fulfill prerequisites for admission to the graduate program in dance. See the Graduate School section of this catalog for specific details of the post-baccalaureate program.

Graduate Awards

Limited graduate awards for teaching assistantships are available. Applicants are required to submit a videotape or Super 8 film demonstrating their skills in axial and locomotor work, in at least two dance idioms (i.e., modern, folk, ballet, tap, jazz, historical).

Master's Degrees

A minimum of 54 credit hours of graduate work must be completed for the master's degree. A minimum of 30 credit hours must be earned on the Eugene campus after admittance to the graduate program. A student seeking the Master of Arts degree must pass a proficiency examination in one foreign language, with competency equivalent to 2 years of study at the college level.

If master's degree candidates have not taken the following undergraduate courses or their equivalents prior to graduate study, they must enroll in or waive Basic Rhythms (DP 152), Fundamentals of Rhythm (DP 252), Dance Composition II (DP 352), Dance Accompaniment (DP 353) or Music for Dancers (DP 358), Dance Production (DP 451), Production Workshop (DP 408), and the Dance History and Culture courses (DP 452G, DP 453G, DP 454G) with their accompanying Film Seminar (DP 407G). These three courses receive graduate credit. All other are considered deficiencies and must be taken as undergraduate credits.

Prerequisite requirements may be waived by one of the following means: passing proficiency examinations provided by the department; presenting a certificate of proficiency in notation

from the Dance Notation Bureau; presenting evidence of acceptable practical experience in all aspects of dance production.

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 thesis, and the final examination.

Graduate Core Courses

Dance as a discipline for the choreographer, the performer, the recreationalist, the teacher, the researcher, the therapist, and the critic has a common base of involvement. The following required core of 9 credit hours of graduate classes reflects this common base: Research in Dance (DP 507), Administration of Dance in Education (DP 493G), and Aesthetic Bases for Dance in Art and Education (DP 593).

Master's Degree Program

Thesis Option (54 credits)

A minimum of 36 credit hours selected from the following dance courses:

- Dance History (DP 452G, 453G, 454G), 3 credit hours per term
- Seminar: Dance Films (DP 407G), 1 credit hour per term
- Dance Composition: Group Forms (DP 455G), 3 credit hours
- Teaching Dance (DP 491G), 3 credit hours
- Administration of Dance in Education (DP 493G), 3 credit hours [required core course]
- Research (DP 501), 3 credit hours
- Supervised College Teaching (DP 502), credit hours arranged
- Reading and Conference (DP 505), 3 credit hours
- Special Problems (DP 506), credit hours arranged
- Seminar: Research Survey (DP 507), 3 credit hours [required core course]
- Seminar: Selected Topics (DP 507), topics, credits arranged as interest and faculty assignments permit
- Workshop (DP 508), credit hours arranged; at least 3 terms in one dance idiom are required
- Practicum (DP 509), credit hours arranged
- Dance Aesthetics (DP 593), 3 credit hours [required core course]

Related Area: at least 9 credit hours in another field related to an approved thesis topic; selections must be approved by the major adviser; a minimum of 9 credit hours in Research (DP 501) and Thesis (DP 503). Total: 54 credit hours.

Six credit hours of Reading and Conference work is the maximum allowed for either the thesis or non-thesis option except in special circumstances determined by the department head. While a minimum of 3 terms of Workshop (DP 508) is mandatory, no more than 6 credit hours of Workshop may apply toward the degree requirement.

Satisfaction of specific requirements of the Graduate School for the master's degree without thesis must apply here, also.

Master's Degree Program nonthesis Option (54 credit hours)

A minimum of 36 credit hours selected from dance courses as defined in the Thesis Option above. A minimum of 9 credit hours in another field of study which relates to dance; selection must be approved by the major adviser. A minimum of 9 credit hours within or outside the Department of Dance; selections must be approved by the major adviser. Total: 54 credit hours.

Final Examination

A final examination is required for both thesis and nonthesis programs. For the student electing not to write a thesis, a written examination of three hours and an oral examination of not less than one hour are required. The written examination will be prepared and papers read by a committee representing the fields included in the student's program of study. The decision to pass or fail a candidate will be made by this committee based upon the results of the written and oral examinations.

The thesis proposal for the student electing this program must be approved by a committee of no less than three persons representing the fields of study relating to the program and thesis topic. Requirements of the Graduate School are to be followed in the preparation and defense of the thesis. The final examination is oral and is administered by the student's thesis committee.

Interdepartmental Master's Degree: Dance Emphasis

Through the selection of courses from the five departments and center of the College of Health, Physical Education, and Recreation a student may elect one of the following options for an interdepartmental master's degree.

Option I—Thesis: 60 credit hours
A minimum of 36 credit hours selected from dance courses as defined in Master's Degree Program in Dance. A minimum of 15 credit hours from a

second department within the college. A minimum of 9 credit hours in Research and Thesis (DP 503), or 9 credit hours of electives from within the college.

Option II—Nonthesis: 60 credit hours

A minimum of 36 credit hours selected from dance courses as defined in Master's Degree Program in Dance. A minimum of 12 credit hours from each of two other departments within the college.

The course selections in the various departments must be interrelated in a logical and concentrated manner. Admission to the program and course selection must be approved by the two or three departments of the student's choice. For more specific information about the master's degree programs, write or call the Department of Dance.

Courses Offered in Dance

Undergraduate Courses

DP 152. Basic Rhythms. 2 credit hours. Music notation and elementary musical devices used in the dance; introduction to Labanotation. Prerequisite: DP 253.

DP 153. Dance Improvisation. 2 credit hours. Laboratory; development of personal movement vocabulary; emphasis on spontaneity and exploration of dynamics (time, space, force, flow). Prerequisite: DP 351.

DP 154. Ballet Vocabulary. 2 credit hours. Studio/theory course; discussion and application of basic ballet terminology. To be taken concurrently with DP 192, Dance Lab Ballet.

DP 192. Dance Laboratory. 2 credit hours any term. For professional students. Techniques in folk, ballet, modern dance, jazz, and tap. Prerequisite: audition prior to registration.

DP 199. Special Studies. 1-3 credit hours.

DP 199. Body Fundamentals. 3 credit hours. For professional students. Lecture and Laboratory. An introduction to anatomical and kinesiological analysis of movement; Bartiniéff's correctives and Sweigard's ideokinetic facilitation, with a view to prevention and care of dance injuries.

DP 199. Introduction to Ballet Pointe. 2 credit hours. For professional students. Laboratory in beginning *pointe* work in ballet to include *barre*, center floor, and some adagio. To be taken concurrently with DP 292, Dance Lab Ballet.

DP 251. Introduction to Dance. 3 credit hours. An overview of professional and educational aspects of dance, the function of dance in society, and the significance of dance as an art form in contemporary culture; offered fall term only.

DP 252. Fundamentals of Rhythm. 3 credit hours. Rhythm as a basic factor for movement. Rhythmic devices used in the dance notation and rhythmic analysis.

DP 253. Movement Notation. 3 credit hours. Introduction to Labanotation. A study of the process of recording movement

graphically; the conversion of the effort and shape of motion into symbols from which movement patterns can be reconstructed. Prerequisite: Basic Rhythms (DP 152), or consent of instructor.

DP 254. Intermediate Movement Notation. 3 credit hours. Theory and application of intermediate principles of Labanotation. Prerequisite: DP 253.

DP 292. Dance Laboratory. 2 credit hours. For professional students. Intermediate dance technique in folk, ballet, modern dance, jazz, and tap. Prerequisite: DP 192 or equivalent; audition prior to registration.

D 351. Dance Composition I. 3 credit hours. Analysis of the dance medium, and the relationship of the aspects of time, space, and force to that medium. Principles of form basic to dance composition. Prerequisite: DP 153 and DP 252.

DP 352. Dance Composition II. 3 credit hours. Compositional forms and styles in dance. Structural forms derived from music, fine arts, poetry, theater. Prerequisite: DP 351.

DP 353. Dance Accompaniment. 3 credit hours. Function of accompaniment for dance skills and composition. Types of accompaniment—instrumental, electronic, percussion, voice. Prerequisite: DP 351, or DP 352.

DP 354, 355, 356. Theoretical Foundations of Modern Dance. 3 credit hours each term. A comparative study of modern dance to include analysis of theoretical framework, stylistic emphasis, and aesthetic significance of that style in technique and composed works. Prerequisite: DP 392; audition prior to registration.

DP 357. Dance in Musical Theater. 3 credit hours. Study of basic movement vocabulary needed for musical theater and opera. Lecture on historical development; and laboratory involving staging, choreography, and performance. Previous dance experience and consent of instructor is required.

DP 358. Music for Dancers. 3 credit hours. Survey of musical form, style, and expressive content focusing on aspects which determine the selection of music for choreography: relationship of instrumentation, melodic development, tonality, rhythmic structure, to choreographic form and style. Prerequisite: DP 252 or permission of instructor.

DP 392. Dance Laboratory. 2 credit hours. For professional students. Advanced dance techniques in ballet, folk, modern, jazz, and tap. Prerequisite: Audition prior to registration.

DP 403. Thesis. Credit hours to be arranged.

DP 405. Reading and Conference. Credit hours to be arranged.

DP 406. Special Problems. Topics and credit hours may be arranged as interest warrants and faculty assignments permit.

DP 407. Seminar. Credit hours to be arranged.

DP 408. Workshop. Credit hours to be arranged. Includes performance in student choreographies, technical work in productions, and repertoires.

DP 409. Practicum. (G) Credit hours to be arranged. Independent practical work in choreography, production, teaching.

DP 410. Intermediate and Advanced Ballet Pointe. 2 credit hours. For professional

students. Laboratory in intermediate and advanced *pointe* work in ballet to include *barre*, center floor, and adagio. Prerequisite: DP 392 Ballet, or instructor's consent.

DP 451. Dance Production. 3 credit hours. Production problems of staging, lighting, and costuming for the dance concert. Offered fall term with a 1-2 credit hour DP 408 Production Workshop laboratory required for winter or spring term; each credit is a minimum of thirty class hours of practical application.

DP 456. Ballet Staging. (G) 2 credit hours. Laboratory to include elements of solo and corps techniques. Short movement segments drawn from standard ballet repertory. To be taken concurrently with DP 392 Dance Lab Ballet.

DP 492. Dance Apprenticeship. 2 credit hours. For professional students. Directed activities related to the teaching of dance; selection of materials, class organization and management; student teaching in a University dance class. Prerequisite: DP 491 (G).

Upper-Division Courses Carrying Graduate Credit

DP 407. Seminar: Dance Films. (G) 1 credit hour. Offered fall, winter, spring, paralleling in film content the dance style being studied in DP 452, 453, 454. To be taken concurrently with these courses.

DP 409. Practicum. (G) Credit hours to be arranged.

DP 410. The Dancing Stage. (G) 3 credit hours. Lecture and dance theater laboratory. Practical experience in lighting design for the dance; application of techniques in stage management, business management, publicity and promotion. Prerequisite: DP 451 or consent of instructor.

DP 410. Concert Production. (G) 2 credit hours. Production and direction of mock concerts to acquaint students with various aspects of dance concert production: auditions, rehearsals, directing, programming.

DP 410. Cultural Backgrounds of Folk Dance, Music and Arts. (G) 3 credit hours. A survey investigating the social and cultural origins of dance styles in selected East-European, Eastern and North American countries and regions. Prerequisite: concurrent enrollment in folk or ethnic dance course.

DP 410. Renaissance Dance. (G) 3 credit hours. A studio-theory class in dance styles of the late 15th through early 17th centuries; of interest to musicians, actors, and historians; outside readings.

DP 410. Baroque Dance. (G) 2 credit hours. A studio-theory class in dance styles of the middle 16th through 18th centuries; of interest to musicians, actors, and historians. Feuillet notation and outside readings.

DP 452. Dance Cultures of the World. (G) 3 credit hours. Study of the function of dance in pre-literate, nontechnological societies leading to the development of dance as a theatrical form in world cultures. Prerequisite: R 201, Anth 108. A 1-credit film seminar, DP 407 (G), must be taken concurrently.

DP 453. Ballet from the Courts to Balanchine. (G) 3 credit hours. Social and theater

dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. A film seminar (407 G), 1 credit, must be taken concurrently.

DP 454. Evolution of Modern Dance. (G) 3 credit hours. Influences of leading dance artists; dance in education; new directions in concert and theater forms; emphasis on the dance in the United States. A 1-credit film seminar (407 G) must be taken concurrently.

DP 455. Dance Composition: Group Forms. (G) 3 credit hours. An examination of the problems and special considerations required by group choreography and an introduction to the communication of personally created movement to other dancers. One two-hour class per week plus rehearsals as scheduled by student choreographers. Prerequisite: DP 352 or consent of instructor.

DP 491. Teaching Dance. (G) 3 credit hours. Elaborates on materials of dance with a view to preparing the dance major student to apprentice teach in a University dance class. Investigates teaching progressions, film use and sources, accompaniment, record sources and use, and prominent teaching manuals of dance. Prerequisite: junior standing.

DP 493. Administration of Dance in Education. (G) 3 credit hours. Organization and administration of a dance program in colleges, universities, and at the secondary level for public schools. Prerequisite: DP 491G, DP 492, or consent of instructor.

Graduate Courses

DP 501. Research. 1-6 credit hours.

DP 502. Supervised College Teaching. Credit hours to be arranged.

DP 503. Thesis. Credit hours to be arranged. Pass/No-Pass only.

DP 505. Reading and Conference. Credit hours to be arranged.

DP 506. Special Problems. Credit hours to be arranged. Study of selected problems in the field of the dance. Limited by faculty workload and availability.

DP 507. Research in Dance. 3 credit hours. An evaluation of, and methods related to, research in dance. Includes identification of a problem, preparation of the proposal, and format of the thesis. Available fall term. Pass/No Pass only.

DP 507. Seminar. Credit hours to be arranged. The following seminar topics have been offered. Other topics and credit may be arranged as interest and faculty assignments permit.

Classical Dances of the Orient. Descutner.
Mexican Song and Dance. Hearn.
Balkan Music and Dance. Hearn.
Native American Dance Cultures. Descutner.
Dance in Literature and the Arts. Descutner.
Folk Dance Literature. Hearn.

DP 508. Workshop. Credit hours to be arranged. Includes studio work in ballet, modern, folk, performance, and production.

DP 509. Practicum. Credit hours to be arranged.

DP 593. Aesthetic Bases for Dance in Art and Education. 3 credit hours. Dance as an art form; function of the dance in the changing social milieu.

Department of Health Education

Faculty

Richard G. Schlaadt, Ed.D., Department Head, Professor of Health Education (school health instruction, drug education, student teaching). B.S., Lewis and Clark, 1957; M.S., Illinois, 1958; Ed.D., Oregon State, 1966.

Lorraine G. Davis, Ph.D., Associate Professor of Health Education (statistics, curriculum). B.S., 1965, M.S., 1967, Wisconsin-Lacrosse; Ph.D., Oregon, 1972.

Glen M. Gordon, M.D., Adjunct Associate Professor of Health Education (nutrition, diseases). B.A., Texas, Austin, 1946; M.D., Texas Medical School, 1947.

Leonard D. Jacobson, M.D., Adjunct Associate Professor of Health Education (diseases, nutrition, drugs). B.A., 1937, M.D., 1941, Oregon.

Niles L. Kaplan, Ph.D., M.P.H., Assistant Professor of Health Education (community health, health administration) B.S., 1971, Brooklyn College; M.P.H., 1972, California, Los Angeles; Ph.D., 1977, Southern Illinois.

Robert E. Kime, Ph.D., Professor of Health Education (sex education, consumer health). B.S., 1954, M.S., 1958, Wisconsin-LaCrosse; Ph.D., Ohio State, 1963.

Linda A. Kroeger, Ph.D., Assistant Professor of Health Education (first aid, safety, school health programs). B.S., 1970, M.S., 1972, Indiana State; Ph.D., Oregon State, 1980.

S. Hugh Namekawa, Dr.P.H., Assistant Professor of Health Education (health services administration, community health). B.S., 1965, M.S., 1967, M.S.W., 1969, Wisconsin; M.P.H., 1975, Dr.P.H., 1979, Pittsburgh.

Buster E. Pruitt, Ed.D., Assistant Professor of Health Education (school health education, teacher training). B.S., Texas, Austin, 1970; M.Ed., Southwest Texas State, 1971; Ed.D., North Texas State, 1975.

Warren E. Smith, Ed.D., Professor of Health Education (world health, safety). B.S., Oregon, 1941; M.A., Michigan, 1947; Ed.D., Stanford, 1957.

Margaret J. Wiese, M.A., Associate Professor of Health Education (foods and nutrition). B.S., Iowa State, 1941; M.A., Iowa, 1945.

The Department of Health Education was officially established at the University of Oregon in 1947, although courses for the health education of students have been continuously offered since 1893. The goals of health education are to provide learning experiences which positively influence understandings, attitudes, and behaviors in regard to individual and community health choices and decisions.

The department offers a variety of courses necessary for professional preparation for undergraduate and graduate students as well as for the fulfillment of the University's health education requirement for graduation. Courses which fulfill this requirement are identified in the course descriptions. 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.

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-increasing health-related career market. Typical opportunities are 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 with public health departments, voluntary agencies, hospitals, and similar institutions; health researchers and statisticians; and athletic trainer.

Oregon Student Association for the Advancement of Health Education

The Oregon Student Association for the Advancement of Health Education is an organization of 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. Group 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 of health students' research papers.

The Health Faire

The health faire is an annual presentation cosponsored by OSAAHE and the Department of Health Education. The faire is an opportunity for health-related agencies and practitioners to present workshops, exhibits, and demonstrations of their services to University students and to the community.

Scholarships

The Department of Health Education offers three modest scholarships in honor of esteemed faculty members no longer active as instructors at the University of Oregon. 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 Health Education.

Drug Information Center

Mark A. Miller, Director

The Drug Information Center is an information-and-education resource center affiliated with the Department of Health Education. Services are provided to inform and promote safe and responsible usage behaviors in today's vast drug technology. Among the various services available at the Drug Information Center are telephone and walk-in library and reference services, drug identification services, and educational outreach services.

The DIC is a member of the National Drug Abuse Communication Network (DRACON) with the National Institute of Drug Abuse (NIDA) and a member of the state of Oregon ECO-CENTER Alcohol and Drug Resource Sharing Network. In addition, the DIC has received a national commendation for being a replicable primary prevention drug abuse program.

Undergraduate Studies

Students specializing in health education may gain either Bachelor of Science or Bachelor of Arts degrees. Excellent vocational opportunities are available in schools and with public and voluntary health agencies for persons with professional training in health education. The curriculum provides a strong basis for further graduate work in health education, public health, physical therapy, traffic safety, and the health sciences.

Students may pursue health education in conjunction with the Honors College. Details are on page 47 under Independent Study Option.

Health education students are expected to assimilate information and obtain competence in the social sciences, physical sciences, and communication. A graduate is often called on to put the knowledge gained into practice via explanation and practical experiences with people. Graduates of the school have held positions as elementary and high school teachers of health education, coordinators of health education, community health educators, sanitarians, and health administrators at federal, state, and local levels.

Preparation

Entering freshmen with strong scientific backgrounds will have a particular advantage as they enroll in courses of depth in chemistry and biology. Students who attend community colleges prior to entering the Department of Health Education should take as many of the basic lower-division requirements as possible. The specific courses are listed in the respective program explanations.

Admission Procedures and Academic Advising

Upon entering the University, a student may declare health education as a premajor area of study. A faculty adviser is assigned to each student. When the lower-division courses are completed, the student is eligible to apply for major status. An application is filed with the department and includes transcripts, references, and a comprehensive statement of professional goals. The applicant is admitted to major status in health education only after the faculty have reviewed and approved the application.

Requirements

Candidates for the baccalaureate degree with a major in health education must satisfy all the general requirements of the University (see page 18), elect appropriate courses in related areas and complete the professional course requirements of the Department of Health Education in one of the following programs: school health; comprehensive health educator;

community health; gerontology; medical technology.

In addition, several options are available. Students should also refer to the grading system (undergraduate) on page 16 for pertinent information regarding the grading requirements essential for the baccalaureate degree.

The department requires that degree candidates complete all health education major courses with a grade of C or better.

Freshman and Sophomore Years

Students usually complete 15 to 17 credits per term and in conference with an adviser choose courses from the requirements in the accompanying list of core requirements.

Junior and Senior Years

The curriculum is designed to provide professional proficiencies required by each of the options in health education. Requirements specific for each option are included in the following section.

School Health

The Department of Health Education offers a course of study to prepare students to teach health education in Oregon public schools. Two programs are offered, one designed to prepare teachers of health education at any of the grade levels, K-12, the other to prepare health education teachers for the middle, junior, or senior high school levels. The latter program also requires completion of teaching endorsement preparation in one of four related fields, i.e., 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 the initial or basic teaching endorsement, and for the standard endorsement.

These programs have been revised to reflect changes in certification requirements adopted by the Oregon Teacher Standards and Practices Commission, effective January 1, 1980. For information regarding requirements for the health endorsement, students should consult the departmental endorsement adviser for teacher education.

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 the public schools. The preparation includes exposure to the interdisciplinary nature

Additional Requirements for Basic Teaching Certificate:

Course Title	Credits
HEP 441G: Health Instruction (and lab)	4
HEP 443G: School Health Coordinator	3
CI 436 Seminar: Secondary Education Media	2
CI 469: Teaching Reading and Writing in the Secondary School	3
One of the following:	3
EdP 441: History of American Education or EdP 445: Modern Philosophy of Education or CI 407 Seminar: Problems of Minorities in School and Society or EdP 327: Social Foundations of Education	
EPsy 321: Human Development and Education	3
EPsy 322: Human Learning and Education	3
Student Teaching:	
CI 416: Student Teaching, Junior High School and/or CI 417: Student Teaching, Senior High School	15

of health from a biological, physical, emotional, intellectual, and social perspective. Upon completion of the program, teaching competence will be developed 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.

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 credit hours of course work must be selected from the graduate offerings (including HEP 543 Advanced Health Education) of the Department of Health Education. Courses should be selected from those designed to further teaching competence. The remainder of course work required for a Standard Teaching Certificate in Health Education must be selected from the offerings of the College of Education and with the approval of the Office of Secondary Education. For specific information regarding the requirements for a standard teaching endorsement, students should consult the Office of Secondary Education, College of Education.

Basic Teaching Certificate in Combination with Health Education (K-12)

Combined certification is offered *only in combination with another related area* such as biology, physical education, social science, etc. Supervised student teaching is required in *both* areas. The Department of Health Education must approve this program which includes demonstrated competence or 34 term hours of health education designed to develop teacher competency through experiences in each of the following areas:

(1) Personal Health, including Personal Health (HEP 250) 3 credit hours; Nutrition (HEP 252) 3 credit hours; and Pathophysiology (HEP 352) 3 credit hours

(2) Community Health, including Community Health (HEP 353 or HEP 472G) 3 credit hours; or Introduction to Public Health (HEP 371 or HEP 372) 3 credit hours

(3) Mental Health, including School and Community Mental Health (HEP 351) 3 credit hours; Social Health (HEP 451G) 3 credit hours; Drugs in Society (HEP 453G)

(4) Safe Living, including First Aid (HEP 260) 3 credit hours and Accident Prevention and Safety Programs (HEP 361) 3 credit hours

(5) School Health, including Health Instruction (HEP 441G) 4 credit hours and School Health Programs (HEP 442G) 3 credit hours

Standard Teaching Certificate in Combination with Health Education

Same as the standard certificate in health education; however, one additional course, School Health Coordinator, HEP 443(G), should be included in the selection of 12 credit hours designed to further health teaching competence.

Comprehensive Health Educator

The comprehensive health educator may teach health education in kindergarten through twelfth grade (K-12) and function in a variety of community health services.

This broad option 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.

The requirements in this option include courses listed in the core, those listed under the Basic Teaching Certificate, and the following:

Course Title	Credits
407 Seminar Community Health Practicum (G)	1
Gero 480 Perspectives in Aging	3
Approved Community Course (across campus)	6
HEP 409 Community Field Experience	6

Community Health

The community health program is designed to provide career mobility for people with allied health certification. It is an option only for those persons who have completed training in fields such as nursing, dental hygiene, respiratory therapy, and the like. Check with the health education department for future changes in this curriculum. Graduates of the program seek employment in departments of public health, voluntary agencies, and other helping professions.

Requirements in addition to those previously listed in the core:

Course Title	Credits
HEP 472 Community Health Programs	3
2 Approved Community Courses (across campus)	6
Gero 480 Perspectives in Aging	3
HEP 409 Community Field Experience	12
Upper-Division Concentration in Related Field	12

Gerontology

Health education majors may elect an option in gerontology. The gerontology option is particularly relevant for students interested in community health; however, elementary and secondary school health educators are increasingly expected to be familiar with life-span developmental processes, including the aging process.

The gerontology option is satisfied as the student (1) completes the basic health education requirements, and (2) completes the following requirements: Perspectives in Aging (Gero 480g) 3 credit hours; Psychology of Aging (Gero 482g) or Psychological Processes of Aging (Gero 410g), 3 credit hours; Sociology of Aging (Gero 483g) 3 credit hours; Practicum in Human Aging (Gero 409) 15 credit hours; Field Theory Integration Seminar (Gero 407) 1 credit hour; Health-Related Aspects of Aging (HEP 407G) 3 credit hours; Social Dimensions of Leisure and Retirement (RPM 467G) 3 credit hours; Organization of Senior Leisure Services (RPM 468G) 3 credit hours; Media Laboratory in Geron-

tology (Tc 407G) 3 credit hours ; plus 6 credit hours of gerontology electives.

The health education student electing the gerontology option normally will begin the study of gerontology in the sophomore year with Perspectives in Aging, Gero 480(g). The heaviest concentration of work in gerontology courses comes in the junior and senior years.

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. Certified health education teachers who have completed the athletic training curriculum are eligible to become certified athletic trainers by successfully passing the National Athletic Trainers Association certification examination after graduation.

Prephysical Therapy

Students electing to major in health education during their preprofessional work may choose to pursue the school health option, or the comprehensive program. Students may also elect to pursue the athletic training curriculum leading to certification by the National Athletic Trainers Association.

In addition to the basic health education requirements, students are required to take a full year's sequence of essentials of physics or general physics. Depending upon various entrance requirements of individual physical therapy programs, students may need additional courses in either abnormal psychology or elementary statistics or both. See prehealth sciences section, page 139.

Safety Education and Driver Education

The safety education and driver-education option for undergraduates and graduate-support areas 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 elect this option in consultation with the Department of Health Education and an academic adviser. Classes are offered in a structured sequence.

A student needs to fulfill all the requirements of one of the health education programs and the following courses: Accident Prevention and Safety Programs (HE 361) 3 credit hours; Driver Education (HE 467) 4 credit hours; Psychophysical Testing in Driver Education (HE 468) 3 credit hours; Field Work or Supervised Student Teaching, 3-9 credit hours.

The graduate area of concentration includes the following courses, a total of 21-30 credit hours: Administration and Supervision of Safety Programs (HE 560) 3 credit hours; Psychology of Accident Prevention (HE 561) 3 credit hours; Administration and Supervision of Driver Education Programs (HE 562) 3 credit hours; Problems in Traffic Safety (HE 563) 3 credit hours; Social Psychology (Psy 437G) 3 credit hours; Research (HE 501) 3-6 credit hours; Thesis (HE 503) 3-9 credit hours.

An additional number of appropriate electives are available in education and psychology and may be included in the option.

Basic Driver Education Combined Endorsement

The Department of Health Education also offers a program to prepare driver education teachers for the public high schools. Persons 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 department requirements for the driver education endorsement, students should consult the norm adviser for teacher education in the Department of Health Education.

Certification requires demonstrated competence of 13 term hours, including First Aid (HEP 260); Accident Prevention and Safety (HEP 361); Driver Education (HEP 467); and Psychology of Accident Prevention (HEP 561).

Dental Hygiene

Predental hygiene students follow a two-year program before applying for admission to a dental hygiene program. During this period, students must complete all general University requirements for any degree and specifically three terms of general biology (human or animal), three terms of general or elementary chemistry, two terms of composition, three terms of psychology (214, 215, 216), as well as introduction to sociology, nutrition, and speech. All pre dental hygiene students planning to transfer to the University of Oregon Dental School must take *all* courses for a grade.

Many pre dental hygiene students elect to undertake a program of study leading to a Bachelor of Science degree in health education at the University of Oregon in conjunction with dental hygiene which will broaden their career

<i>Core Requirements:</i> (for all programs in health education except medical technology)		<i>Additional Core Requirements:</i> (for school health, comprehensive, community health, gerontology)	
<i>Course Title</i>	<i>Credits</i>	<i>Course Title</i>	<i>Credits</i>
Written English (Wr 121 and 122 or 122 and 123)	6	Orientation to Health Education (HEP 199)	3
Physical Education	5	Personal Health and Human Sexuality (HEP 199)	3
Nutrition (HEP 252)	3	First Aid (HEP 260)	3
Personal Health (HEP 250)	3	School and Community Health (HEP 351)	3
Chemistry (Ch 101, 102, 103)	12	Pathophysiology (HEP 352)	3
Biology (human or animal*)	9-12	Community Health Problems (HEP 353)	3
Group I (Recommended: Fundamentals of Speech Communications RhCm 121)	9	Accident Prevention and Safety Programs (HEP 361)	3
Group II (Including Sociology 201*, Psychology 216*, Anthropology 103*)	9	Introduction to Public Health (HEP 371)	3
		Evaluation Procedures in Health (HEP 431)	3
		School Health Programs (HEP 442)	3
		Social Health (HEP 451)	3
		Drugs in Society (HEP 453)	3
		Environmental Health (HEP 454)	3
		Consumer Health (HEP 455)	3
		Practicum (HEP 409)	3-6
		Human Physiology (Bi 321, 322)	6
		Human Anatomy (Bi 391, 392)	6
		Bacteriology (Bi 381, 383)	5

* Recommended courses

possibilities in education or community health. All pre dental hygiene advising is conducted by the Department of Health Education.

Medical Technology

The University offers a four-year program in medical technology, leading to a baccalaureate degree. The program offers two options: (1) complete three years of study on the Eugene campus and then apply to the University of Oregon Health Sciences Center at Portland to complete the fourth year for a baccalaureate degree; or (2) complete a baccalaureate degree in the College of Arts and Sciences (emphasis in general science, biology, chemistry, or other) and apply to Sacred Heart Hospital in Eugene to work in the medical technology program. A certificate is awarded upon the completion of the program at Sacred Heart Hospital.

Students interested in applying to the Oregon Health Sciences University in Portland need to complete (1) all general University degree requirements for majors in professional schools that cannot be satisfied with work taken at the School of Medicine and (2) the special science requirements for admission to the School of Medicine.

The following courses satisfy the science requirements:

Chemistry

General Chemistry (Ch 104, 105, 106) and labs (Ch 107, 108, 109)

Organic Chemistry (Ch 331, 332, 333) and labs (Ch 337, 338)

Quantitative Analysis (Ch 324)

Biology

Bi 301, 302, 303 or any three terms of biology numbered 100-199, 12-15 credits

Introduction to Bacteriology (Bi 381, 383), 5 credits

Upper-division biology, 3 credits

Physics

Any three terms of physics numbered 100-199, 9 credits

Mathematics

12 credit hours, including Math 101 or equivalent skills

All inquiries regarding the program should be directed to Dr. Bayard McConnaughey, biology department, or Marliss Strange, Office of Academic Advising.

Graduate Studies

The Department of Health Education offers graduate work toward the following degrees: Master of Arts,

Master of Science, Doctor of Philosophy, and Doctor of Education.

A limited number of graduate teaching fellowships with stipends ranging from approximately \$1800 to \$4000 for the academic year, September to June are available. Doctoral applicants are given first priority followed by master's applicants with teaching experience. April 1 is the deadline for application for these fellowships.

Graduates who qualify for work-study funding (students from low-income families) are provided with additional financial assistance.

Master's Degree Programs

The Department of Health Education offers four plans for master's degrees: school health education, community health education, health education for health care practitioners, and health services administration.

If a student has no deficiencies, it is possible to complete a master's degree which requires 45 credit hours in one year. Most students take at least four terms, however, and many attend for two years.

Prerequisites

The department assumes that a health educator has fundamental knowledge in science, social science, and health education. Each master's candidate is therefore required to have completed successfully specific courses. These courses may have been completed as an undergraduate; deficiencies may be removed through appropriate undergraduate or graduate courses. These requirements do not meet Oregon teacher certification requirements. Following are the program prerequisites.

Science. A minimum of six courses which meet science requirements at the University of Oregon. There must be at least one course in each of the following areas: elementary or general chemistry, biology, anatomy and/or physiology, bacteriology.

Social Science. A minimum of six courses which meet social science requirements at the University of Oregon. There must be at least one course in psychology and one in sociology.

Health Education. A minimum of seven courses with at least one course in each of the following: nutrition, mental health, drugs, social health, diseases, first aid or safety, consumer health.

Procedures

Admission. A student is admitted to the department on a probationary status

after consideration of official papers which must be submitted as follows:

Send to
Department Head
Department of Health Education
University of Oregon
Eugene, Oregon 97403

- (1) One set of official transcripts of all college work (unofficial acceptable)
- (2) All copies of graduate application except top green copy
- (3) Three letters of recommendation including a letter from both the last academic adviser and the last, or current, employer
- (4) A cumulative grade point average of 2.75 or above for all undergraduate work
- (5) MAT (35 or better) *or* GRE (score 470 or better on verbal portion); examinations must have been completed within five years prior to date of application
- (6) Vita outlining work and educational experiences
- (7) A statement of purpose outlining reasons for wanting to pursue a master's degree in community health education

Send to
Director of Admissions
University of Oregon
Post Office Box 3237
Eugene, Oregon 97403

- (1) One set of official transcripts of all college work
- (2) Green copy of graduate application plus \$20.00 fee.

Advancement to Candidacy. A student will be admitted to full master's status after the following:

- (1) Removal of all prerequisites or deficiencies
- (2) Successful completion of 12 credit hours of graduate courses at the University of Oregon
- (3) Recommendation of the candidate's adviser and the health education faculty

Graduation. Approval for graduation is contingent on the following:

- (1) A minimum of 45 to 60 hours of graduate work as outlined in the specific program plan. A minimum of 24 hours 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 faculty in health education.

Thesis. A systematic approach to answering a research question or problem in health education. The proposal for such an undertaking must be ap-

proved by three graduate faculty members, meet graduate school requirements of presentation, and be presented in public as a final examination. The student earns 9 credit hours for this option.

Project. A professionally significant endeavor which may be practical or theoretical in nature. It is both a process and a product. The product will consist of a quality report and requires the approval of either three faculty members or professionals or both. The student earns 6 to 9 credit hours for this option depending on the depth and scope of the project.

Comprehensive Examinations. The examinations cover three areas: research, professional foundations in health education, and health area concentration. A total of seven clock hours of examination is allowed with potential questions in the foundations and concentration areas selected from published and original questions. No academic credit is earned for comprehensive examinations.

School Health Education

This program is available to those persons wanting to concentrate in health education within the school setting. The requirements for the master's degree will not necessarily meet Oregon teacher certification. 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. Minimum requirement of 45 credit hours.

Course Requirements

A student's program is planned with an adviser and is based on an individual's completed courses and experience with attention to current academic objectives.

A minimum of 45 graduate credit hours is required.

HEP 521 Research Methods in Health	3
HEP 531 Fundamental Statistics in Health	3
HEP 54_ A school health course	3
HEP 54_ A school health course	3
HEP 54_ A school health course	3
HEP 55_ A foundations course	3
HEP 55_ A foundations course	3
HEP 56_ A safety course	3
HEP 57_ A community health course	3
HEP Elective in health education	3
Electives—Outside college of HPER	9
Electives—Either inside or outside	6

Options

(a) Administration Option Additional hours to be planned with an adviser from the Division of Educational Policy and Management.	
EdAd 509 Practicum	2

CI 522 or 533 School curriculum	3
Ed Psy 529 Advanced Education Policy	3
EdAd 507 Communication Skills ..	2
EdAd 507 Personnel Evaluation	2
EdAd 574 Educ. Prog. Research and Evaluation	3
EdAd 578 School Community Relations	3
EdAd 579 Systems for Educational Program Planning	2
EdAd 583 Policy Development	3
(b) Traffic Safety. An additional 15 credit hours should provide background in the following:	
HEP 467 Driver Education	4
HEP 561 Psychology of Accident Prevention	3
HEP 563 Problems in Traffic Safety ..	3
Electives	
HEP 560 Supervision of Safety Prog. ..	3
HEP 562 Administration and Supv. of Driver Educa. Prog.	3
HEP 468G Psychophysical Testing in Driver Education	3

Community Health Education

New and diverse opportunities for the community health educator have been created by changes in the organization, administration, and delivery of health care services. Future improvements in the health of the American population will depend, in great part, on major changes in the health behavior of the public. Anticipated arrangements for "fee for health education services" will cause an enormous increase in the demand for patient education services.

The primary goal of the Community Health Education Program 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.

Course Requirements

The degree candidate completes a minimum of 60 credit hours, distributed as follows.

Public Health Core	
HEP 521 Research Methods in Health	3
HEP 531 Fundamentals of Statistics in Health	3
HEP 454G Environmental Health	3
HEP 507 Principles of Epidemiology	3
HEP 507 Medical Care Organization	3
	15
Community Health Education Core	
HEP 507 Community Health Education: Programs, Planning, and Eval. ..	3
HEP 507 Instructional Methodology and Mater. in Com. Health Educa. ..	3
HEP 507 Health Grantsmanship	3
HEP 507 Community Organization for Health	3
HEP 507 Interpersonal Processes and Community Health Education ..	3
	15

Community Health Practicum	12
Culminating Experience	0-9
Electives	
to Total Minimum 60 credit hours	9-18

Public Health Core. Students must complete this 15-credit-hour core of five courses covering four broad areas of public health. The core requirement reflects a commitment that individuals holding graduate degrees in health sciences should possess, in addition to special competence in a selected concentration (e.g., health services administration, community health education), basic knowledge pertaining to the foundation areas of public health.

Reality-Based Experiences. Wherever possible, course work uses the case study and critical incident approaches. In addition, each student completes a structured, 12-credit-hour 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 which could not be obtained in the classroom. The field training requirement will be waived or modified for students having appropriate work experience in a health setting in an educative capacity.

Health Education for Health Care Practitioners

This program is available for those students who have preparation and experience as practitioners in health care delivery. Candidates must have a baccalaureate degree and licensure in one of the following: registered nursing, medical technology, dental hygiene, respiratory therapy, physical therapy, registered dietetics.

The curriculum prepares individuals to function within the allied health field and is designed to increase upward mobility opportunities within current employment situations. Each student's program is planned to develop individual objectives.

The prerequisites for this program are identical with those for the school health education option.

<i>Program Requirements</i>	<i>Credits</i>
HEP 521 Research Methods in Health	3
HEP 531 Fundamentals of Stats in He	3
Community Health	
A minimum of three courses selected on the basis of objectives, past course work, and experiences	9

Foundations Courses	
A minimum of two courses based on deficiencies, objectives, and past course work	6
School Health Education	
A minimum of one course to provide overview of problems within the schools and relationship between schools and communities	3
Safety	
A minimum of one course	3
Outside the College	
A minimum of three courses with a course in educational media required	9
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	3-12
Total	45-63

Health Services Administration

The Department of Health Education offers Master of Arts and Master of Science degree programs in health education with a concentration in health services administration. The health services administration program was developed to meet the crucial need for highly skilled health administrators. It offers graduate students an interdisciplinary approach to understanding the organizational and administrative problems associated with health service delivery and program development.

The innovative curriculum is offered in cooperation with the College of Business Administration and Wallace School of Community Service and Public Affairs. It is designed to prepare individuals for professional careers in administration, policy determination, and public leadership within the health services.

Graduates can anticipate positions involving analysis, planning, management, and evaluation in hospitals; nursing homes; health maintenance organizations; medical group practices; developmental centers; neighborhood health centers; health agencies; university medical centers; and federal, state, local, and voluntary health organizations and agencies.

Prerequisites

A baccalaureate 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 concomitant with the master's degree program.

Procedures

Application information given on page 287 also applies to the health service administration program with the following three changes in requirements:

(1) A cumulative grade point average of 3.00 (B) or above for all undergraduate course work.

(2) MAT (45 or better) or GRE (score of 950 or better on verbal and quantitative portions) or GMAT (500 or better.) Examinations must have been completed within five years prior to date of application.

(3) Students may transfer a maximum of 15 hours toward fulfillment of requirements for the program. Only courses completed for graduate credit, with a grade of B or better, at an accredited college or university will be accepted.

Course Requirements

Public Health Core. Students in the program must complete a 15-credit-hour public health core, consisting of five courses covering four broad areas of public health. The core requirement reflects the principle that individuals holding graduate degrees in the health sciences should possess, in addition to special competence in a selected concentration (e.g., health services administration, community health education), basic knowledge pertaining to the foundational areas of public health. Such a design helps the program graduate communicate effectively with individuals from a multitude of health disciplines, as well as with the lay public.

Reality-Based Experiences. Whenever feasible, course work makes use of the case study and critical incident approaches. In addition, each student completes a structured, 12-credit-hour residency. This experience, which is arranged to suit individual needs and interests, affords the opportunity to implement in actual work situations principles, techniques, and procedures learned in the classroom. The supervised field experience provides, among other things, for the testing of hypotheses, and the amplification of insights, understanding, and skills which could not be obtained in a classroom. The field training requirement will be waived or modified for students having appropriate work experience in a health setting in an administrative capacity.

The degree candidate completes a minimum of 72 credit hours, distributed as follows:

PUBLIC HEALTH CORE	
HEP 521 Research Methods in Health	3
HEP 531 Fundamentals of Statistics in Health	3
HEP 454(G) Environmental Health	3
HEP 507 Principles of Epidemiology	3
HEP 507 Medical Care Organization	3
HEALTH SERVICES ADMINISTRATION CORE	
<i>Health Sphere</i>	
HEP 507 Health Facilities Organization and Management	3
HEP 507 Legal Aspects of Health Care Administration	3
HEP 507 Seminar in Health Planning	3
HEP 507 Health Policy Analysis	3
Ec 407(G) Health Economics	3
OR	
HEP 406(G) Economics of Health Care	3
<i>Management Sphere</i>	
Actg 511 Accounting Concepts	3
Mktg 511 Administration of Marketing Function	3
Mgmt 511 Management Analysis	3
OR	
CSPA 544 Advanced Public Management ..	3
Finl 516 Financial Management	3
OR	
CSPA 528/529 Public Financial & Budgetary Administration	3
Mgmt 534 Human Resources Management ..	3
OR	
CSPA 460(G) Human Behavior in Public Organization	3
Health Services Administrative Residency ..	12
Final Scholarly Activity (Comprehensive Exams)	0
<i>Electives</i>	
(Minimum of 5 courses to be chosen from among the following)	
CSPA 450 Public Financial Administration	
CSPA 469(G) Federal Public Administration: Inter-governmental Relations and the Regulatory Process	
Mgmt 531 Quality of Working Life	
Mgmt 541-2 Theory of Business Organization I and II	
Mgmt 539 Collective Bargaining	
BA 521 Management and Behavioral Science	
Mgmt 515 Computers in Business	
Actg 512 Accounting in Administration	
HEP 507 Financial Management of Health Care Institutions	
Gero 410(g) Community Programming for the Elderly	
Gero 410(g) Principles and Practices of Services for the Elderly	
Soc 446(G) Sociology of Work	
Soc 447G Industrial Sociology	
Psy 417(G) Environmental Psychology	

Final Completion

The master's degree program requires the candidate to participate in a final scholarly activity. Students in health services administration must take comprehensive examinations. Degree candidates are expected to have comprehensive understanding of total health parameters and will be evaluated during the examination process. The examinations cover the public health core and the health services administration core. No academic credit is earned for comprehensive examinations.

Ph.D. or D.Ed. Degree in Health Education

General Information

Doctoral degrees are granted primarily for attainments and proven ability. Requirements of time and credit are secondary; but no candidate will be 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 the baccalaureate and master's degree from the health education department at the University of Oregon usually will not be admitted into the doctoral program.

Conditional Admission

Requirements and Procedures

Applicants must complete the following:

(1) Score a minimum of 50 on the Miller Analogies Test or 520 verbal score on the Aptitude Phase of the Graduate Record Examination. Examinations must have been completed within five years prior to date of application.

(2) Have at least two years of full-time, paid experience in the health area. Graduate teaching assistantships cannot be used to fulfill this requirement.

(3) Show evidence of a high level of intellectual competence and a satisfactory background in general education. The quality and recency of previous academic work will be considered in the evaluation of the candidate's transcript.

If the candidate meets departmental requirements, conditional admission is granted. Full admission will be granted after satisfactorily passing the doctoral qualifying examination and being accepted into the doctoral degree program by the graduate faculty of the College of Health, Physical Education, and Recreation. Upon arrival at the University, the candidate reports to the graduate coordinator to be interviewed and assigned a temporary adviser to work out a program of studies for the first term.

An application must include the items listed below and sent as indicated. All materials must be received before the health education graduate faculty can review an application for admission.

Send to:

Department Head
Department of Health Education
University of Oregon
Eugene, Oregon 97403

(1) One set of official transcripts of all college work

(2) All copies of graduate application except top green copy

(3) Five recommendations including a letter from both the last academic adviser and the last, or current, employer

(4) MAT or GRE test results

(5) Vita outlining work and educational experiences

(6) A statement of purpose outlining why the candidate intends to pursue a doctorate in health education

Send to

Director of Admissions
University of Oregon
Post Office Box 3237
Eugene, Oregon 97403

(1) One set of official transcripts of all college work

(2) Green copy of graduate application plus \$20.00 fee.

Qualifying Examination

The student is required to take a qualifying examination as early as possible after enrolling in the college. This should be done during the first term and *must* be done before completion of the third term of the program. The examination consists of two major parts:

Objective Section. The objective section will be used in evaluating the student's academic and professional background and in searching for weaknesses in this background.

Students majoring in health education will take a departmental examination which will deal with 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 the ability to deal with professional problems. Students will be required to answer at least two comprehensive questions which will be graded by a committee representing the graduate faculty.

Evaluation by Graduate Faculty

The graduate faculty of the College of Health, Physical Education, and Recreation will consider the qualification of each student, individually, following the completion of the qualifying examination. They may recommend that the candidate be admitted to the doctoral program, postpone admittance, or they may reject the application. A

recommendation, in written form, will be given to each student at the end of the term in which the examination is completed.

The result of the qualifying examination will be considered in determining the student's purposes. 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 Health, Physical Education, and Recreation must have completed specified undergraduate courses or their equivalent. A student who has not completed these courses as an undergraduate must take them, or substitutes for them, 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 meet any prerequisite for the course.

Components of the Doctoral Program

The doctoral program in health education can be completed in two years. The time factor 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 total hour requirement has been established by the Graduate School, a program is generally designed around the basic distribution of hours as follows:

(1) Area of Specialization (health education), minimum 30 credit hours (including 15 hours at the University)

(2) Supporting Area (Ph.D.), minimum 20 hours. Supporting areas might include a concentration of courses in gerontology, counseling, educational administration, business administration; community service and public affairs, physical education, recreation, dance, computer science.

Supporting Area (D.Ed.), education, minimum 30 hours; other than education, minimum 20 hours

(Note: if area other than education is selected, an additional 20-hour minimum in education is required).

(3) Research and Statistics, minimum 12 hours

(4) Thesis, minimum of 27 hours

(5) Cognate (electives); Ph.D., minimum 25 hours; D.Ed., minimum 15 hours.

Course work completed for a master's degree may be credited to the program. Up to 9 hours may be credited 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 hours of credit may be applied to the dissertation component of the programs for this project.

Courses Offered in Health Education

Note: It is the department's policy that work taken pass-undifferentiated (P/N or ungraded) must be of C level in order to receive credit for the course.

For the convenience of class scheduling for students, the health education department attempts to offer most all of their courses on a three-year rotational basis at night during the academic year and also during summer session.

Service Courses

HES 199. Special Studies. 1-3 credit hours. The following special study topics are arranged for the credits noted and satisfy the University health education requirement. Consumer Health. 3 credit hours. Environmental Health. 3 credit hours. Personal Nutrition and Health. 3 credit hours.

HES 200. SEARCH. 1-3 credit hours.

HES 211. Community Health. 3 credit hours. Methods of handling health and sanitation problems in the community, with special reference to water supply, food and milk sanitation, sewage disposal, insect and rodent control; state and county health departments. Satisfies University health education requirement. Staff.

HES 250. Personal Health. 3 credit hours. Study of the personal health problems of university men and women, with emphasis on implications for family life. Mental health, communicable diseases, degenerative diseases, nutrition. Satisfies the University requirement in health education. Staff.

HES 252. Nutrition. 3 credit hours. The relationship of food to health with emphasis on the young adult. Introduction to nutrients, their functions, sources, and requirements. Discussion of current dietary trends and their implications for health. Wiese. Does not satisfy University health education requirement.

HES 260. First Aid. 3 credit hours. 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. Kroeger. Does not satisfy University health education requirement.

HES 400. SEARCH. 1-3 credit hours.

Professional Courses

HEP 199. Orientation to Health Education. 3 credit hours. Basic survey; introduces school and public health education to majors and potential majors. Includes field experience. Pruitt.

HEP. Personal Health and Human Sexuality. 3 credit hours. Pruitt. (*Does not satisfy University health education requirement.*)

HEP 351. School and Community Mental Health. 3 credit hours fall. Designed for school and community health educators, allied health personnel, and others interested in an overview of the mental health movement, the scope of the problem, and school and community programs designed to alleviate these problems and foster better mental health. Prerequisite: HES 250. Smith.

HEP 352. Pathophysiology. 3 credit hours winter. Nature, prevention, and control of common communicable and noncommunicable diseases. Prerequisite: biology and chemistry or general chemistry. Gordon.

HEP 353. Community Health Problems. 3 credit hours winter, spring. Focuses on contemporary community health problems and issues in relation to quality of care and delivery of health service. Prerequisite: HES 250. Namekawa.

HEP 361. Accident Prevention and Safety Programs. 3 credit hours winter. Analysis of accident cause and prevention; epidemiology; principles and instruction of accident loss reduction; problems and psychology of accident behavior and prevention. Smith, Kroeger.

HEP 371. Introduction to Public Health. 3 credit hours. Functions and organization of public and voluntary health agencies and programs at the national, state, and local level. Prerequisite: HES 250. Kaplan.

HEP 372. Introduction to Public Health. 3 credit hours.

HEP 373. Public Health Data Management. 3 credit hours.

HEP 405. Reading and Conference. Credit hours to be arranged.

HEP 409. Practicum. Credit hours to be arranged. College and health-related service agencies.

HEP 461. Instructor First Aid. 3 credit hours. Develops individual teaching techniques for standard first aid and personal safety instructors. Resource development and application emphasized. Successful completion of course leads to ARC Instructor Authorization. Prerequisite: HES 260, or equivalent first aid certification. Kroeger.

HEP 467. Driver Education. 4 credit hours. Use of teaching devices, development of instructional units, behind-the-wheel instruction. Offered spring term. Schlaadt, Kime.

Upper-Division Courses Carrying Graduate Credit

HEP 406. Special Problems. (G) 3 credit hours.

Psychoactive Drugs. Miller.

Economics of Health Care. Kaplan.

Mental Health and Aging. (G) 3 credit hours. Mental health needs throughout the adult lifespan and the role of professionals and paraprofessionals in meeting the needs of the elderly. Not offered 1981-82.

HEP 407. Seminar. Credit hours to be arranged.

HEP 407. Applied Health Professions in Contemporary Society. (G) Credit hours to be arranged. White.

HEP 408. Workshop. (G) Credit hours to be arranged.

HEP 410. Experimental Course. (G) Credit hours to be arranged.

HEP 431. Evaluation Procedures in Health. (G) 3 credit hours. An introduction to fundamental procedures in collection, summarization, presentation and basic analysis of health data. Test construction and techniques of evaluation is included. Davis.

HEP 440. Elementary-School Health Education. (g) 3 credit hours. Orients the teacher to the school health program, health services and the healthful school environment. Special attention to significant health problems and development of health instruction through the introduction of recent content, methods, and materials. Davis, Schlaadt, Smith. Satisfies the University health-education requirement for elementary education majors.

HEP 441. Health Instruction. (G) 4 credit hours. Designed to prepare elementary and secondary teachers to develop and implement effective health instruction programs. The course will employ the latest methodology and health materials to assist teachers in offering quality health education courses. Prerequisites or concurrently: HEP 351, 352, and 353. Schlaadt, Pruitt.

HEP 442. School Health Programs. (G) 3 credit hours fall. Concentrated study of provisions for health services in both school and community settings; school health programs; administration and implementation of services examining the role of the schools and health agencies. Prerequisite: HEP 351, 352, 353 or consent of instructor. Kroeger.

HEP 443. School Health Coordinator. (G) 3 credit hours. 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. Prerequisite: HEP 441, HEP 442, or concurrent registration. Tritsch.

HEP 451. Social Health. (G) 3 credit hours fall, winter. 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. Prerequisites: HEP 199, Personal Health and Human Sexuality, or Psy 388, or instructor's consent. Kime, Pruitt.

HEP 453. Drugs in Society. (G) 3 credit hours winter. Designed to assist teachers to gain a solid knowledge and background on drugs, and to teach effectively on the subject. No prerequisites. Schlaadt.

HEP 454. Environmental Health. (G) 3 credit hours. An in-depth view of the inter-relationship of environmental systems (land, air, water, industry) and their effects on individuals and communities. Namekawa.

HEP 455. Consumer Health. (G) 3 credit hours. An examination of the factors involved in the selection and evaluation of health services and products. Emphasis includes quackery, consumer protection laws and organizations, health insurance considerations. Kime.

HEP 468. Psychophysical Testing Equipment in Driver Education. (G) 3 credit hours. Instruction for driver-education teach-

ers in the use of driver simulation, psychophysical testing, and multi-media equipment. Not offered 1981-82.

HEP 471. Health Aspects of Aging. (g) 3 credit hours. Emphasis on demographic aspects of aging; normal aging changes and deviations of the normal aging process (pathophysiology); relationship between mental and physical health; health maintenance; aspects of community health; research on aging and the implications. Smith.

HEP 472. Community Health Programs. (G) 3 credit hours. Prepares community health educators to work effectively within the community health programs. Emphasis on the principles of epidemiology, community organization program planning, community health education tools, and evaluation of community health programs. Prerequisite: HEP 371. Not offered 1981-82.

Graduate Courses

HEP 501. Research. Credit hours to be arranged. No-grade course.

HEP 502. Supervised College Teaching. Credit hours to be arranged.

HEP 503. Thesis. Credit hours to be arranged. No-grade course.

HEP 505. Reading and Conference. Credit hours to be arranged.

HEP 506. Special Problems. Credit hours to be arranged.

HEP 507. Seminar. The following fourteen seminars are scheduled with credits as noted.

Advanced Statistics in Health. 3 credit hours. Prerequisite: HEP 531 Fundamentals of Statistics in Health. Davis.

Community Health Administration. 3 credit hours. Not offered 1981-82.

Community Health Education: Programs, Planning, and Evaluation. 3 credit hours. Not offered 1981-82.

Financial Management of Health Care Institutions. 3 credit hours. Principles of financial management of hospitals and other health care facilities and agencies. Schwartz.

Health Facilities Organization and Management. 3 credit hours. Examination of the internal structure and operation of health institutions and agencies. Namekawa.

Health Grantsmanship. 3 credit hours. Provides the necessary skills for successful grant writing to procure funding of health research, projects, programs, and services. Kaplan.

Interpersonal Processes and Community Health Education. 3 credit hours. Not offered 1981-82.

Health Policy Analysis. 3 credit hours. Political ideologies, structures, processes, and interactions through which health policy issues are generated, legislated, adjudicated, and administered at the federal, state, and local levels of governance. Namekawa.

Principles of Epidemiology. 3 credit hours. Epidemiologic methods and their application to both infectious and noninfectious diseases. Critical analysis of the epidemiologic process, and original problem formulation and solution. Kaplan.

Health Planning. 3 credit hours. Kaplan. Not offered 1981-82.

Community Organization for Health. 3 credit hours. Basic philosophy, principles, methods, and procedures in community

organization and development for health efforts. Kaplan. Not offered 1981-82.

Instructional Methodology and Materials in Community Health Education. 3 credit hours. Theory and practice in design, production, validation, utilization, and evaluation of materials for use in community health and patient education programs. Kaplan.

Legal Aspects of Health Care Administration. 3 credit hours. Health facility code; consents; patients' rights; admission and discharge of patients; malpractice; licensure; liability of hospitals, physicians, and nurses; medical records; staff rights and privileges; medical-moral problems relating to sterilization, abortion, and artificial insemination; and laws relating to the dead and necropsies. Namekawa.

Medical Care Organization. 3 credit hours. Historical perspectives; needs, demands, and costs; methods of payment, supply, and distribution of health personnel and physical resources; evaluation of medical care and organized health programs; current legislation; international trends. Namekawa.

HEP 509. Practicum. Credit hours, time, and place to be arranged. Health Teaching, College-Level. Health-related Services Agencies.

HEP 510. Experimental Course. Credit hours to be arranged.

HEP 521. Research Methods in Health. 3 credit hours winter. Research design, sample selection, questionnaire construction, interviewing techniques, the interpretation and presentation of data and related facets of health research. Prerequisite: HEP 431 or consent of instructor. Davis.

HEP 531. Fundamentals of Statistics in Health. 3 credit hours. Designed to prepare students to plan the collection of data, as well as to present and analyze health information and related data. Prerequisite: HEP 431 or equivalent. Davis.

HEP 541. Philosophy and Curriculum Design in Health Education. 3 credit hours. Philosophy, foundations, and principles of curriculum organization for health education at the elementary, secondary, and collegiate levels. Consent of instructor is required. Prerequisite: graduate standing. Kime.

HEP 542. Sex Education. 3 credit hours. Designed primarily for teachers; emphasizing curriculum organization, teaching methods, and materials. Prerequisite: HEP 451 or equivalent. Kime.

HEP 543. Advanced Health Instruction. 3 credit hours. Basic steps in 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.

HEP 551. Basic Issues in Health Education. 3 credit hours. Current basic issues and problems in health education; economic and social forces affecting health education; implications for programs. Prerequisite: graduate standing. Davis.

HEP 552. Administration of Health Programs. 3 credit hours. Analysis of organizational patterns, planning procedures, fiscal and personnel management, public relations, and other administrative concerns such as legal and constituency implications. Not offered 1981-82.

HEP 553. Nutrition in Health and Disease. 3 credit hours. Study of the essential facts and current theories regarding nutrition in



health and disease. Emphasis on preventive aspects. Prerequisite: background in biology, chemistry, and physiology. Jacobson, Gordon.

HEP 554. Progress in Disease Control. 3 credit hours. New knowledge discussed by experts actively engaged in various medical and surgical specialties. Prerequisite: anatomy, physiology, and HEP 352. Jacobson, Gordon.

HEP 555. Psychopharmacology. 3 credit hours. The essential facts and theories relating to the current social, psychological, and medical implications of drug misuse in our society. Emphasis on important preventive aspects of drug-induced abnormal behavior. Background of biology, chemistry, physiology, psychology, and sociology helpful. Jacobson.

HEP 560. Administration and Supervision of Safety Programs. 3 credit hours. The development, organization, and implementation of safety programs in industry with application to other settings. Kroeger.

HEP 561. Psychology of Accident Prevention. 3 credit hours. Characteristics of problem drivers and teenage behavior related to accidents and accident prevention; effective methods in safety education programs. Kime.

HEP 562. Administration and Supervision of Driver-Education Programs. 3 credit hours. Budgeting, selection and placement of teachers, curriculum development, public relations. Schlaadt.

HEP 563. Problems in Traffic Safety. 3 credit hours. Factors in the traffic safety problem; law enforcement, engineering problems, health and medical factors, use of alcohol and drugs by drivers, driver licensing. Staff.

HEP 571. World Health Problems. 3 credit hours. Designed to provide for teachers and health workers information on world health problems and international programs, the World Health Organization and its supporting agencies; intensive study of a regional health problem in selected countries. Prerequisite: senior or graduate standing. Smith.

Center for Gerontology

Faculty

Jeanne E. Bader, Ph.D., Director, Assistant Professor of Gerontology (environmental design, public policy, attitudes toward aging). B.A., Delaware, 1965; M.A., Vermont, 1967; Ph.D., California, San Francisco, 1979.

Susan K. Bettis, Ph.D., Assistant Professor of Gerontology (counseling, mental health, women's studies). B.S., 1969, M.S., 1970, Ph.D., 1978, Oregon.

Donna V. Bruyere, Ph.D., Assistant Professor of Gerontology (women's programs, counseling, mental health). B.A., Oregon, 1956; M.S., Wisconsin State, Oshkosh, 1969; Ph.D., Oregon, 1975.

Delpha M. Camp, M.S., Assistant Professor of Gerontology (counseling, widowed services, displaced homemakers). B.Ed., Gonzago, 1959; M.S., Oregon, 1977.

John Ewing, M.S., Assistant Professor of Gerontology (community service organization). B.A., George Peabody College, 1963; M.Div., McCormack Theological Seminary, 1956; M.S., Oregon, 1972.

Catherine M. Porter, Ph.D., Assistant Professor of Gerontology and Educational Psychology (human development). B.S., Texas, 1962; M.A., Houston, 1966; Ph.D., Oregon, 1972.

Frances G. Scott, Ph.D., Professor of Gerontology and Educational Psychology (administration, research, adult development). B.A., 1953, M.A., 1954, Texas; Ph.D., California, Los Angeles, 1960.

Jennifer D. Ware, M.L.S., Assistant Professor of Gerontology (information systems). B.A., California State, Sacramento, 1976; M.L.S., Oregon, 1978.

Executive Committee on Gerontology

Carl W. Carmichael (Communication)

A. M. Hanhardt (Political Science)

R. E. Kime (Health Education)

William Kleinsasser (Architecture)

Peter Lewinsohn (Psychology)

Lloyd Lovell (Educational Psychology)

Walter T. Martin (Sociology)

Jeanne McGee (Sociology)

Larry L. Neal (Recreation and Park Management)

E. F. Scoles (Law)

Arnold Soderwall (Biology)

Norman D. Sundberg (Psychology)

Paul Swadener (Finance)

Clarence E. Thurber (Community Service and Public Affairs)

The University of Oregon Center for Gerontology, administratively located in the College of Health, Physical Education, and Recreation, is a multi-disciplinary instructional program offering B.A. and B.S. degrees with gerontology as a major. On the graduate level, gerontology is a supporting area or area of concentration for majors in any relevant University department.

An interdisciplinary core curriculum in gerontology, including field placement or research experience, is required of students electing gerontology as a major or a supporting area. The core curriculum introduces the student to problems of the aging process and permits scholarly development of special interests through either research or field placement or both.

The center focuses primarily on instruction, although research projects are also in progress from time to time. A limited number of graduate research assistantships are sometimes available, as well as an occasional graduate teaching assistantship.

Baccalaureate Degree

The Center for Gerontology offers both a B.A. and a B.S. degree. Candidates for an initial baccalaureate degree with a major in gerontology must satisfy all general requirements of the University and complete the following professional course requirements:

(1) A minimum of 45 credit hours in gerontology, completed with a grade of C or better (except for the pass/no-pass practicums).

(2) Completion of the core courses:

Perspectives in Aging (Gero 480), 3 credit hours

Principles and Practices of Services for the Aging (Gero 410[g]), 3 credit hours

Introduction to Evaluation of Programs for the Elderly (Gero 410[g]), 3 credit hours

Psychological Aspects of Aging (Gero 482), 3 credit hours, or Psychological Processes in Aging (Gero 410[g]), 3 credit hours

Sociological Aspects of Aging (Gero 483[g]), 3 credit hours

Health Related Aspects of Aging (HEP 407[G]), 3 credit hours

Practicum in Aging. (Gero 409), 15 credit hours

Field and Theory Integration (Gero 409), 3 credit hours

(3) A minimum of 9 credit hours electives.

For the details of these requirements, students may write or call the Center for Gerontology, 1627 Agate Street; (503) 686-4207. Information is also available about admission procedures, academic advising, options for double majors, and second baccalaureate degrees in gerontology.

A complete description of all gerontology courses and seminars, along with the scheduling of courses and instructors' names, is available upon request.

Graduate Degrees in Gerontology

(1) For the master's or Ph.D. degrees, students may use gerontology as an area of concentration relevant to their major program.

(2) The student interested in a master's degree may want to plan an Interdisciplinary Studies: Individualized Program leading to the M.A. or M.S. degree. Gerontology may be one of the three curricular areas represented in the proposed individualized program. Inquiries may be addressed to the Director, Interdisciplinary Individualized Program, Graduate School, University of Oregon, Eugene, Oregon 97403; (503) 686-5134.

Certificate in Gerontology

A Certificate in Gerontology is available to matriculated upper-division and graduate students on the successful completion of a 24-credit-hour program to be prearranged with an adviser. In addition, graduate students must complete 9 credit hours of prerequisites. The certificate will be awarded to matriculated students in conjunction with the completion of a degree or to those who have already completed a baccalaureate degree. For more information, students may write or call the UO Center for Gerontology.

Community Education Program

All courses in the gerontology curriculum are available for credit through the University's Community Education Program, which is designed for part-time students not seeking degrees.

Community education (nonmatriculant) students interested in gerontology may call (503) 686-4207 for information.

Careers in Gerontology

Career opportunities in a wide variety of settings exist for the graduate who concentrates in gerontology. Employers include federal, state, and local government agencies, offering a variety of positions from the provision of direct services to the elderly to high-level planning and administration; public and private recreation facilities; retirement housing facilities; long-term care and health service delivery organizations; educational institutions; research institutes and research consulting firms; private industry; art centers, and others.

With a baccalaureate degree, the graduate is qualified for most positions involving direct service delivery to the elderly, for entry-level technical positions, and for supervised research work. With a master's degree, the graduate is usually qualified for mid-level supervisory or administrative positions, for teaching in public and vocational schools or community colleges, for planning and program development positions, and for more advanced research assignments.

Courses Offered in Gerontology

Upper-Division Courses Carrying Graduate Credit

Gero 401. Research. (g) Credit hours to be arranged.

Gero 405. Reading and Conference. (g) Credit hours to be arranged.

Gero 406. Special Problems. (g) Credit hours to be arranged.

Gero 407. Seminar. (g) Credit hours to be arranged.

Gero 408. Workshop or Laboratory Projects. (g) Credit hours to be arranged.

Gero 409. Practicum. (g) Credit hours to be arranged. Ewing, Ware.

Gero 410. Experimental Course. (g) Credit hours to be arranged.

Gero 410. Diagnosis and Intervention in Clinical Gerontology. (g). 5 credit hours. (Graduate students may take an extra credit hour.) Combines content of two former courses: Counseling Strategies for the Post-retired and Elderly, and Clinical Gerontology. Assessment and treatment techniques for depression, schizophrenia, alcoholism, intervention for behavior change, decision-making, and cognitive perceptual restructuring. Prerequisite: Gero 480(g) or 9 hours of psychology or instructor's consent.

Gero 410. Introduction to Evaluation of Programs for the Elderly. (g) 3 credit hours. Compares program evaluation and research methods on an introductory level;

teaches elementary nonstatistical techniques of program evaluation; discusses models of decision-making based on program evaluation results. Porter.

Gero 410. Psychological Processes in Aging. (g) 3 credit hours. Age-related changes over the life span including cognition, perception, motivation; cross-cultural psychological implications. Bettis.

Gero 410. Principles and Practices of Services for the Aging. (g) 3 credit hours. A consideration of the socio-historical background of the development of services for the aging; an introduction to working with aged persons and their families, including individual and group methods; means of assessing the needs of the elderly and ways to meet these needs, including an introduction to community resources. Prerequisite: Gero 480 (g), or equivalent. Bader.

Gero 410. The Midlife Transition. (g) 3 credit hours. Major life transitions common to middle aged adults; other aspects of middle age such as coping skills, adaptation, stress, depression, aging and bereavement will also be examined. The class emphasizes the positive aspects of growing older. Life span developmental psychological frameworks relevant to the middle years are also discussed. Prerequisite: 9 hours of psychology or educational psychology, or consent of instructor. Porter.

Gero 410. Library Resources in Gerontology. (g) 3 credit hours. Designed to aid students gain a working knowledge of library reference and resource materials available within the subject of gerontology. Literature-searching methods for use in term papers and theses will include extensive work with social science and science indexes and the classifications they use. Combines lectures and bibliographic exercises. Instructor's consent required. Ware.

Gero 480. Perspectives in Aging. 3 credit hours. A survey of problem areas including theories of aging, health and physiological aspects, psychological and psychiatric problems, family and sex roles of the aged, environmental design and retirement housing, leisure and recreation, political movements, the economics of income maintenance, and death. Scott.

Gero 482. Psychological Aspects of Aging. (g) 3 credit hours. Perception, learning, motivation, intelligence, achievement, personality and other aspects of normal and pathological aging are studied. Students are paired with consultant retired persons both in and out of class to underscore and provide realism to the learning experience. Porter.

Gero 483. Sociological Aspects of Aging. (g) 3 credit hours. A consideration of some of the structural and behavioral implications of older adulthood in modern society, with particular emphasis upon the social roles and social status of the aged. Scott.

Gero 484. Preretirement Education. (g) 3 credit hours. Preretirement education is viewed as an intervention in a crisis period of adult life. Various models and strategies of counseling preretirees in several problem areas of later life are examined and analyzed. Bettis. Not offered 1981-82.

Gero 485. Contemporary Problems in Death Education. (g) 3 credit hours. An inquiry into various issues in dying, death, and bereavement, with attention to existing research, pertinent theory, relevant social organization and processes, and philosophical and ethical questions. Ewing.

Gero 486. Philosophical Aspects of Aging. (g) 3 credit hours. An exploration and evaluation of various philosophies of aging designed to provide insights concerning Western cultural biases about aging and old people. Ewing.

Graduate Courses

Gero 501. Research. Credit hours to be arranged.

Gero 502. Supervised College Teaching. Credit hours to be arranged.

Gero 505. Reading and Conference. Credit hours to be arranged.

Gero 506. Special Problems. Credit hours to be arranged.

Gero 507. Seminar. Credit hours to be arranged.

Gero 507. Seminar: History and Philosophy of the Hospice Movement. 1 credit hour. The concept of hospice care for the terminally ill. Taught with assumption that class members will be unfamiliar with the concept. Reading, library research, and discussion. Does not train students for work in a hospice-care team. Ewing.

Gero 508. Workshop. Credit hours to be arranged.

Gero 509. Practicum. Credit hours to be arranged. Bader.

Gero 510. Experimental Course. Credit hours to be arranged.

Gero 510. Public Policy Issues and Aging. 3 credit hours. Processes leading to, and following from, particular kinds of aging-related legislation, public policies, and services. Information systems available to decision-makers, service-providers, and agency staffs. Bader.

Gero 510. Issues in Gerontological Practice. 3 credit hours. Issues of individual and interdisciplinary team approaches to direct service delivery to the age; community organization and issues in program development to meet the needs of the elderly. Porter. Not offered 1981-82.

Gero 510. Evaluative Research in Gerontological Settings. 3 credit hours. The ethical issues for the researcher involved in evaluative research; reviews various evaluative research; reviews various evaluation projects and outcomes in the context of methodological problems, identifying and controlling variables and the organizational environments of programs serving the elderly. Porter.

Gero 580. Personality and Aging. 3 credit hours. The works of various personality theorists are studied with relation to normal and pathological aging. Developmental, psychoanalytic, behavioristic, and social psychological theories discussed. Studies on the social and psychological personality correlates of the life cycle and implications for research examined. A unique long-term longitudinal research project on adult life style and personality studied in depth. Bettis.

Gero 581. Confrontations of Death. 3 credit hours. An experiential study which examines feelings and attitudes toward death of others and of one's self. The final sessions include a weekend group experience under the guidance of human relations trainers. Limited to seniors and graduate students; instructor's consent is required. Graded Pass/No-Pass only. Scott, Ewing.

Department of Physical Education

Faculty

Michael J. Ellis, Ph.D., Department Head, Professor of Physical Education (research, play) and Adjunct Professor of Recreation and Park Management. D.L.C., Loughborough, 1959; M.S., 1965, Ph.D., 1968, Illinois.

Dean Adams, M.S., Assistant Professor (athletic training, sports medicine). B.A., 1967, M.S., 1969, Eastern Washington.

Jack D. Adler, D.Ed., Associate Professor of Physical Education (motor learning). B.A., 1951, M.S., 1960, Washington; D.Ed., Oregon, 1967.

Barry T. Bates, Ph.D., Assistant Professor (biomechanics). B.S.E., Princeton, 1960; M.Ed., East Stroudsburg, 1971; Ph.D., Indiana, 1973.

Z. Diane Baxter, M.A., Senior Instructor of Physical Education; Head, Division of Service Course Programs. B.S., Western Illinois, 1956; M.A., Colorado State, 1960.

Jeanine Bennett, Ph.D., Assistant Professor of Physical Education (teacher education, physical activity of the older adult). B.A., 1963, M.S., 1968, Washington; Ph.D., Ohio State, 1975.

James Blanchard, M.S., Instructor of Physical Education (wilderness pursuits). B.S., 1967, M.S., 1979, Oregon.

John W. Borhardt, Ph.D., Associate Professor of Physical Education (administration, philosophy). B.S., La-Crosse Teachers, 1940; M.A., 1951, Ph.D., 1966, Iowa.

Elizabeth S. Bressan, Ph.D., Assistant Professor of Physical Education (significance and meaning of movement, children's physical education). B.S., 1970, M.S., 1974, North Carolina, Greensboro; Ph.D., Southern California, 1978.

Jan Broekhoff, Ph.D., Professor of Physical Education (research, growth and development, statistics). M.O.P., Academy of Physical Education, The Netherlands, 1958; M.S., 1963, Ph.D., 1966, Oregon.

Richard L. Brooks, M.Ed., Head Football Coach with rank of Professor (football coaching). B.S., 1963, M.Ed., 1964, Oregon State.

Russell J. Cagle, M.A., Assistant athletic trainer with rank of Instructor (sports medicine). B.S., 1970, M.A., 1974, San Diego State.

Donovan S. Conley, M.S., Instructor in

Physical Education (aquatics); B.S., 1976; M.S., 1978, Southern Illinois.

William S. Dellinger, M.S., Assistant Professor of Physical Education; Track Coach (track coaching). B.S., 1956, M.S., 1961, Oregon.

Eugene Evonuk, Ph.D., Professor of Physical Education (exercise physiology). B.S., 1952, M.S., 1953, Oregon; Ph.D., Iowa, 1960.

Ronald L. Finley, M.Ed., Wrestling Coach with rank of Assistant Professor (wrestling coaching). B.S., 1964, M.Ed., 1967, Oregon State.

Elizabeth G. Glover, Ed.D., Assistant Professor of Physical Education (aquatics, exceptional child). B.S., Tufts, 1959; M.S., Woman's College, North Carolina, 1963; Ed.D., North Carolina, 1974.

Carol Grieg, M.S., Adjunct Instructor of Physical Education (elementary physical education).

James Anthony Haney, B.S., Head Basketball Coach with rank of Assistant Professor (basketball coaching). B.S., 1971, Pennsylvania.

Stanley L. James, M.D., Adjunct Associate Professor of Physical Education (sports medicine research).

Steven Keele, Ph.D., Adjunct Professor of Physical Education and Professor of Psychology (human learning and performance, motor skills). B.S., Oregon, 1962; M.S., 1965, Ph.D., 1966, Wisconsin.

Melvin A. Krause, M.S., Head Baseball Coach with rank of Associate Professor (baseball coaching). B.S., 1951, M.S., 1958, Oregon.

Lani Loken-Dahle, M.A., Instructor of Physical Education (gymnastics). B.S., Michigan, 1971; M.A., Arizona State, 1973.

Corlee Munson, Ph.D., Associate Professor of Physical Education (elementary school physical education). Head, Division of Undergraduate Teacher Education. B.A., Northern Colorado, 1948; M.S., Washington, 1956; Ph.D., Iowa, 1966.

Louis R. Osternig, Ph.D., Associate Professor of Physical Education (sports medicine, exceptional child). Head, Division of Undergraduate Exercise Science. B.S., 1965, M.S., 1967, California State, Hayward; Ph.D., Oregon, 1971.

Frederick O. Rankin, M.D., Adjunct Associate Professor of Physical Education (sports medicine research).

Edward R. Reuter, Ph.D., Associate Professor of Physical Education (professional preparation). B.S.,

Washington State, 1948; M.S., 1949, Ph.D., 1957, Illinois.

Karla S. Rice, M.A., Senior Instructor of Physical Education (recreational programs); Head, Division of Recreation and Intramural Sports. B.S., Central Michigan, 1962; M.A., Michigan State, 1965.

Robert J. Ritson, Ph.D., Assistant Professor of Physical Education (elementary school physical education, track). B.S., Wartburg College, 1969; M.A., Northern Iowa, 1974; Ph.D., Washington State, 1979.

Steven P. Roy, M.B., Adjunct Associate Professor of Physical Education (sports medicine research).

Becky L. Sisley, Ed.D., Associate Professor of Physical Education, (administration, coaching). B.A., Washington, 1961; M.S.P.E., 1964, Ed.D., 1973, North Carolina, Greensboro.

Richard J. Smith, Ph.D., Associate Professor of Physical Education (teacher education, coaching). B.S., 1949, M.Ed., 1953, Springfield; Ph.D., Oregon, 1968.

C. William Steinmetz, Ph.D., Assistant Professor (anatomy). B.S., Don Bosco College, 1965; M.A., 1973, Ph.D., 1975, Ohio State.

Richard K. Troxel, M.S., Assistant Athletic Trainer with rank of Instructor (sports medicine). Women's Athletic Trainer. B.S., 1975, M.S., 1977, Oregon.

Celeste Ulrich, Ph.D., Professor of Physical Education (significance, meaning and behavioral bases of physical education). Dean of the College. B.S., North Carolina, 1946; M.A., North Carolina, 1947; Ph.D., Southern California, 1956.

Donald P. Van Rossen, Ph.D., Associate Professor of Physical Education (sports psychology). B.S., 1953, M.Ed., 1954; Ph.D., 1968, Illinois.

Maureen R. Weiss, Ph.D., Assistant Professor of Physical Education (sociopsychological aspects of physical education). B.A., 1974, M.A., 1976, Southern California, Santa Barbara; Ph.D., 1981, Michigan State.

Marjorie Woollacott, Ph.D., Associate Professor of Physical Education with cross appointment in Department of Biology (motor performance and control). B.A., 1968, Ph.D., 1973, Southern California.

Edna P. Wooten-Kolan, Ph.D., Professor of Physical Education (anatomy). Head, Division of Graduate Studies. B.S., 1945, M.A., 1946, Ph.D., 1961, Ohio State.

Lois J. Youngen, Ph.D., Associate Professor of Physical Education (professional preparation). B.S., Kent, 1955; M.A., Michigan State, 1957; Ph.D., Ohio State, 1971.

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 express both interests.

Two of the department's programs, the Division of Recreation and Intramural Sports, and the Division of Service Course Programs, are charged with the actual delivery of physical education services to student clients of the University. The first is aimed to improve the informal life of the University with noncredit activities. The second, the service course programs, offers instruction in an extensive variety of activities for credit as an integral part of every student's liberal education for life.

The department also offers a carefully structured course of undergraduate studies leading to the Bachelor of Science, Bachelor of Arts, or Bachelor of Physical Education degrees. Several courses of study allow students to prepare for careers in coaching, dance, fitness management, teaching, or a combination of these.

The department maintains a large and prestigious graduate program. Through this program new knowledge is added to the field, and students prepare for careers in research on human movement phenomena or for careers in advanced practice in teaching, coaching, athletic training, or administration.

Opportunities and services also are available to persons with special educational needs.

Service Courses

Courses with a PE prefix are normally taken to meet the five-term University requirement, although more (up to 12 credit hours) than five courses may be taken and the credit applied toward the baccalaureate degree.

All classes are grouped according to activity areas—i.e., PE-F, fitness; PE-G, gymnastics; PE-C, combative; PE-W, water activities; PE-T, team sports; PE-I, individual and dual sports; PE-O, outdoor pursuits; PE-V, intercollegiate athletics; PE-S, club sports.

Within these areas, beginning classes are numbered 100-level, intermediate are numbered at the 200-level, and

advanced courses are numbered at the 300-level. Any PE-area or level, DS, and selected PEP classes may be used to satisfy the University requirement.

Emphasis in all classes is on learning recreational skills while contributing to the physical, mental, and social development of the individual. Most classes meet two or three times per week for one credit hour. Several courses in the Outdoor Pursuits Program include all-day or three-day field sessions in addition to a few on-campus sessions.

Students are normally limited to one physical education class per term because of enrollment limitations; one additional class may be added during late registration. Credit by examination is available in a variety of courses.

Waivers

One or more terms of the requirement may be waived (waiver does not award credit) under the following circumstances:

(1) **Health Reasons:** The student should request an interview at the Health Center. Medical waivers must be approved by the University Health Service and then submitted to the Department of Physical Education.

(2) **Military Service:** Students who have completed six months of active military service in the Armed Forces are exempt from three terms of the requirement. Official documents must be filed with the Admissions Office.

(3) **Transfer Status:** Students transferring from four-year institutions not requiring physical education should apply for waivers through the Admissions Office.

"Lifelong learners" and others with special needs will be assisted in designing programs to meet their personal needs and the University requirements.

Fees

The payment of registration or other fees entitles students to the use of gymnasiums, pools, and showers, the use of activity uniforms and towels, and laundry service, whether or not they are registered for physical education courses. Students are urged to make full use of the gymnasium facilities for exercise and recreation.

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 the service courses of physical education

are in Esslinger Hall, but 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 Intramural 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, graduate and undergraduate programs, are in this building.

Leighton Pool, a college short-course competitive pool, located next to Esslinger Hall, is used for instruction, recreation, and athletics. Gerlinger Pool, in Gerlinger Hall, is used for instruction and recreation.

Adjoining Esslinger Hall on the south is McArthur Court, basketball pavilion and athletic center of the Associated Students. McArthur Court seats more than 10,000 spectators. Playing fields located east and south of Esslinger Hall provide excellent facilities for outdoor class instruction and for intramural and intercollegiate sports. Hayward Stadium provides track and field facilities for intercollegiate athletics, class, and recreational programs. Six standard concrete tennis courts are north of Hayward Stadium, eight additional courts between 15th and 16th Avenues on Alder Street, and nine covered courts east of Leighton Pool. Autzen Stadium, a 41,000-seat football stadium was dedicated in fall 1967; it is located across the Willamette River from the main campus.

Recreation and Intramurals

The Department of Physical Education sponsors recreation and intramural programs for students, faculty, and staff of the University. The purpose of these programs is to provide opportunities for the members of the University to enjoy formal and informal recreation activities. Recreation and Intramurals seeks to provide an atmosphere for relaxation, enjoyment, and an opportunity to participate in a competitive and recreational setting.

The existing programs provide a wide variety of sports participation opportunities in intramurals, all-campus tournaments, interest groups and special events. Many activities are scheduled in co-ed, women's, and men's divisions.

Basketball, bowling, badminton, cross country, flag football, fun runs, golf, handball, inertube water basket-

ball, innertube water polo, racquetball, swimming, softball, soccer, tennis, track, volleyball, and wrestling are some of the most popular activities.

Open Recreational Sports

The facilities and recreational equipment of the department are available for open recreation when not scheduled for class use. These include the gymnasium, courts, and pools of Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available on the same basis.

Undergraduate Studies

The undergraduate curriculum in physical education, leading to the Bachelor of Science, Bachelor of Arts, or Bachelor of Physical Education degree, provides a quality program of professional study in the discipline of human movement. A strong high school background in English composition, biology, 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 broad emphasis on physical education activities and introductory instruction in physical education theory. The upper-division program is devoted principally to studies of physical education or human movement phenomena.

Admission

Students eligible for admission to the University of Oregon may be admitted to professional courses in physical education on a premajor basis. Enrollment in these courses is dependent on meeting the prerequisites for each course.

Prospective physical educators will be admitted to the major program through a formal admission process. Criteria for advancement to full major status includes a 2.50 grade point average in all course work. Premajor students should consult their assigned departmental adviser for additional information regarding full major status.

Students transferring to Oregon as premajors should have completed one term each of molecular, cellular, and animal biology with a laboratory, and a minimum of six professional activity laboratories.

Degree

The degree sought by any student places constraints on the course work undertaken by the student. The greatest

constraints are imposed on students seeking B.A. degrees who must satisfy the foreign language and University requirements for that degree in addition to satisfying extensive courses in the sciences required by the physical education core program. The B.S. degree requires that students complete 36 credit hours of science or social science. The heavy concentration of science credits in the major makes this degree a convenient choice for many students. The BPE degree does not have foreign language or mathematics requirements, but students must still satisfy the other University and department requirements.

Core Program

The core program is planned to satisfy the needs of all students who are interested in preparing for careers in fitness management, athletic training, aquatics, wilderness pursuits, dance, coaching, and teaching in public institutions and schools; or admission to professional schools (physical therapy, occupational therapy, medicine, podiatry, physician's assistant, etc.)

The core program, which all majors in physical education must complete, consists of the following courses:

Theory

- General Biology, 12 credit hours including molecular, cellular, animal
- Human Anatomy (Bi 391, 392), 6 credit hours
- Human Physiology (Bi 321, 322), 6 credit hours
- Kinesiology (PEP 372), 3 credit hours
- Physiology of Exercise (PEP 473), 3 credit hours
- Physical and Motoric Changes During the Stages of Life (PEP 423), 5 credit hours
- Motor Learning (PEP 332), 3 credit hours
- Sociocultural Perspectives of Physical Activity (PEP 331), 5 credit hours
- Leadership Experience (PEP 409), 2 credit hours

Activity

- Fundamental Movements (PEP 194), 2 credit hours
- Gymnastics (PE 194), 2 credit hours
- Aquatics (PE 294), 2 credit hours
- Dance Survey (PE 294), 2 credit hours
- Conditioning (PE 394) 2 credit hours
- Wilderness Pursuits (PE 394), 2 credit hours
- PE-T Team, 1 credit hour
- PE-I Individual/dual, 1 credit hour
- PE-I Elective, 1 credit hour

Programs of Study

Two different study programs leading to the major in physical education are provided. Qualified students may elect a major area of emphasis from these programs.

Opportunities are provided to elect, with some of these programs, additional areas of emphasis, called specializations, from the supporting areas available in the department or University.

Program I: Elementary and Secondary School Teaching Certification in Physical Education

The area provides two programs of study which will prepare major students to teach physical education.

The first area will prepare students to teach physical education at the secondary school level. Students must complete the following courses in addition to the required theory and activity core:

- Techniques of Teaching (PEP 341, 342), 8 credit hours
- Tests & Measurements (PEP 446), 3 credit hours
- Physical Education for the Exceptional Student (PEP 444), 4 credit hours
- Care & Prevention of Injuries (PEP 371), 3 credit hours
- Curriculum & Administration in Physical Education (PEP 343), 5 credit hours
- Professional Activity Laboratories, 8 credit hours

The second area prepares students to teach physical education at any grade level from kindergarten through high school. Students in this program take the same professional courses as students in the secondary school certification program as well as the required theory and activity core.

Certain specialized courses related to elementary school physical education are substituted for secondary professional activity laboratories. These include Games and Sports Skill for Elementary Children (PEP 321), Posture and Developmental Activities for Children (PEP 322), and Rhythms and Dance (PEP 323).

All students enrolled in major programs leading to certification take the courses in professional education required for certification. As a part of this requirement, physical education major students will complete leadership experiences in physical education as well as student teaching in physical educa-

tion. Students seeking K-12 certification must undertake student teaching in both the elementary and secondary schools.

Certification for Teaching Physical Education

The department offers opportunities for major and nonmajor students in physical education to meet the Teacher Standards and Practices Commission requirements for certification as teachers.

The Teacher Standards and Practices Commission requires (1) satisfaction of certain minimum standards of subject preparation and professional education courses and (2) the recommendation of the institution at which the student completes the subject preparation. The student who wants to be recommended for basic certification should consult the 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 the University of Oregon requirements for the 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 at the University of Oregon.

Program II. Disciplinary or Interdisciplinary Programs.

This program provides an opportunity for students interested in the scientific or humanistic aspects of physical education to arrange programs of study with greater concentration in either the humanities, social sciences, or sciences.

Students must complete the required theory and activity core plus a minimum of 25 additional credit hours approved by the department. Based on the student's academic and career goals, these credit hours will be used to design an individualized program under the guidance of a departmental adviser.

This program provides specific opportunities for students preparing for careers in physical therapy and athletic training. Individually designed programs prepare major students for admission to other graduate professional programs in occupational therapy, medicine, podiatry, etc.

Students wishing to combine a physical education major with a second major or second emphasis in business, journalism, or other academic discipline may utilize this procedure to develop an individualized program.

Specializations

The three areas of specialization offered are described below. Exact curricula are available from the department.

Aquatic

This specialization prepares students for careers as aquatic specialists in schools, communities, public and private agencies, clubs, and institutions. Emphasis is on the development of competence in administration and conduct of instructional and recreational aquatic programs. Facility design, pool operation, and maintenance procedures are included. Students must meet program prerequisites and obtain the program coordinator's approval.

Coaching

This specialization prepares students for careers involving coaching responsibilities in schools, communities, and public and private agencies and institutions.

Three programs with differing requirements are offered in this specialization. The first is for students preparing as physical education teachers and coaches in the schools. The second is for students not pursuing certification as teachers. The third is for students with majors other than physical education who wish to coach.

The curricula for these specializations have a core and other courses deemed necessary to facilitate the use of athletic competition for developmental purposes.

Dance

The dance specialization combines professional work in physical education with special instruction in dance and related arts. There are excellent vocational opportunities in the fields of physical educational and recreation for persons whose professional preparation includes this competence. The contents of this specialization are listed under "Dance Option" in the Department of Dance section of this catalog.

Preathletic Training

The Department of Physical Education offers a graduate option in athletic training leading to National Athletic Trainers Association certification. This is a two-year program which may be taken in conjunction with a master's degree. Undergraduate students may prepare for admission to this program and complete some of the NATA requirements as part of their B.S. degree.

Prephysical Therapy

Standard schools of physical therapy, which are usually operated in conjunc-

tion with medical schools, have admission requirements with strong emphasis on foundation work in the basic sciences. The sciences included in the basic curriculum in physical education, together with the understanding of body movement and exercise activities gained in professional physical education courses, provide excellent preparation for physical therapy training. Students interested in this option as preparation for careers in physiotherapy may arrange a special program within the general framework of the physical education major.

Graduate Studies

The Graduate School of the University of Oregon offers the Master of Science, Master of Arts, Doctor of Education, and Doctor of Philosophy degrees in Physical Education through the Department of Physical Education. The department, through its programs of teaching and research conducted in the Motor Learning and Control Laboratory by Dr. M. Woollacott, participates in the University of Oregon's Neurosciences Program. Students interested in the neurosciences are referred to the program or Dr. Woollacott.

Programs of Study for Master's Degrees

Admission

A student seeking admission to the master's degree program should write to the Director of Graduate Studies requesting an application. The Department of Physical Education requires a cumulative undergraduate grade point average of at least 2.75. A student who has a GPA of less than 2.75 may be admitted upon review of credentials and evidence of scoring at least 35 on the Miller Analogies Test or at least 470 on the verbal portion of the Graduate Record Examination.

Prerequisites

A master's candidate must have had at least the following undergraduate work or complete these prerequisites while studying for the master's degree: a minimum of 8 term hours in human anatomy and physiology, and one term each in kinesiology, physiology of exercise, principles and history of physical education, and motor learning or development.

A candidate is expected to be reasonably skilled in a wide variety of physical educational activities and to

know the specific methods for teaching them. These skills and methods may have been acquired formally through professional courses or informally through playing and teaching experience. Deficiencies may be removed either by taking an appropriate course or by independent work followed by passing a proficiency examination.

Program of Study

The master's degree requires 45 credit hours of graduate work and may be taken with or without thesis. If the nonthesis program is pursued, three 9-credit hour concentrations of courses must be completed within the offerings of the college and elected from the following areas (two of the areas must be physical education.)

- (1) Administration
- (2) Advanced Physiology of Exercise
- (3) Anatomy
- (4) Biomechanics
- (5) Physical Growth and Development
- (6) History, Principles, and Philosophy
- (7) Motor Learning
- (8) Physical Education for Exceptional Students
- (9) Sociology of Sports
- (10) Dance
- (11) Health Education
- (12) Recreation Management
- (13) Safety and Driver Education

All master's degree candidates are required to take Statistical Methods (PE 540) and Critique and Interpretation of Research (PE 544).

A minimum of 30 credit hours must be earned on the Eugene campus with a maximum of 15 credit hours of A, B, or Pass-graded work accepted as transfer credit from other accredited colleges or universities.

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, thesis, and the final examination.

Final Examination

Final examinations are required for both the thesis and nonthesis candidates. The final exam for the thesis candidate is oral and attended by at least three faculty members. The final exam for nonthesis candidates is written and includes the broad range of course work taken in the master's program.

Programs of Study for Doctoral Degree

Admission

To be admissible, a candidate must score at least 50 in the Miller Analogies Test or 520 on the verbal portion of the Graduate Record Examination.

Doctoral degrees are granted primarily for attainments and proven ability. The Graduate School requires at least three years of full-time study beyond the baccalaureate 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 are of A, B, or Pass-graded work.

Every candidate must complete a dissertation. A master's-degree thesis or a study in lieu of thesis must be completed prior to taking the comprehensive examinations. A minimum of 40 credits of research courses, master's thesis, and dissertation are usually expected.

Several options are available to meet the language requirement for the Ph.D. degree. A candidate may elect a foreign language, computer science courses (12 hours), advanced statistical design (9 hours), or 'research tools' (9 hours)—the latter option to consist of course work commensurate with program and goals. Selection must be approved by the student's advisory committee.

Area of Specialization

Each doctoral candidate must have an area of specialization with a minimum of 30 credit hours, as well as a supporting area. The areas of specialization offered by the department include the following:

- (1) Administration of Physical Education
- (2) Anatomical and Kinesiological Bases of Physical Education
- (3) Biomechanical Bases of Movement
- (4) Elementary Physical Education
- (5) Growth and Development Bases of Physical Education
- (6) Motor Learning
- (7) Physical Education and the Exceptional Student
- (8) Physical Education and the Social Sciences
- (9) Physiological Bases of Physical Education

As a supporting area, the doctoral candidate may select any of the above

areas in addition to health education, recreation and park management, or an area outside the College of Health, Physical Education and Recreation.

Qualifying and Final Examinations

Prior to or during the first three terms of study, a written doctoral qualifying examination is taken. A student is expected to exhibit knowledge and communication skills equivalent to a high quality master's degree graduate.

The written doctoral comprehensive examinations are taken after completing substantially all course work and completion of master's thesis (or in-lieu thesis), and 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. It must be taken not later than three calendar years after advancement to candidacy.

Courses Offered in Physical Education

Service Courses

All Activity courses in the Physical Education Service Course Program are open to any student who meets the prerequisite skill requirements for the course.

The Outdoor Pursuits Program includes courses in a wide range of outdoor activities, from sailing and canoeing to biking, riding, skiing, backpacking, and climbing. The program offers an opportunity for appreciation of the wider implications of physical education through the development of lifelong leisure pursuits.

Wilderness Ethics and Safety is a prerequisite to the backpacking, advanced backpacking, rock climbing, mountaineering and intermediate mountaineering courses. W.E.S. may be taken concurrently with student's first outdoor activity, and will be a prerequisite for the cross-country skiing, ski-touring, snowshoeing, and snow camping courses of winter term.

Riding, sailing, and downhill skiing are taught by outside organizations. Students registering in these courses contact directly with the outside agency. The University of Oregon assumes no liability for these contracted activities.

PE— 101-199. Service Courses for Men and Women. 1 credit hour, each section. Special Physical Education, Archery, Backpacking, Badminton, Basketball, Bicycle Touring, Bowling, Canoeing, Conditioning, Exercise and Posture, Fencing, Flag Football, Golf, Gymnastics, Handball, Horseback Riding, Jog-Run, Karate, Mountaineering, Mountain Hiking, Personal Defense, Racquetball, Rock Climbing, Rugby, Sailing, Scuba Diving, Skiing, Springboard Diving, Soccer, Softball, Squash, Swimming, Table Tennis, Tennis, Trampoline, Training for Sky Diving, Track and Field, Tumbling and Trampoline, Volleyball, Weight Training, Wrestling, Yoga.

PE— 201-299. Service Courses for Men and Women. 1 credit hour, each section. Special Physical Education, Archery, Backpacking, Badminton, Basketball, Bowling, Fencing, Flag Football, Golf, Gymnastics, Handball, Horseback Riding, Horseback Jumping, Racquetball, Sailing, Skiing, Ski Touring, Softball, Swimming, Tennis, Volleyball, Weight Training, Winter Mountaineering, Wrestling.

PE— 301-399. Service Courses for Men and Women. 1 credit hour, each section. Backpacking, Badminton, Basketball, Bowling, Golf, Gymnastics, Horseback Riding, Horseback Jumping, Racquetball, Skiing, Skin Diving, Ski Touring, Swimming, Tennis, Volleyball, Weight Training, Winter Mountaineering, Wrestling.

Undergraduate Courses

PEP 194. Professional Activities. 2 credit hours each term, three terms. For professional students; basic skills and knowledge; fundamental movements; gymnastics; track and field.

PEP 199. Special Studies. Credit hours to be arranged. Approval of department head required.

PEP 200. SEARCH. 1-3 credit hours.

PEP 291. Lifesaving in Aquatic Programs. 2 credit hours. Basic skills of lifesaving in aquatic programs; leads to American Red Cross Certification in Advanced Lifesaving. Prerequisite: superior proficiency in swimming.

PEP 292. Swimming and Water-Safety Instruction. 2 credit hours Analysis, methods of instruction, and evaluation at all age levels; leads to American Red Cross certification in water-safety instruction. Prerequisites: PE 291, Lifesaving in Aquatics Programs, or previous Water Safety Instructor Certification.

PEP 294. Professional Activities. 2 credit hours each term, three terms. For professional students; basic skills and knowledge; elementary aquatics; volleyball, basketball; dance survey.

PEP 321. Games and Sports Skills. 2 credit hours. Values, purposes, and uses of creative games, games of low organization, basic skills and lead-up activities for children in all types of game activities. General information, methods of instruction, time allotments for elementary school program.

PEP 322. Posture and Developmental Activities. 2 credit hours. Values, purposes and uses of mechanics of movement, posture screening, and developmental activities for children including: stunts and tumbling; gymnastics; track and field. General information, methods of instruction, time allotments for elementary school program.

PEP 323. Rhythms and Dance. 2 credit hours. Dance programs for children in the elementary school. Basic movement activities including locomotor and nonlocomotor movement, original dance patterns, singing games, folk dances, native dance, and basic square dance. General information, methods of instruction, time allotments for elementary school program.

PEP 331. Sociocultural Perspectives of Physical Activity. 5 credit hours. Individual and group social behavior in relation to physical activity patterns characteristic of

social settings; historical and philosophical perspectives of physical activity.

PEP 332. Motor Learning. 3 credit hours. Introduction with emphasis on current research and contemporary theories.

PEP 341. Strategies and Techniques of Instruction I. 4 credit hours. The three process cycles of teaching behavior: observation, provision of learning experiences which challenge motor competencies, and evaluation of instruction. Prerequisite: PEP 332.

PEP 342. Strategies and Techniques of Instruction II. 4 credit hours. Integration of cognitive and social considerations into the teaching cycle presented in PEP 341 to provide comprehensive grasp of teaching behavior in physical education. Prerequisite: PEP 341.

PEP 343. Curriculum and Administration in Physical Education. 5 credit hours. Construction, organization, and administration of physical education programs; components of a functional program in schools; behavioral objectives, facilities planning, operating costs, administrative policies, and program evaluation. Prerequisite: senior standing.

PEP 344. Administration of Aquatic Programs. 3 credit hours. Organization and administration of aquatic programs. Open to majors, and to others with consent of instructor.

PEP 371. Care and Prevention of Injuries. 3 credit hours. Bandaging, massage, and other mechanical aids for the prevention of injuries. Analysis of types of injuries; emergency procedures. Prerequisite: Bi 391, 392.

PEP 372. Kinesiology. 3 credit hours. Basic mechanical principles as they relate to the study of anatomical structure and the analysis of motion. Prerequisite: Bi 391, 392.

PEP 394. Professional Activities. 2 credit hours each term. For professional students. Basic skills and knowledge; conditioning; wrestling; badminton; soccer; wilderness pursuits.

PEP 400. SEARCH. 1-3 credit hours.

PEP 403. Thesis. Credit hours to be arranged.

PEP 405. Reading and Conference. Credit hours to be arranged. Reading and assignments in connection with other courses for extra credit. Honors readings. Consent of instructor, and approval of the department head required.

PEP 406. Special Problems. Credit hours to be arranged. Approval of department head is required.

PEP 407. Seminar. Credit hours to be arranged. Approval of department head is required.

PEP 409. Leadership Experience. Credit hours to be arranged. Approval of department head or practicum coordinator is required.

PE 410. Experimental Course. Credit hours to be arranged.

PEP 410. Adult Physical Education and Activity. (G) 3 credit hours. Organization and administration of programs of physical activity and fitness for adults in industrial, corporate, community, and institutional settings. Individual programs of prescriptive

exercises and activities that may improve the quality of life or retard the aging process during the adult life cycle. Concurrent field experience is required for students seeking an area of specialization or concentration in adult development. This course is also recommended for gerontology and interdisciplinary students interested in adulthood. Bennett.

PEP 465. Football Coaching. 3 credit hours. Systems of play, strategy, responsibilities of the coach, public relations. Prerequisite: junior standing. Brooks.

PEP 466. Basketball Coaching. 2 credit hours. Coaching methods. Fundamentals of team play; comparison of systems; strategy; training; conditioning; selection of players for positions. Prerequisite: junior standing. Haney.

PEP 467. Baseball Coaching. 2 credit hours. Review of fundamentals, with emphasis on methods of instruction; problems and duties of the baseball coach, including baseball strategy, baseball psychology, training, conditioning. Prerequisite: junior standing. Krause.

PEP 468. Track Coaching. 2 credit hours. Principles of training; development of performance for each track event; selection of competitors for different events; conducting meets. Prerequisite: laboratory experience in PEP 194 and junior standing. Dellinger.

PEP 473. Physiology of Exercise. 3 credit hours. Physiological effects of muscular exercise, physical conditioning, and training; significance of these effects for health and for performance in activity programs. Prerequisite: Bi 321, 322.

PEP 494. Professional Activities. 2 credit hours each term, three terms. For professional students. Basic skills and knowledge; tennis; archery/court sports; golf.

Upper-Division Courses Carrying Graduate Credit

PEP 406. Special Problems. (g) Credit hours to be arranged.

PEP 406. Special Problems. (G) Credit hours to be arranged.

PEP 407. Seminar. (g) Credit hours to be arranged.

PEP 407. Seminar. (G) Credit hours to be arranged.

PEP 408. Workshop. (G) Credit hours to be arranged.

PEP 423. Physical and Motoric Changes During the Stages of Life. (g) 5 credit hours. Study of the physical and motor skill factors basic to an understanding of physical activity during the life cycle. Prerequisite: Junior standing, or consent of the instructor.

PEP 424. Administration of Elementary-School Physical Education. (G) 3 credit hours. Modern trends in elementary-school physical education; duties of the physical education specialist; organization and administration at the primary, intermediate, and upper-grade levels; evaluative procedures and techniques; public relations: the role of elementary school physical education. Prerequisite: PEP 321, PEP 322, PEP 323, or consent of instructor. Not offered 1981-82.

PEP 444. Physical Education for the Exceptional Student. (G) 4 credit hours.

A study of common handicapping conditions, both structural and functional, found in school-age children, the limitations imposed by these conditions, and the responsibilities of the physical education teacher in working with such afflicted children in a physical education setting. Analyzes three major aspects of physical education for the handicapped child. These include body mechanics, exercise limitations, program adaptation. Includes a one-hour leadership experience. Prerequisites: Bi 391, 392.

PEP 446. Tests and Measurements in Physical Education. (G) 3 credit hours.

Use of tests and measurements in physical education; evaluation of objectives, programs, and student achievement through measurement techniques. Prerequisite: junior standing.

Graduate Courses

PEP 501. Research. Credit hours to be arranged. No-grade course.

PEP 502. Supervised College Teaching. Credit hours to be arranged.

PEP 503. Thesis. Credit hours to be arranged. No-grade course.

PEP 505. Reading and Conference. Credit hours to be arranged.

PEP 506. Special Problems. Credit hours to be arranged. Study of selected problems in the field of physical education.

PEP 507. Seminar. Credit hours to be arranged. Seminars offered as resources and interest permit.

Activity and Play.

Administration of Service Program.

Advanced Physiology of Exercise.

Biomechanics in Physical Education.

Advanced Biomechanics.

Comparative Physical Education.

Current Literature in Physical Education.

Foundations of Physical Activity for Special Groups.

Physical Activities-Social Psychological Development of Children.

Scope of Physical Education as a Discipline.

Sports Medicine.

Physical Activity and Aging.

PEP 508. Workshop. Credit hours to be arranged.

PEP 509. Practicum. Credit hours to be arranged.

PEP 510. Experimental Course. Credit hours to be arranged.

PEP 510. Sociology of Sport. 3 credit hours.

PEP 510. Socio-psychological Perspectives of Physical Activity I, II. 3 credit hours.

PEP 510. Neurological Mechanisms of Human Movement. 3 credit hours. Prerequisite: Bi 321, 322, 391, 392 or consent of instructor.

PEP 510. Motor Characteristics in Adult Aging. 3 credit hours. Study of motor capabilities in individuals during the normal aging process from adulthood through old

age. Concurrent field experience is required for students seeking an area of specialization or concentration in adult development. Recommended for gerontology and interdisciplinary students interested in adulthood. Bennett.

PEP 511. Philosophy of Physical Education. 3 credit hours. The philosophic foundations underlying the principles and practices of physical education as a part of the total educational program in the Western world.

PEP 515, 516. History of Physical Education. 3 credit hours each term. A 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.

PEP 518. Current Movements of Physical Education. 3 credit hours. Identification and exploration of current perspectives and practices, literature and research pertaining to contemporary issues and trends in physical education and its allied areas.

PEP 520. Physical Fitness Programs. 3 credit hours. Programs to meet individual physical fitness and social needs through physical education activities; case-study techniques, developmental programs, development of social traits; administrative problems. Prerequisite: PEP 444, PEP 446.

PEP 521. Body Mechanics and Correctives. 3 credit hours. Common postural deviations; causes, basic principles underlying prescription of exercise for those conditions, organization of corrective physical education program in schools and colleges. Examine in depth and evaluate normal and atypical body mechanics in static and dynamic postures; study the nature of prescriptive exercise. Develop and evaluate exercises for improvement or correction of atypical body mechanic deviations.

PEP 522. Orthopedics and Therapeutics. 3 credit hours. Handicapping conditions which are expressed orthopedically. Development and understanding of the anatomical involvement and the influence of physical education activity on the specific handicap. Study of how the growth of bone and physical stress influence the nature of orthopedic conditions. Prerequisite: Bi 391, 392.

PEP 523. Individual and Adapted Physical Education. 3 credit hours. Metabolic, neurologic, cardiac, respiratory, and emotional deviations, the planning of physical education and exercise programs for students and adults with such conditions. Identifies the physiological and psychological limitations imposed by various handicapping characteristics on the ability to perform fundamental and complex motor skills.

PEP 527. Techniques of Relaxation. 3 hours. 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.

PEP 531, 532. Sports Medicine. 3 credit hours each term. The study of various medical factors which influence human performance in sport. Topics include medical supervision and legal implications; nutrition aids; mechanics of injury, modalities of treatment

and rehabilitation; personality and environment factors and special problems for men, women, and children. Offered alternate years, 532 in 1981-82.

PEP 533. Teaching Motor Skills. 3 credit hours. Identification and application of teaching modes; strategies to create a maximal atmosphere for acquisition of motor skills.

PEP 534. Motor Performance. 3 credit hours. Identification of variables which influence both the acquisition and retention of motor skill performance. Adler.

PEP 535. Theories of Motor Skill Learning. 3 credit hours. Relates modern learning theory to the performance and learning of motor skills. Practical application of cybernetic, information processing, open and closed loop and motor programming theory to those variables which the teacher and coach control. Research procedures in motor learning.

PEP 537. Sports Psychology. 3 credit hours. Analysis of psychological factors and principles affecting physical performance, behavior, and emotions in sports; differences between individuals and between teams.

PEP 540. Statistical Methods in Physical Education. 3 credit hours. Elementary statistics applied to research, including central tendency, variability, normal probability curve, reliability and correlation. Prerequisite: graduate standing.

PEP 541. Statistical Methods in Physical Education. 3 credit hours. Advanced statistics applied to research, including variance analysis, co-variance analysis, partial and multiple correlation, regression equations, chi-square, special correlational techniques, and nonparametric processes. Prerequisite: PEP 540.

PEP 544. Critique and Interpretation of Research. 3 credit hours. Principles of science applied to the conduct and examination of research in health, physical education, recreation, gerontology, and dance; applying research results to practical situations.

PEP 545. Experimental Design in Physical-Education Research. 4 credit hours.

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. Prerequisite: PEP 446, PEP 540, 541.

PEP 550, 551, 552. Administration of Physical Education. 3 credit hours each term. Administration of physical education in colleges and universities and city systems. Historical background, administrative theory; organizational purposes, organizational climate, leadership behavior, human relations, processes of administration.

PEP 554. Administration of Athletics. 3 credit hours. Historical development of athletics and their control. Place of athletics in education; purposes, administrative control, management, operational policies, care of equipment and facilities.

PEP 555. Intramural Organization and Management. 3 credit hours. Nature and purposes of intramural programs; history of development. Departmental organization. Relation of program to physical education instruction. Administrative problems.

PEP 556. Administration of Buildings and Facilities. 3 credit hours. Building layout and equipment; relation of various functional units—equipment service, dressing facilities, activity spaces, administrative units, permanent and portable equipment.

PEP 557. Supervision of Physical Education. 3 credit hours. Purposes and functions of supervision in physical education including instruction, staff and, in particular, student teachers.

PEP 558. Curriculum Construction in Physical Education. 3 credit hours. Basic elements and procedures of curriculum construction in physical education; special application at the city, county, and state levels. For supervisors and administrators of physical education programs.

PEP 559. Professional Preparation in Physical Education. 3 credit hours. Historical development of professional preparation in the field of physical education; curriculum, evaluation, and recruitment in the development and conduct of teacher-education programs in physical education.

PEP 561. Physical Growth and Development. 3 credit hours. Emphasis on the sensory-motor development of the preschool child in relation to physical, socio-psychological, and cognitive development. Application of research to the teaching of physical education to preschool children.

PEP 562. Physical Growth and Development. 3 credit hours. Physical and socio-psychological development during the elementary school period in relation to motor performance. Stress on the practical applications for movement education of elementary school children.

PEP 563. Adult Development. 3 credit hours. Physical and psychophysiological developmental processes during adulthood and normal aging. Relationships of the physical and socio-environmental interactions of the adult life stages. This course also recommended for gerontology and interdisciplinary students interested in adulthood. Bennett.

PEP 567. Motor Development in Infancy and Childhood. 3 credit hours. Study of the acquisition of motor skills during the first decade of life.

PEP 571, 572, 573. Gross Anatomy. 3 credit hours each term. 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. Prerequisite: Bi 391, 392, or equivalent.

PEP 574. Laboratory Techniques in Stress Physiology. 3 credit hours. Fundamental laboratory techniques in human physiology and their significance as measures of health and general physical fitness. Prerequisite: consent of instructor.

PEP 576, 577, 578. Advanced Physiology of Exercise. 3 credit hours each term. The physical and chemical mechanisms underlying the major functions of the body. Consent of instructor is required.

PEP 580, 581, 582. Biomechanics. 3 credit hours each term. Study of the basic mechanisms of movement; application of mechanical principles to study and analysis of selected movement patterns.

Department of Recreation and Park Management

Faculty

Phyllis M. Ford, Re.D., Department Head, Professor of Recreation and Park Management (outdoor recreation, outdoor education). B.S., Massachusetts, 1949; M.A., Arizona State, Tempe, 1955; Re.D., 1962, Indiana.

Karl W. Clowinger, Ph.D., Assistant Professor of Recreation and Park Management (field study supervision, outdoor education, camping administration). B.S., Alabama, 1975; M.S., 1978, Ph.D. 1980, Oregon.

Christopher R. Edginton, Ph.D., Associate Professor of Recreation and Park Management (management, program and leadership, community recreation services for special populations); Graduate Coordinator. B.A., San Jose State College, 1969; M.S., Illinois, 1971; Ph.D., Iowa, 1975.

Michael J. Ellis, Ph.D., Adjunct Professor of Recreation and Park Management and Professor of Physical Education.

Effe L. Fairchild, D.Ed., Associate Professor of Recreation and Park Management (leadership, recreation programs, community education). B.S., Florida Southern College, 1955; M.S., Springfield, 1958; D.Ed., Oregon, 1974.

Larry L. Neal, D.Ed., Associate Professor of Recreation and Park Management (administration, supervision); Director, Center of Leisure Studies. B.S., 1961, M.S., 1962, D.Ed., 1969, Oregon.

Gale B. Orford, Ph.D., Assistant Professor of Recreation and Park Management (professional foundations, practicum, youth agencies). B.S., 1972, M.S., 1973, Ph.D., 1978, Oregon.

Careers and Employment

Career opportunities exist for graduates in recreation and park management in a number of different settings and agencies. The faculty assists in counseling and directing majors into training experiences as a part of the curriculum.

Students may look for jobs in recreation administration, municipal recreation and park departments, volunteer agencies, hospitals and health facilities, private industry, community service agencies, correctional institu-

tions, resorts and private recreation clubs, commercial agencies, colleges and universities, the armed services, community schools, and many more.

Students study with practicing professionals in such field work practicums as program director, camp director, therapist, recreation instructor, department supervisor or superintendent, facility manager, resource specialist, educator, counselor, recreation analyst, consultant, or one of many other roles.

Accreditation

The department is one of twenty-two colleges and universities accredited currently by the National Council on Accreditation sponsored by the National Recreation and Park Association and the American Alliance for Health, Physical Education, Recreation, and Dance.

Approved programs include three options on the baccalaureate level: leisure service management, outdoor education and recreation, and services for special groups; and three options on the master's level: recreation and park administration, recreation program and supervision, and recreation and park systems (e.g., outdoor recreation and education, professional education).

Current accreditation is valid through October 1985.

Institute of Recreation Research and Service

The Institute of Recreation Research and Service, maintained by the College of Health, Physical Education, and Recreation in conjunction with its instructional program in recreation and park management, assists communities in the development of recreation, park, and youth-service resources, conducts research in various aspects of recreation development, and provides information on research findings and nation-wide community experience as a basis for the solution of recreation problems.

Center of Leisure Studies

Through the Center of Leisure Studies, the institute sponsors conferences and workshops, and welcomes requests for information and assistance from public and private recreation agencies. The center is located in the leisure laboratory, 138 Esslinger, where a reference depository is available to students, faculty, and practicing professionals. Included within these holdings are special studies and reports and the L. S. Rodney collection.

Project EXETRA

Project EXETRA (Extended Education in Therapeutic Recreation Administration) is a graduate training curriculum in therapeutic recreation at both the master's and doctoral levels. The purpose of the project is to train individuals to work with the ill and handicapped as therapeutic recreation resource consultants, community leisure educators, and in-service providers for educational, leisure service, and parent advocacy groups. The program is sponsored by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, and is administered within the Department of Recreation and Park Management in the Center of Leisure Studies. Financial stipends are available to those doctoral students accepted into this program.

Master's student tuition waivers are also available and awarded in the fall of each year following the April 1 deadline for applications.

Undergraduate Studies

The Department of Recreation and Park Management offers major curricula leading to the Bachelor of Science or Bachelor of Arts degrees and provides a foundation for graduate work leading to the Master of Science, Master of Arts, and doctoral degrees.

Admission

Admission (additional requirements)

Any student interested in majoring in recreation and park management must complete the following additional requirements:

- (1) Formally declare recreation and park management as a major.
- (2) Write an essay (300-400 words) that includes reasons for applying for admission and an assessment of applicant's own personal strengths as they relate to the field.
- (3) Include a Human Service Experience Sheet (resume): By beginning with most recent experience, list all paid and voluntary experiences in which applicant has worked within the human service field. List dates of experience, job title, agency, brief description of duties, number of people served, and name and address of supervisor.
- (4) Include an unofficial transcript of all previous college work.
- (5) Fill out an application sheet for admission (Form U1), which can be

requested through the recreation and park management department. Applications should be mailed directly to: Undergraduate Adviser, Recreation and Park Management, University of Oregon, Eugene, Oregon 97403.

All forms must be completed by either November 1 or March 1 for fall term admission. Students will be admitted to the undergraduate program twice a year.

Admission to the department will be based on each of the above requirements. No student will be considered until all of the above requirements are met.

A faculty/student committee will review the above criteria and select qualified candidates. If the number of candidates exceeds the space available, a drawing will be held to select students. Students will be notified of their status within one month after the November 1 or March 1 deadline.

Block Program

Students must complete the following undergraduate lower-division requirements before being admitted to the block program:

- (1) File transcripts of all University work; successfully complete 75 credit hours with a cumulative grade point average of 2.50.
- (2) Successfully complete RPM 251 plus 3 credits in other RPM courses; 150, 199, 200 and 290.
- (3) Successfully complete the following RPM prerequisites:
 - (a) One course in psychology.
 - (b) English composition (Wr 121 or 122 and Wr 123 or equivalent).
 - (c) Health education requirement.
 - (d) One course in physical education.
 - (e) Three courses in social science, including one sociology course.
 - (f) Three courses in science.
 - (g) Three courses in arts and letters, including one speech course.
 - (h) A group process course selected from the following: PS 412 (G), Soc 430 (G), RhCm 323, RhCm 432 (G), Mgt 321, 322 or 416 and CSPA 430.

The block program is a full term of RPM orientation, integrating theory and practice through lecture, group interaction, and experiential assignments in the following courses:

- RPM 252 Recreation Activity Leadership
- RPM 353 Leisure for Special Groups
- RPM 370 Organization and Administration of Recreation
- RPM 396 Recreation Programs
- RPM 409 Practicum

RPM 410 Introduction to Leisure and Natural Resources

Post-Block Requirements

Following satisfactory completion of the block course work, each student must take Evaluation of Leisure Services (RPM 446) and Program Administration (RPM 406), complete a 100-hour practicum requirement, and take an additional three courses in RPM, Introduction to Field Study (RPM 407), and Supervised Field Study (RPM 415), for a total of 51 credit hours.

Graduation Requirements

Graduation requirements for a baccalaureate degree in recreation and park management include the following: 51 term hours in approved RPM prefix courses, two terms of English composition, five terms of physical education activity, health education (approved course), three courses of social science, including one sociology course, three courses in arts and letters including one speech course, three courses in science, one psychology course, and one group processes course.

For the B.S. degree, students take either 36 hours of science or 36 hours of social science. For the B.A. degree, students take 36 hours of arts and letters and must pass the third term of a second-year foreign language.

The D grade in RPM courses is not accepted by this department as meeting the course requirement within the major.

Transfer Students

Students transferring from other institutions without previous recreation and park management courses, or their equivalent of, must follow the application procedure for admittance into the department (see above). Students should plan on approximately six terms (two years) for the completion of RPM requirements.

Those students who have transferred from an institution with recreation and park management course work already completed should send an unofficial transcript to the department for review. If it is determined that the student has had a course of study similar to that required by this department, the student will be advised that a minimum of 15 credit hours in RPM courses (not open-ended numbers) and 15 credit hours in experiential course work (RPM 409-415) must be completed at the University of Oregon.

Peer Advising

The Department of Recreation and Park Management Peer Adviser's Program helps students interested in applying for admission into the recreation and park management department and offers general university requirement advising as well. The Peer Advising Office is in Esslinger Hall, Room 187-A.

Graduate Studies

The Graduate School of the University of Oregon offers the Master of Science, Master of Arts, Doctor of Education, and Doctor of Philosophy degrees in recreation and park management through the College of Health, Physical Education, and Recreation. Information on University regulations governing graduate admission is in the Graduate School section of this catalog.

The master's programs are designed to prepare graduates for administrative, supervisory, consultation, and teaching positions in public, private, and other types of recreation and park agencies. Students have the options of thesis, master's project, or a comprehensive examination.

The doctoral programs endeavor to give concentrated study for top-level executive positions, research, and teaching at the advanced undergraduate and graduate levels.

Admission

A student seeking admission to the graduate program should write to the department graduate coordinator.

A committee of graduate faculty members of the Department of Recreation and Park Management reviews all applications for graduate admission. Graduation from an accredited college or university and a total cumulative undergraduate grade point average of 2.75 or higher is required. Master's degree applicants must score satisfactorily on the Miller's Analogies Test (35) or the verbal portion of the Graduate Record Examination (470). Each student is asked to take either of these tests as part of the application procedures. Three letters of recommendation from people who know of the applicant's academic or professional work experience are also required.

A doctoral applicant should have a master's degree with a grade point average of 3.50 and at least two years' professional full-time work experience in either recreation or park management or both. The minimum acceptable

scores for doctoral candidates are 50 on the MAT or 520 on the verbal portion of the GRE.

Master's Programs

The College of Health, Physical Education, and Recreation offers programs leading to the Master of Science and Master of Arts in Recreation and Park Management.

Degree Requirements

Master's degree candidates who have not completed an undergraduate degree in recreation and park management are required to complete the following prior to, or during, their graduate study: Professional Foundation of Recreation (RPM 251); Recreation Activity Leadership (RPM 252); and three undergraduate courses approved by their advisers.

A minimum of 45 credit hours of graduate credit must be completed for the master's degree. Thirty credit hours must be earned on the Eugene campus. A maximum of 15 credit hours may be transferred from other colleges and universities upon approval by the graduate school.

At least 24 of the 45 credit hours for the degree must be selected from courses offered by the Department of Recreation and Park Management. At least 9 credit hours must be from courses offered by other departments. The courses selected must make up concentrations that strengthen the student's major areas of interest.

Graduate Core Courses

All individuals engaged professionally in the field of recreation and parks have a common concern—recreation as it affects individuals, land resources, and society. It is deemed appropriate, therefore, that all students pursuing a graduate-degree program have a common core of courses. The following core of 9 credit hours is required for all graduate degree candidates: Philosophical Foundations of Leisure (RPM 511); Measurement in Leisure Services (RPM 540); Research Methods (RPM 544).

Note: Graduate credit courses in social science or education statistics and research methods may be elected as an option depending upon the student's selected area of specialization and research. Consent of the faculty adviser is required.

Final Examinations

The final examination for students selecting the thesis option is oral and is administered by the student's thesis

committee. The final examination for those selecting the project option is the presentation of the project results to, and acceptance by, the professional field of recreation. For students selecting the comprehensive examination option, the examination consists of two four-hour sessions during which the students complete comprehensive essays in areas of concentration.

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 thesis, the project, or the final examination.

Doctoral Programs

The College of Health, Physical Education and Recreation offers programs leading to the Doctor of Philosophy and Doctor of Education in Recreation and Park Management.

Degree Requirements

Doctoral degrees are granted primarily for attainment and proven ability. The specific number of credits and courses are determined by the candidate's doctoral committee and are flexible to meet the particular needs and interests of the candidate. The graduate school requires at least three years of full-time study beyond the baccalaureate degree, of which at least one academic year (three consecutive terms) must be spent in continuous residence on the Eugene campus. One should not plan to transfer more than 65 to 70 credit hours (including the 45 credits for the master's degree), because of the nature of the degree requirements.

The doctoral student should attain a greater depth of knowledge in the selected area of specialization than does the master's degree student. A minimum of 30 credit hours in courses offered by the Department of Recreation and Park Management is required.

A broad understanding of research methodology and application of techniques for evaluation of recreation and park services is considered essential in the doctoral program. Four or five courses in statistics and research methods are usually required.

Each doctoral student is required to present evidence of successful college teaching (at the University of Oregon or elsewhere). Three of the following classes are also required: Philosophical Foundations of Leisure (RPM 511), Current Literature in Leisure (RPM 507), Psycho-Socio Dimensions of Leisure (RPM 507), and Studies and Surveys (RPM 507).

Every candidate for the doctoral degree must complete a dissertation.

A minimum of 21 credit hours is required for a supporting area in a related discipline such as sociology, political science, landscape architecture, regional planning, and education.

Twelve hours of computer science courses or nine credit hours of advanced statistical design may be substituted for the language requirement.

Preliminary and Final Examinations

Prior to or during the first two terms of study, a doctoral examination is taken. A student is expected to exhibit knowledge and communication skills equivalent to a high quality master's degree graduate. Any weaknesses are generally strengthened through course work during the program of studies.

The written doctoral comprehensive examination is taken after completion of substantially all the doctoral course work and, when applicable, language requirements. Passing this examination advances the student to full doctoral-degree candidacy. Included in this examination are comprehensive essay questions on the recreation and park management area of concentration, the supporting area, research, and professional foundations.

A final oral examination is taken after completion of the dissertation and all degree requirements.

Areas of Specialization

Five areas of specialization are available, allowing considerable flexibility to design program requirements specific to the professional interests and needs of the individual graduate student:

(1) *Recreation and Park Administration* focuses upon competence needed for executive positions in recreation and park systems.

(2) *Recreation Program Supervision-Administration* emphasizes the development and administration of programs in various settings such as in local government, voluntary agencies, industrial recreation, hospitals, and the armed forces.

(3) *Professional Education* establishes a foundation for the teaching of recreation and park courses in institutions of higher learning.

(4) *Outdoor Recreation and Education* is directed toward the development and administration of school outdoor-education programs, resident and day-camp programs, and naturalist interpretive programs.

(5) *Leisure for Special Groups* is designed toward the development and administration of programs for the ill, handicapped, and special groups.

Interdepartmental Programs of Study

It is possible to develop a program of study within any two or three departments in the College of Health, Physical Education, and Recreation. Additional hours are required.

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 plus a reduction in tuition each term. Applications may be obtained from the graduate coordinator, Department of Recreation and Park Management.

Traineeships may be available through the Center for Gerontology within the college.

A list of local employment opportunities is available by request from the Department of Recreation and Park Management office. Application for positions should be made once the student has established local residence.

Courses Offered in Recreation and Park Management

Undergraduate Courses

RPM 150. Recreation in Society. 3 credit hours. Concept 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. Offered each term for majors and nonmajors.

RPM 199. Special Studies. Credit hours to be arranged.

RPM 200. SEARCH. 1-3 credit hours.

RPM 251. Professional Foundations of Recreation. 3 credit hours. Introduction to the basic historical and philosophical foundations of leisure and recreation. Offered fall and spring.

RPM 252. Recreation Activity Leadership. 3 credit hours. Methods and techniques of group and individual leadership in recreation activities. Leadership experience in various recreational settings. Offered fall and spring.

RPM 290. Camp Counseling. 3 credit hours. Orientation to youth in camps; examination of the values and objectives of organized camps; understanding campers, camp programs, and staff responsibilities. Offered winter term for nonmajors and majors.

RPM 353. Leisure for Special Groups. 3 credit hours. Key service foundations for providing recreation and therapeutic recreation services to persons with special conditions. Topics include the relationship of

leisure behavior to disabling and special conditions; knowledge of the inherent similarities and differences among the helping activity therapies; the rationale, purpose, history, and standards for practice; key legislative issues and social trends; basic knowledge of the process in particular settings. Offered fall and spring.

RPM 370. Organization and Administration of Recreation. 3 credit hours. Administration of public recreation and park services provided by municipal, district, county, state, and federal departments; legal provisions; organization; finance; public relations. Offered fall and spring.

RPM 371. Human Relations in Supervision of Personnel. 3 credit hours. Supervision of personnel in public recreation and park services provided by municipal, district, county, state, and federal recreation and park departments.

RPM 391. Camp Administration. 3 credit hours. Selected organizational and administrative aspects of organized camping including: site development, personnel, health, safety, sanitation, programs, finance, and public relations; emphasis on national standards and local regulations.

RPM 392. Principles of Outdoor Leadership. 3 credit hours. Standards and principles of administration. Offered spring term.

RPM 394. Community Youth Services. 3 credit hours. Critical analysis of national youth-serving organizations as they relate to the characteristics and normal needs of the youth they serve. Prerequisite: junior standing in RPM.

RPM 395. Community Youth Services. 3 credit hours. In-depth investigation of administrative and leadership considerations of youth-service organizations. Includes direct contact with leaders of and participation in local youth service organizations. Prerequisite: RPM 394. Offered infrequently; last offered 1979.

RPM 396. Recreation Programs. 3 credit hours. Development, analysis, and evaluation of content, public relations, funding, facilities, and leadership of leisure programs for municipal, voluntary, private, church, and commercial agencies. Offered fall and spring.

RPM 400. SEARCH. 1-3 credit hours.

RPM 405. Reading and Conference. Credit hours to be arranged. Approval of department head is required.

RPM 406. Special Problems. Credit hours to be arranged. Topics include youth programs, industrial recreation, private-commercial recreation, environmental programs, cultural arts, camp programs, school-community programs, special populations.

RPM 407. Seminar: Introduction to Field Study. 1 credit hour.

RPM 407. Seminar. Special 3-credit hour seminars are developed by arrangement.

RPM 409. Practicum. 1-15 credit hours. The following four practicum topics are scheduled with credits as noted. Others may be arranged.
Special Groups. 1-15 credit hours.
Recreation Programs. 1-15 credit hours.
Youth Agencies. 1-15 credit hours.
Outdoor Education. 1-15 credit hours.

RPM 415. Supervised Field Study. 3-14 credit hours. Prerequisite: Completion of core requirements, practicum, three courses in area of concentration, the introduction to field study seminar, and permission of instructor.

RPM 444. Basic Issues. 3 credit hours. Identification, exploration, and assessment of basic issues and challenges facing professionals in the parks, recreation, and leisure-service field.

RPM 445. Budget and Finance. 3 credit hours. Basic and innovative types and sources of funds for the operation and capital financing of park, recreation, and leisure services. Budget and accounting procedures, municipal recreation services presented in an applied and functional approach.

RPM 446. Evaluation of Leisure Services. 3 credit hours. Methods, techniques, and application of evaluation in a wide variety of functions normally found in recreation and park services including: clientele, programs, personnel, facilities, and organization.

RPM 496. Recreation Areas and Facilities. 3 credit hours. Basic considerations in the planning, construction, and operation of recreation areas, facilities, and buildings.

Upper-Division Courses Carrying Graduate Credit

RPM 407. Seminar. (G) 3 credit hours.

RPM 408. Workshop. (G) Credit hours to be arranged.

RPM 410. Experimental Course. (G) Credit hours to be arranged.

RPM 461. Survey of Leisure Services for Special Groups. (G) 3 credit hours. Examination of fundamental practice of service. Preparation in aspects of service delivery to individuals, including initial case assessment, evaluation, and treatment/program determination. Prerequisite: completion of block program.

RPM 462. Programs for Special Groups. (G) 3 credit hours. Leadership training in the use of recreation activities with persons with special conditions. Techniques in programming and adaptation to meet the leisure needs of special groups in today's society, including comprehensive program development and evaluation, individual assessment and management, analysis and use of activities/experiences, and problem solving in client programming. Prerequisite: completion of block program.

RPM 463. Community Organization for Special Groups. (G) 3 credit hours. Common practices and patterns of special group-serving agencies including recreation, education, and health agencies; current issues in community organization to meet basic needs and insure basic human rights; societal attitudes and conventions as they relate to and affect services for special groups.

RPM 467. Social Dimensions of Leisure and Retirement. (G) 3 credit hours. The concepts of leisure and retirement are developed and examined as potential social replacements for work and productivity in modern society. Philosophies of education for leisure and retirement are presented and critiqued. Not offered 1981-82.

RPM 468. Organization of Senior Leisure Services. (G) 3 credit hours. The scope of

leisure service delivery for aging populations is examined from a theoretical and practical organizational process. Generalized focus is on leisure services in senior centers, nursing homes, retirement communities, and volunteer programs. Not offered 1981-82.

RPM 490. Principles of Outdoor Education. (G) 3 credit hours. Development of outdoor education and school camping; theories, practices, educational significance; organization, administration, and methodology.

RPM 492. Recreation and Natural Resources. (G) 3 credit hours. Administration of natural resources at the national, state, local, and private levels, with emphasis on the understanding of how outdoor recreation affects and is affected by the resources and the management philosophy and policies of the agencies.

RPM 493. Environmental Interpretation. (G) 3 credit hours. Methods and materials in interpreting natural resources to the general public. Designed for students in park planning, outdoor recreation, and resource management.

RPM 497. Operation and Design of Recreation and Parks. (G) 3 credit hours. Planning, execution, and supervision of park operations and maintenance including turf management, tree programs, landscaping, construction procedures, maintenance scheduling, and personnel practices. Not offered 1981-82.

RPM 499. School and Community Recreation Programs. (G) 3 credit hours. Principles of program planning for school and community types of programs considered in relation to sex and age and individual interests, needs, and capacities. Community educational processes and the role of community schools explored.

Graduate Courses

RPM 501. Research. Credit hours to be arranged.

RPM 502. Supervised College Teaching. Credit hours to be arranged.

RPM 503. Thesis. Credit hours to be arranged.

RPM 505. Reading and Conference. Credit hours to be arranged. Approval of department head is required.

RPM 506. Special Problems. Credit hours to be arranged. Study of selected problems in recreation. Approval of department head is required.

RPM 506. Master's Project. 3-6 credit hours. Reserved for M.S. candidates with approval to pursue project option. (Three credits beyond the 45 required for degree.)

RPM 507. Seminar. Credit hours to be arranged. These seminars differ from year to year. Topics have included the following:
Studies and Surveys
Youth and Leisure
Socio-Psycho Dimensions of Leisure
Issues in Therapeutic Recreation
Program Theory
Program Implementation
Therapeutic Recreation Curriculum

RPM 508. Workshop. Credit hours to be arranged.

RPM 509. Practicum. 3-12 credit hours.

RPM 510. Concepts of Leisure Education and Leisure Counseling. 3 credit hours. A review of the concepts of leisure education and leisure counseling. An understanding of their relationship to one another and how they fit into the leisure service delivery system.

RPM 510. Administration and Consultation in Therapeutic Recreation. 3 credit hours. A review of the administrative process in therapeutic recreation service. An applied presentation of consultation and the consultation process and how it relates to administration of therapeutic recreation services.

RPM 510. Concepts of Education in Leisure Services. 3 credit hours. Designed for the graduate student wanting to teach at the college level in leisure services. Presentation of curriculum design, past and present in leisure service curriculum, review of basics of curriculum design and the mechanics of course and curriculum construction in recreation and leisure services.

RPM 510. Management and Leisure Services. 3 credit hours. Study of executive leadership in park and recreation agencies with particular emphasis on policy analysis, application of management practices, and organizational development.

RPM 511. Philosophical Foundations of Leisure. 3 credit hours. An examination of historical theories of play and leisure, an analysis of fundamental philosophical concepts as they relate to principles and practices of the conduct of programs for leisure, and a critical overview of current literature on the challenges of leisure. Ford.

RPM 540. Measurement in Leisure Services. 3 credit hours. Theory and application of data analysis and measurement to leisure service administration, research, and planning models; the use and limitations of descriptive and inductive measurement techniques to recreation-related variables. Application of graphic and table presentations; practice in calculator and computer data processing.

RPM 544. Research Methods. 3 credit hours. Application of social research methods to school and community setting; procedures in study design, methods of data collection, interpretation and presentation.

RPM 552. Problems of Recreation Supervision. 3 credit hours. The purpose of supervision; principles and techniques of supervision in a modern program of recreation; staff relationships; departmental organization; policies, regulations, problems.

RPM 553. Administration of Recreation. 3 credit hours. Organization and administration of park and recreation programs in districts, communities, and municipalities; legal aspects, source of funds, types of programs.

RPM 554. Problems of Camp Managements. 3 credit hours. Analysis of problems under various types of camp sponsorship; principles, techniques, resources, administrative practices; principles and problems of leadership and group behavior. Not offered 1981-82.

School of Journalism

Faculty

Everette E. Dennis, Ph.D., Dean, Professor of Journalism (communication research, news-editorial). B.S., Oregon, 1964; M.A., Syracuse, 1966; Ph.D., Minnesota, 1974.

J. Marc Abrams, J.D., Visiting Assistant Professor of Journalism (news-editorial). B.A., Wesleyan, 1978; M.A., 1981, J.D., 1981, Michigan.

Jack D. Ewan, M.S.J., Associate Professor of Journalism (advertising and public relations). B.S.J., 1948, M.S.J., 1964, Northwestern.

Roy K. Halverson, Ph.D., Associate Professor of Journalism (news-editorial). B.S., 1957, M.S., 1963, Wisconsin; Ph.D., Illinois, 1970.

Jack R. Hart, Ph.D., Associate Professor of Journalism (news-editorial). B.A., Washington, 1968; Ph.D., Wisconsin, 1975. On leave 1981-82.

Mary S. Hartman, B.A., Assistant Professor of Journalism (news-editorial). B.A., Washington State, 1960.

Lauren J. Kessler, Ph.D., Assistant Professor of Journalism (news-editorial). B.S.J., Northwestern, 1971; M.S., Oregon, 1975; Ph.D., Washington, 1980.

James B. Lemert, Ph.D., Professor of Journalism (communication research). A.B., 1957, M.J., 1959, California, Berkeley; Ph.D., Michigan State, 1964.

Duncan L. G. McDonald, M.S., Assistant Professor of Journalism (news-editorial). B.S., Ohio, 1966; M.S., Oregon, 1972.

Kenneth T. Metzler, M.S.J., Professor of Journalism (magazine). B.S., Oregon, 1956; M.S.J., Northwestern, 1967.

Roy Paul Nelson, M.S., Professor of Journalism (magazine, advertising). B.S., 1947, M.S., 1955, Oregon. On leave 1981-82.

Karl J. Nestvold, Ph.D., Associate Professor of Journalism (broadcasting). B.S., Wyoming, 1954; M.S., Oregon, 1960; Ph.D., Texas, 1972.

Galen R. Rarick, Ph.D., Professor of Journalism (communication research, news-editorial). B.A., Denver, 1948; M.A., 1951, Ph.D., 1963, Stanford.

Robert R. Taber, M.A., Adjunct Assistant Professor of Journalism (advertising). B.A., Idaho, 1971; M.A., Oregon, 1973.

Stephen J. F. Umwin, M.A., Associate Professor of Journalism (public relations, advertising). B.A., 1952, M.A., 1968, Oxford.

Willis L. Winter, Jr., Ph.D., Professor of Journalism (advertising). B.S., California, Berkeley, 1950; M.S., Oregon, 1957; Ph.D., Illinois, 1968.

A Department of Journalism was organized at the University of Oregon in 1912 and became one of the University's professional schools in 1916. The sequences in advertising, news-editorial, public relations, and radio-television journalism are accredited by the American Council on Education for Journalism (ACEJ).

Students who major in journalism are preparing for careers in a variety of fields: newspaper reporting and editing, magazine writing and editing, advertising, public relations, photo-journalism, radio-television news and management, and the teaching of journalism.

In addition, they have a common concern with the basic problems and techniques of communicating information and ideas to large and varied audiences. They study the role of the mass media in society; the history of journalism; the structure of law affecting the press, broadcasting, and advertising; and ethics and responsibilities of writers, editors, and other communicators.

Because their work will touch every aspect of life, journalism majors need as broad a liberal education as possible. At Oregon, journalism students spend about one-fourth of their time in courses in the School of Journalism (a maximum of 50 of the 186 credit hours required for a baccalaureate degree). Most of the remainder of their course work is chosen from the liberal arts departments, particularly literature, history, economics, political science, psychology, and sociology.

This pattern is the standard for all programs accredited by the American Council on Education for Journalism. Oregon is one of approximately eighty

schools with accredited programs and is one of only eighteen in the United States with as many as four accredited sequences. The School of Journalism is one of the oldest in the country.

Faculty members are former professionals who combine academic background with practical experience in their special fields. They include advertising-agency people, newspaper editors, public-relations executives, magazine writers, communication researchers, photographers, graphic artists, and broadcasters. In Eric Allen Hall, named for the first dean of the school, faculty and students have a modern instructional center in which to work and study.

Many journalism majors obtain practical experience on their own while in school. Some work on the student newspaper, the *Oregon Daily Emerald*. Others are announcers, writers, or directors at the University radio station, KWAX, or at the campus television facilities. Internships for summer employment are often available at newspapers, broadcasting stations, advertising agencies, and public relations departments. The school works with the University's placement service in helping students find part-time employment while they are in school and full-time employment upon graduation.

The best pre-college preparation for journalism majors is a broad college-preparatory program in high school, with emphasis on English, literature, speech, history, and the social sciences. Foreign languages are not required but are strongly recommended. Students at junior and community colleges who plan to transfer to the University to study journalism are advised to take liberal arts courses fulfilling the University and the School of Journalism degree requirements during their first two years of college work, reserving professional course work in journalism for the final two years at the School of Journalism.

Each journalism major is advised by a faculty member in planning a program individually based on the student's background and career interests.

The program for students designated as majors in journalism is organized on an upper-division and graduate basis.

When necessary, the School of Journalism makes special arrangements to accommodate handicapped students.

Undergraduate Studies

Admission Requirements

Freshmen and sophomores who plan to become journalism majors and who meet the admission requirements of the University are admitted by the Office of Admissions. Such students may stipulate "prejournalism" as their major without special screening by the School of Journalism or compliance with specific requirements.

Each student must see the chief adviser of the School of Journalism for assignment to an academic adviser in the student's area of subject-matter interest. In fall term of each year, these assignments are made at the meeting of all new undergraduate students during the Orientation Program. At other times, students are to see the chief adviser during the adviser's scheduled office hours.

Prejournalism students who want to change areas of interest and academic advisers within the school during their freshman or sophomore years must see the chief adviser for reassignment.

Students in other departments in the University who want to become prejournalism students during their freshman or sophomore years will apply through the Office of Admissions.

Prejournalism Preparation

The following courses are open to prejournalism students: Mass Media and Society (J 224); Journalistic Writing (J 250); Production for Publication (J 321); Principles of Advertising (J 341).

Prejournalism students are advised to complete as many as possible of the courses in arts and sciences which meet the group requirements of the University and, in addition, those which are required by the School of Journalism; students are also advised to participate in extracurricular journalistic activities, and to learn how to type.

Sample Freshman Program

Described below are some suggestions for courses for freshmen who intend to major in journalism. They have been put together with the school's degree requirements in mind. Students typically fulfill the requirements in the liberal arts field during their first two years and then concentrate on the

school's professional courses during the junior and senior years. Suggestions for freshmen include three credits each term of either Introduction to Literature or World Literature; three credits each term of either History of Western Civilization or History of the United States; three credits each term in 200-level economics courses; three or four credits each term in either a foreign language, mathematics, science, anthropology, geography, philosophy, political science, psychology, religion, or sociology; three credits each term from either Mass Media and Society, English Composition, Fundamentals of Speech, Fundamentals of Broadcasting, Use of the Library, or Health Education; and one credit each term in physical education. Please note that these are just suggestions and not mandatory.

Admission as a Journalism Major

Juniors and seniors are accepted as majors in journalism. All students who want to become journalism majors, including prejournalism students, who have completed the sophomore year (90 credit hours), must apply for admission to the School of Journalism on special forms obtainable from the school office. Applications, including transcripts, must be submitted not later than one month prior to the beginning of the term for which admission is sought.

To be eligible for admission as a major, the student must have fulfilled the following requirements.

(1) Completed 90 or more credit hours of work.

(2) Substantially satisfied the lower-division requirements of the University.

(3) Attained a cumulative grade point average of at least 2.50 (each credit-hour of A counts as 4 points; a B, 3 points; a C, 2 points; a D, 1 point; Fs, Ns, and NPs count as 0 points).

(4) Completed with credit Journalistic Writing, J 250. A student must make an acceptable score on the Cooperative English Test and on the School of Journalism Typing Test to be admitted to J 250. These tests must be passed prior to the term in which J 250 is taken. Both tests are given each term (except summer), and J 250 is waived if the CET score is high enough.

Since students transferring from other colleges will not have had the opportunity to fulfill requirement (4), they begin their professional studies as prejournalism students. When admitted to the University as prejournalism

students by the Office of Admissions, they should see the School of Journalism for adviser assignment.

Transfer Students

Transfer students from other institutions who want to become prejournalism students must apply through the Office of Admissions. Admissions officers, counselors, and transfer students will be guided by the *Transfer Credit Policy* statement of the School of Journalism (below). This policy statement is furnished to all institutions in Oregon as part of the *Transfer Curricula Recommended by the State System Committee on Community Colleges for Oregon Community Colleges*, issued by the Office of Academic Affairs, Oregon State System of Higher Education.

Transfer Credit Policy Statement

The School of Journalism endorses the *Transfer Curricula Recommended by the State System Committee on Community Colleges for Oregon Community Colleges*, and calls specific attention to the transfer curriculum for journalism as listed in that document.

The School of Journalism policy on acceptance of transfer credit is as follows.

(1) The school will accept for credit and for the fulfillment of its course requirements those courses satisfactorily completed at other schools of journalism offering sequences accredited by the ACEJ. However, this acceptance does not waive the requirement of the number of credit hours to be earned at the University of Oregon School of Journalism.

(2) The school will accept for journalism credit those courses taken and satisfactorily completed at institutions whose sequences are *not* accredited by the ACEJ; such journalism credit will be included in the 50-credit-hour limit, but may not be used to meet specific course requirements. Students who want to use course work taken at another institution to meet prerequisites for School of Journalism courses may apply to take waiver examinations.

(3) The school will accept for general journalism credit those courses taken for credit at other institutions for work on student publications, student radio and television stations, student magazines, or for commercial, nonacademic media, but such credit may not be used to meet specific course requirements of the School of Journalism, and no more than three such credits may be counted in the requirement of 30 upper-

division hours. Transfer students who present such credits may find themselves disadvantaged in the number of hours they are permitted to take in the School of Journalism to keep within the 50-hour limit.

(4) The school will accept for credit, for meeting specific course requirements, and for meeting requirements for certification for secondary school teaching, courses taken through Continuing Education when the faculty member teaching such courses is a member of the faculty of the School of Journalism or whose appointment as instructor of the CE courses has been approved by the faculty of the School of Journalism.

Students who want advice on admission to the School of Journalism should consult the Undergraduate Affairs Committee.

Summary of Admission Requirements

Freshmen and Sophomores. No special requirements. Students should be advised that proficiency in the use of the typewriter is essential.

Juniors and Seniors. All students must submit a special application form accompanied by transcript, to the School of Journalism. To be eligible for admission as a major, the student must have (1) completed 90 or more credit hours of work; (2) substantially satisfied the lower-division requirements of the University; (3) attained a cumulative grade point average of at least 2.50 (each credit hour of A counts as 4 points; a B, 3 points; a C, 2 points; a D, 1 point; Fs, Ns, and NPs count as 0 points); (4) completed, with credit, Journalistic Writing, J 250, or passed the Cooperative English Test with a score that is sufficient to waive J 250.

Requirements for Graduation

In addition to meeting University requirements for the degree of Bachelor of Arts or Bachelor of Science, a student seeking such a degree with a major in journalism must meet the following requirements.

(1) Satisfactorily complete at least 36 hours in journalism courses, of which at least 30 hours must be in upper-division courses, and at least 27 hours must be taken at this school.

(2) Satisfactorily complete at least 136 credit hours in disciplines other than journalism, especially in the liberal arts. This means that a student who earns the baccalaureate degree with a

total of exactly 186 credit hours will have no more than 50 credit hours in journalism, including transfer credits. If a student elects to take more than 50 hours in journalism, he or she must earn correspondingly more than 186 total hours for graduation.

(3) Satisfactorily complete at least two courses from the group of writing courses specified by the School of Journalism faculty.

(4) Satisfactorily complete at least two courses from this group: Law of the Press, History of Journalism, and Journalism and Public Opinion.

(5) Earn a cumulative University of Oregon grade point average of 2.50 or better.

(6) Earn a total of no more than 3 credit hours for J 408, Internship.

Liberal Arts Courses

In its requirements for an undergraduate major, the School of Journalism places strong emphasis on courses that will provide a broad liberal education. To satisfy the school's graduation requirements, each student majoring in journalism must complete the following course work in liberal arts disciplines: (1) six courses of at least three credits each in literature (not including courses dealing primarily with film); (2) three courses of at least three credits each in history; (3) three courses of at least three credits each in economics; (4) three additional blocks of courses, each block consisting of at least nine related credit hours, from among these areas: anthropology, economics, geography, history, mathematics, philosophy, political science, psychology, religion, science, or sociology. (Courses numbered 199, 200 SEARCH, 400 SEARCH, 400-406, or 408-410 may not be used to fulfill these requirements.)

Journalism Courses

In consultation with an adviser, a journalism major selects professional courses that will provide a measure of concentration in a special field of journalism. Suggested courses are as follows:

Advertising. Principles of Advertising (J 341); Advertising Copy Writing (J 446); Advertising Media (J 441); Advertising Campaigns (J 444); Advertising Layout (J 447); Law of the Press (J 485); courses selected from the following: Advertising Research (J 448), Advertising Agencies and Departments (J 445), International Advertising (J 443), Production for Publication (J 321), Marketing Systems (Mkt 311),

Television Workshop (Tc 344), Principles of Public Relations (J 459).

News-Editorial. Photojournalism (J 336); Reporting I (J 361); Newspaper Editing (J 464); Reporting II (J 462); Law of the Press (J 485); History of Journalism (J 487); courses selected from the following: Production for Publication (J 321), Magazine Article Writing I and II (J 468, 469), Community and Daily Newspaper Management (J 421), Journalism and Contemporary Affairs (J 495); The Journalistic Interview (J 463).

Newspaper Management. Production for Publication (J 321); Principles of Advertising (J 341); Reporting I (J 361); Newspaper Editing (J 464); Community and Daily Newspaper Management (J 421); Law of the Press (J 485); courses selected from the following: Reporting II (J 462), Advertising Copy Writing (J 446), Advertising Layout (J 447), Marketing Systems (Mktg 311), Management and Organizational Behavior (Mgmt 321), Introduction to Accounting (Actg 221).

Radio-Television Journalism. Radio-Television News I and II (J 431, 432); Advanced Radio News (J 433); Advanced Television News (J 434); courses selected from the following: Seminar: Radio-Television Station Management (J 407), Radio-Television Problems (J 407), Reporting I and II (J 361, J 462), Principles of Advertising (J 341), Advertising Media (J 441), International Journalism (J 491), Radio and Television Script Writing (Tc 347), Concept in Visual Production (Tc 444), Television Direction (Tc 445), Radio-Television Programming (Tc 446), Elementary Television Workshop (Tc 344).

Magazine Journalism. Production for Publication (J 321), Reporting I (J 361), The Journalistic Interview (J 463), Magazine Article Writing I and II (J 468, 469), Magazine Editing (J 470), Magazine Design and Production (J 471), Writing the Non-fiction Book (J 507); courses selected from the following: Photojournalism (J 336), Principles of Advertising (J 341), Newspaper Editing (J 464), Advertising Copy Writing (J 446), Advertising Layout (J 447), Principles of Public Relations (J 459), Law of the Press (J 485).

Public Relations. Principles of Public Relations (J 459); Public Relations Writing (J 465); Public Relations Problems (J 483); Reporting I (J 361); Law of the Press (J 485); Public Relations Internship (J 408);

courses selected from the following : Production for Publication (J 321), Principles of Advertising (J 341), Magazine Article Writing I (J 468), Magazine Editing (J 470), Photojournalism (J 336), Advertising Copy Writing (J 446), Magazine Design and Production (J 471), Journalism and Public Opinion (J 494), Television Workshop (Tc 344).

Policy on SEARCH Courses

In addition to University requirements, the School of Journalism requires that a SEARCH course be approved by a majority of the voting faculty after the faculty has studied the course syllabus and has questioned the proposed instructor. The syllabus must include the course outline and bibliography. A SEARCH course that includes work on a student publication must also involve academic investigation of a body of knowledge germane to the subject of the course.

Grading Policies

Grade Option. All courses regularly offered in the school will be available on a graded or a pass-no-pass basis, except those specifically designated in the catalog and the time schedules as "graded only" or "nongraded only."

For courses taken for undergraduate credit a grade of "pass" is understood to mean work performed at the C level or better. For courses taken for graduate credit, "pass" means work at the level of B or better.

Undergraduate majors will receive credit toward the satisfaction of degree requirements for no more than three nongraded journalism courses for which grading is optional. Graduate majors will receive no credit satisfying degree requirements if the nongraded option is selected for a journalism course. Graduate majors will receive credit toward satisfaction of degree requirements for no more than six hours of nongraded work in any other University courses where the basis of grading is optional.

Grade of D. Credits earned with the grade of D, regardless of discipline, are acceptable in meeting graduation requirements. The student should realize, however, that such grades make it difficult to maintain the required cumulative grade average of 2.50 or better.

Secondary School Teaching

The School of Journalism offers work to prepare persons to teach journalism in the public secondary schools. Certification as an Oregon secondary teacher

with a journalism endorsement requires satisfactory completion of a program of teacher preparation that includes subject matter preparation in the teaching specialty and in professional education, plus recommendation of the institution in which the preparation is completed. Endorsement in a second discipline is also required. The School of Journalism offers work toward basic and standard Oregon certification. For additional information regarding requirements for the journalism endorsement, a student should consult the departmental endorsement adviser for teacher education.

To meet the state standards in journalism and the requirements for recommendation by the University of Oregon School of Journalism, the student should complete the following program :

Basic Endorsement

J 224, Mass Media and Society ; J 250, Journalistic Writing ; J 321, Production for Publication ; J 336, Photojournalism ; J 341, Principles of Advertising ; J 361, Reporting I ; J 464G, Newspaper Editing ; J 485G, Law of the Press.

Standard Endorsement

For specific information regarding requirements, a student should talk with the School of Journalism endorsement adviser for teacher education and with the staff of the Office of Secondary Education in the College of Education.

Graduate Studies

The School of Journalism offers work leading to the Master of Arts and Master of Science degrees. Programs include news-editorial journalism, advertising and public relations, broadcasting, and communication research.

Admission Requirements

An applicant for admission to graduate study in the School of Journalism must be a graduate of an accredited four-year college or university, must have an undergraduate grade point average of at least 3.00 (B), and must submit scores on the Graduate Record Examination.

Students may be conditionally admitted for graduate study if they can offer evidence that a graduate course of study will be pursued successfully.

Such evidence should include scores on the Graduate Record Examination and a grade point average exceeding 3.00 earned during the last two years of undergraduate studies. Men or women who have substantial experience in any

of the fields of journalism may offer such experience, with the approval of the faculty, in lieu of the above requirements for conditional admittance.

Advising

An adviser will be appointed for each graduate student in the school by the dean upon recommendation of the Faculty Committee on Graduate Study.

Requirements for Graduation

Candidates for the master's degree must earn at least 45 hours of graduate credit, with a cumulative grade point average of above 3.00. Courses that do not carry graduate credit are not considered in determining the graduate student's grade point average.

Degree Options

A candidate for the master's degree in journalism has the following three options in fulfilling the requirement of a minimum of 45 graduate credit hours.

(1) 36 credit hours plus an acceptable thesis for which 9 credit hours will be awarded. This option is suggested for students with undergraduate majors in journalism and for those with strong interests in historical, legal, or communication research.

(2) 36 or more credit hours plus an acceptable terminal project for which up to 9 credit hours will be awarded. This option is suggested for students with strong professional interests in a specific area of the curriculum of the School of Journalism.

(3) 45 credit hours. This option is suggested for students with undergraduate majors in disciplines other than journalism who want broad and comprehensive understanding of the field obtainable through the curriculum of the school.

Each student who chooses option (1) or (2) will be assigned to a faculty member who will supervise the research and writing of the thesis or terminal project. A topic for the thesis or terminal project must be approved by the assigned faculty member before the work is undertaken. A student should register for credit under the appropriate number (J 503 for thesis or J 509 for terminal project) during the terms in which the research and writing are done.

A student whose undergraduate program did not include the following courses or their equivalent must take them, either before taking graduate courses or concurrently with graduate courses : Principles of Advertising (J 341), 3 credit hours ; Reporting I (J 361), 4 credit hours, or Journalistic

Writing (J 250), 3 credit hours. These are not graduate-level courses and therefore do not provide credits toward the 45 credit hours required for the master's degree. Thus, the total degree program for students with limited undergraduate work in the field may include up to 52 credit hours, and typically may require four or five terms for completion.

All graduate students should expect to be assigned extra work in any undergraduate course they may take. This is usually a term paper not required of undergraduates in the course.

Of the 45 graduate-level credit hours required for completion of degree requirements, at least 30 must be in journalism courses. Students who have not taken undergraduate programs in journalism, and who do not have professional experience in the field, may elect to take up to 45 credits in graduate-level journalism courses. Nonjournalism courses taken must constitute an integrated program of work in a single area or in closely-related areas. Scattered work in a variety of areas will not be acceptable.

Graduate students will receive no credit toward satisfaction of degree requirements for courses carrying journalism credit taken on a nongraded basis when the basis of grading is optional. Graduate students will receive credit toward satisfaction of degree requirements for no more than 6 hours of nongraded work in any other University courses where the basis of grading is optional. Course programs for graduate students are usually planned individually, through consultation with the student's adviser.

Specific Required Course Work

Students intending to complete requirements for an advanced degree must include at least three of the following courses in their program (or present evidence that they have previously completed such courses or their equivalent): Law of the Press (J 485), 3 credit hours; History of Journalism (J 487), 3 credit hours; Public Opinion and Propaganda (J 514), 3 credit hours; Theories of Mass Communication (J 513), 3 credit hours.

All master's degree programs must include the following courses.

- (1) Three journalism courses or seminars numbered at the 500 level.
- (2) At least two graduate-credit courses in journalistic writing from the following group.

Radio-Television News II (J 432), 3 credit hours; Advanced Radio News (J 433), 3 credit hours; Advanced Television News (J 434), 3 credit hours; Advertising Copy Writing (J 446), 4 credit hours; Reporting II (J 462), 5 credit hours; Public Relations Writing (J 465), 4 credit hours; Magazine Article Writing I (J 468), 3 credit hours; Magazine Article Writing II (J 469), 3 credit hours; Writing the Nonfiction Book (J 507), 3 credit hours; Advertising Message Strategy (J 546), 3 credit hours; Editorial Writing (J 564), 3 credit hours.

Degree candidates who are preparing theses should obtain from the Graduate School office a pamphlet describing the appropriate form and style of the thesis.

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. *Each student is responsible for completing all formalities sufficiently in advance of the deadline.*

Special Examinations

Each applicant for admission to graduate study must take the Graduate Record Examination. A foreign applicant whose native language is not English must also take the Test of English as a Foreign Language. Upon receipt of examination scores and of transcripts for all college work undertaken, the graduate affairs committee of the School of Journalism will consider the application.

Evaluation of Progress

All graduate students' programs are examined by the faculty of the school 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 credit hours of graduate study.
- (2) Students not advanced to candidacy at this evaluation will be given written notice but may be allowed to continue course work until the completion of 24 credit hours of graduate study. At that time a final decision regarding advancement to candidacy will be made.
- (3) To be advanced to candidacy a student must have completed at least 12

credit hours of graduate study with a grade average of more than 3.00. At least nine of those hours must be in journalism, including at least two of the following courses: J 513, J 514, J 485, J 487.

(4) In the term in which the student completes all other requirements for the degree, he or she will take a final oral examination. If the student has written a thesis or terminal project, the examination will be given by that student's thesis or project committee. If the student has not written a thesis or project, the examination will be given by two members of the School of Journalism faculty assigned by the dean.

Candidates for the M.A. degree must have completed work in a foreign language through the second year of college, or must pass an examination demonstrating equivalent mastery. Candidates for the M.S. degree need not fulfill this requirement.

Foreign Students

Foreign students beginning graduate work at the School of Journalism should plan to spend some time taking basic courses that do not carry graduate credit before embarking on graduate-level courses.

A firm mastery of English, including American mass-communications idiom, is necessary for success in professional courses at the graduate level. Foreign students who lack such a mastery find themselves severely handicapped, and should plan to spend five or more terms in residence.

General Information

Facilities

The School of Journalism is housed in Eric W. Allen Hall, named in memory of the first dean of the School of Journalism. Fully equipped laboratories are provided for newswriting, editing, advertising, radio-television news, and photography. Current files of newspapers and trade publications are maintained in the George S. Turnbull Memorial Reading Room, and the University Library has an excellent collection of the literature of mass communications. The School of Journalism receives the regular newspaper teletypesetter monitor services of the Associated Press. The Eric W. Allen Seminar Room, furnished by

contributions from friends and alumni of the school, is a center for meetings of groups.

The Oregon Newspaper Publishers Association and the Oregon Association of Broadcasters cooperate with the school and the University Career Planning and Placement Service in providing journalism seminars and student placement services for journalism graduates. The Oregon Scholastic Press has its headquarters in Allen Hall.

Student Loan Funds

The interest from a \$15,000 endowment fund, bequeathed to the University by the late Mrs. C. S. Jackson, widow of the founder of the *Oregon Journal*, provides loans to men students majoring in journalism.

The Arthur and Marian Rudd Loan Fund, established by a gift to the school from an alumnus, provides loans to men or women students majoring in journalism.

A fund established by Zeta chapter of Gamma Alpha Chi, professional society for women in advertising, provides loans for women students majoring in journalism.

Scholarships and Fellowships

A number of scholarships, ranging from \$1,800 to \$250 are available to journalism students. A folder describing these scholarships may be obtained from the school.

A limited number of graduate teaching fellowships, carrying stipends ranging from \$1,892 to \$4,033 for nine months, are also available. Graduate teaching fellows also receive waivers of tuition in accordance with the regulations of the Graduate School. Details are available from the dean of the School of Journalism or the chairman of the school's graduate committee.

Courses Offered

General Journalism: Undergraduate Courses

J 200. SEARCH. Credit hours to be arranged.

J 224. The Mass Media and Society. 3 credit hours. Recommended for prejournalism majors; open to nonmajors. Description and analysis of the various media of mass communication and their effects on society. Nelson, McDonald, Kessler.

J 250. Journalistic Writing. 3 credit hours. Introduction to journalistic practices associated with gathering information, taking notes, interviewing, writing for various mass media audiences. Review of grammar, spelling, sentence structure, punctuation. Lectures and laboratories. Students must pass the Cooperative English Test and the School of Journalism

typing test to be eligible to take this course. Required for admission to School of Journalism with major standing; open to nonmajors. Hart, McDonald, Kessler.

J 321. Production for Publication. 3 credit hours. The production of news-editorial and advertising material into publications. Printing processes and machinery; typography and composition methods; technical aspects of letterpress printing and photo-engraving, photo-offset, gravure, and silk-screen process; paper, ink, and color. Metzler.

J 336. Photojournalism. 3 credit hours. News photography: subjects, composition, editorial requirements. Press cameras and darkroom techniques. Documentaries and photo essays. Work of the news photographer. Trends in pictorial journalism. Student demand exceeds maximum enrollment. Consequently, last-term seniors and graduate students are given preference. McDonald.

J 400. SEARCH. Credit hours to be arranged.

J 401. Research. Credit hours to be arranged.

J 403. Thesis. Credit hours to be arranged.

J 405. Reading and Conference. Credit hours to be arranged. No-grade course.

J 406. Special Problems. Credit hours to be arranged. No-grade course.

J 409. Practicum: Teaching Methods. 1 to 3 credit hours. Active participation in the teaching program under faculty supervision. Consent of instructor is required. May be repeated to a total of 3 credit hours.

J 410. Experimental Course. Credit hours and topics to be arranged.

General Journalism: Upper-Division Courses Carrying Graduate Credit

J 407. Seminar. (G) Credit hours to be arranged.

J 408. Workshop: Internship. (G) 1-3 credit hours. Work experience, under faculty guidance, with an advertising agency, broadcasting station, magazine, newspaper, or public relations office. Consent of the dean required. May be repeated to a total of 3 credits.

J 455. Methods of Teaching Journalism. (G) 4 credit hours. The teacher's role in guiding student publications in secondary schools; methods of teaching journalism. Hartman.

J 463. The Journalistic Interview. (G) 3 credit hours. Reading, discussion, and laboratory exercises to aid nonfiction writers in the development of skills in gathering information through asking questions. Analysis of literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Metzler.

J 472. Caricature and Graphic Humor. (G) 3 credit hours. Appreciation and criticism of cartoons and comics used in the mass media; discussion of historical aspects; reviewing cartoon literature and collections; developing ideas for editorial cartoons, gag cartoons, comic strips and panels, illustrative cartoons. Drawing ability is useful but not vital to complete some of the assignments. Nelson.

J 485. Law of the Press. (G) 3 credit hours. The constitutional guarantee of freedom of the press; principal Supreme Court decisions; legal status of the press as a private business

and as a public utility; governmental activity toward improving the press; legal controls of publication; libel, right of privacy, copyright, contempt of court, censorship, and regulation of broadcasting. Hart, Abrams.

J 487. History of Journalism. (G) 3 credit hours. Study of the changing character of the mass media in the United States since colonial times. Emphasis on theories of the press and the relationship of the mass media to the society they have served. Halverson, Kessler.

J 491. International Journalism. (G) 3 credit hours. A survey of media of mass communication (press and broadcast systems) throughout the world: their structure, chief characteristics; historical background; differing fundamental concepts of their role and conflicting theories of control; international news services and foreign correspondence; major newspapers of the world; growth and attendant problems in the developing nations. May not be offered 1981-82.

J 494. Journalism and Public Opinion. (g) 3 credit hours. The formation, reinforcement, and change of opinions. The role of major social and political institutions, with emphasis upon the mass media of communications. Lemert.

J 495. Journalism and Contemporary Affairs. (G) 3 credit hours. Examination of current problems in journalism; evaluation of governmental and other public policies affecting the mass media; trends in mass communications. Prerequisite: senior standing. Hart.

Tc 444. Concepts in Visual Production. (G) 3 credit hours. The study of the processes by which ideas are transformed into visual language, through an analysis of various forms of visual representation.

General Journalism: Graduate Courses

J 501. Research in Journalism. Credit hours to be arranged.

J 502. Supervised College Teaching. 1-3 credit hours. May be repeated to a total of 3 credit hours.

J 503. Thesis. Credit hours to be arranged. No-grade course.

J 505. Reading and Conference. Credit hours to be arranged.

J 506. Special Problems. Credit hours to be arranged. No-grade course.

J 507. Seminar. Credit hours to be arranged. Photo Essay. History of Journalism. Legal Research for Journalists. Writing the Nonfiction Book.

J 509. Practicum. Credit hours to be arranged.

J 510. Experimental Course. Credit hours and topics to be arranged.

News-Editorial: Undergraduate Course

J 361. Reporting I. 4 credit hours. Basic training in news-gathering. Extensive writing under time pressure, including a variety of assignments—straight news, features, interviews, speeches. Typing ability required. Lectures, conferences, laboratory. Prerequisite: J 250. Hart, McDonald, Halverson, Rarick, Kessler.

News-Editorial: Upper-Division Courses Carrying Graduate Credit

J 421. Community and Daily Newspaper Management. (G) 4 credit hours. Survey of 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; week-long internship at a newspaper. Halverson, McDonald.

J 462. Reporting II. (G) 5 credit hours. Newspaper reporting of legislative and executive governmental bodies; political news and other special news areas; civil and criminal courts and appellate procedure. Prerequisite: J 361. Halverson, Hart.

J 464. Newspaper Editing. (G) 5 credit hours. Instruction and practice in copy-editing and headline-writing for the newspaper; emphasis on grammar and style. Instruction and practice in problems involved in evaluation, display, make-up and processing of written and pictorial news matter under time pressure. Lectures and laboratory. Prerequisite: J 361. Halverson.

News-Editorial: Graduate Course

J 564. Editorial Writing. 3 credit hours. 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; trends in the use of the opinion function.

Advertising: Undergraduate Course

J 341. Principles of Advertising. 3 credit hours. Advertising as a factor in the distributive process; the advertising agency; the campaign; the function of research and testing; the selection of media: newspaper, magazine, broadcasting, outdoor advertising, direct mail. Ewan, Winter, Unwin, Taber.

Advertising: Upper-Division Courses Carrying Graduate Credit

J 407. Seminar. Public Service Campaigns. (G) 3 credit hours. Prerequisite: J 441, J 446 or instructor's consent. Winter.

J 441. Advertising Media. (G) 4 credit hours. Evaluation of newspapers, magazines, radio, television, and outdoor media as vehicles for advertising; selling, planning, buying procedures; cost-efficiencies; demographic considerations related to marketing and advertising objectives; media department organization. Prerequisites: Junior standing and J 341. Ewan, Winter, Taber.

J 443. International Advertising. (G) 3 credit hours. Advertising developments, processes, and problems outside the United States. Includes study of international agencies, their structure and influence in

world marketing; analysis of foreign media systems; advertising activities and media use in Latin America, Europe, and the Far East. Prerequisite: J 341 or Mkt 311 or equivalent. Ewan.

J 444. Advertising Campaigns. (G) 4 credit hours. Students have opportunity to cultivate judgment through consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Prerequisite: J 341, J 441, J 446, J 447; senior standing. Winter.

J 445. Advertising Agencies and Departments. (G) 3 credit hours. Role of the advertising agency in the creation of advertising materials, marketing plans, and research; structure and function of the agency; client relations; merchandising; personnel; financial operations, legal problems. The company advertising department. Prerequisite: J 341, senior standing. Ewan.

J 446. Advertising Copy Writing. (G) 4 credit hours. Theory and practice in writing advertising copy. Study of style and structure with emphasis on persuasive writing. Lectures and laboratory. Prerequisite: J 250, J 341. Ewan, Winter, Unwin, Taber.

J 447. Advertising Layout. (G) 4 credit hours. Instruction and practice in graphic design for advertising. Work with type and illustrations. Consideration given to all media. Prerequisite: J 341. Ewan, Nelson, Unwin.

J 448. Advertising Research. (G) 3 credit hours. Application of standard survey methodology and behavioral science techniques to the determination of the effectiveness of print and broadcast advertising. Emphasis on means of determining the accomplishment of stated communications objectives in terms of pre- and post-testing advertising copy and in terms of measuring media efficiency. Special attention is afforded secondary research sources. Prerequisite: J 341, consent of instructor. Winter.

J 449. Advertising and Society. (G) 3 credit hours. Detailed discussion and reading in the socio-economics of advertising. Opportunity to survey the literature of advertising and treat the legal, ethical, and moral considerations incumbent in an advertising career. Prerequisite: senior or graduate standing, consent of instructor. Winter, Taber.

Advertising: Graduate Course

J 546. Advertising Message Strategy. 3 credit hours. Advanced theory and practice in concepts of advertising copy. Emphasis on the search for advertising ideas and their development into message strategy, visual and verbal, for a variety of advertising media. Lectures and laboratory develop variety in writing style for varied audiences. Prerequisite: J 446 or J 447 or equivalent. Winter.

Broadcasting: Undergraduate Courses

J 431. Radio-Television News I. 3 credit hours. Gathering and writing news for broadcast media. Emphasis on broadcast style, basic aspects of radio-television news-writing, and radio-news operations. Lectures,

individual conferences, and laboratory. Prerequisite: J 250. Nestvold, Mueller.

Tc 344. Television Workshop. 3 credit hours. Theory and practice of television broadcasting.

Tc 347. Radio-Television Script-Writing. 3 credit hours. Radio and television writing techniques including theory and practice in writing for major styles of continuity. Prerequisite: junior standing.

Broadcasting: Upper-Division Courses Carrying Graduate Credit

J 407. Seminar: Radio and Television Management. (G) 3 credit hours. Basic problems of managing radio and television stations, including management attitudes toward audiences, programming, pressure groups, the FCC and its regulations, CATV. Social, economic, and legal responsibilities of a broadcasting operation. Consent of instructor is required. Mueller.

J 407. Seminar: Radio-Television Problems. (G) 3 credit hours. Current problems, issues, and controversies in radio and television in the United States, including CATV, program origination, public-access channels; responsibility of broadcast news; political broadcasting and government regulations; fairness doctrine and broadcast editorializing; diversity theory; ratings and research. Consent of instructor is required. Nestvold. Not offered 1981-82.

J 432. Radio-Television News II. (G) 3 credit hours. Advanced aspects of the preparation, reporting, and broadcasting of radio-television news. Emphasis on television news-writing and reporting, the broadcast documentary, and interviewing. Lectures and laboratory. Prerequisite: J 431. Nestvold.

J 433. Advanced Radio News. (G) 3 credit hours. Special problems and opportunities for gathering, writing, editing, producing, and presenting news for radio broadcasting. Experience with campus radio facilities. Consent of instructor is required. Nestvold.

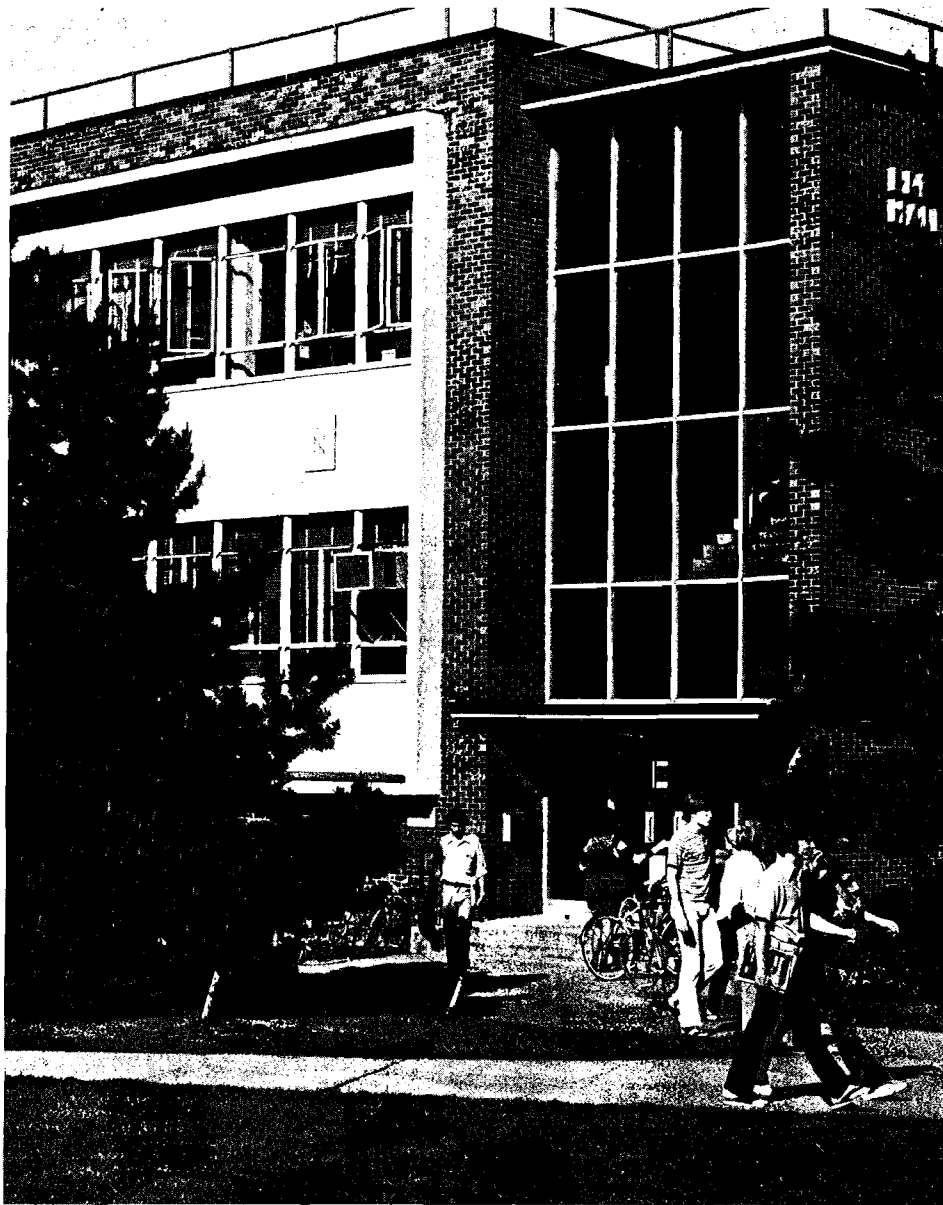
J 434. Advanced Television News. (G) 3 credit hours. Special problems and opportunities for gathering, writing, editing, taping, producing, and presenting the news for television broadcasting. Experience with campus television facilities. Consent of instructor is required. Nestvold.

Tc 445. Television Direction. (G) 3 credit hours. Theory and technique of television direction explored through group exercises and individual projects. Prerequisite: Tc 345.

Tc 446. Television Programming. (G) 3 credit hours. Analysis of values, trends, and procedures in broadcast programming schedules; problems in planning program structure to meet community and public service needs.

Magazine: Upper-Division Courses Carrying Graduate Credit

J 468. Magazine-Article Writing I. (G) 3 credit hours. Writing magazine feature articles; book and movie reviewing for the mass media; study of the problems of market-



ing magazine manuscripts. Prerequisite: J 250. Metzler, Nelson.

J 469. Magazine-Article Writing II. (G) 3 credit hours. Writing and marketing magazine articles. Individual conferences. Prerequisite: J 468. Metzler, Nelson.

J 470. Magazine Editing. (G) 4 credit hours. Survey and history of magazines; principles and problems of magazine editing; planning, content selection, manuscript revision, copy editing, caption and title writing; editorial responsibility. Lectures, exercises, and project; laboratory. Prerequisite: senior standing. J 321 strongly recommended. Metzler, Nelson.

J 471. Magazine Design and Production. (G) 3 credit hours. Role of the magazine editor in working with art directors in publication work. Survey of problems in designing covers, pages, and spreads for magazines; selecting type faces; using display typography and art to increase the effectiveness of the written word; preparing copy and art for publication. Consent of instructor is required. Nelson, Kessler.

Public Relations: Undergraduate Course

J 459. Principles of Public Relations. 3 credit hours. Theory and practice of public relations as viewed by business, government, and civic and public service organizations; study of mass media as publicity channels; role of the public relations practitioner; public relations departments and agencies. Open to nonmajors. Ewan, Unwin.

Public Relations: Upper-Division Courses Carrying Graduate Credit

J 465. Public Relations Writing. (G) 4 credit hours. Preparation of press conferences, press kits, and news releases; institutional advertising copy, executive speeches, dissemination of publicity material through the broadcasting media. Prerequisite: J 250, J 361, J 459. Ewan.

J 483. Public Relations Problems. (G) 3 credit hours. Use of research, decision processes, and program design in the solution of public-relations problems. Application of principles and techniques in the public relations programs of profit and nonprofit institutions. Role of the mass media of communication in such programs. Ethics of public relations. Prerequisite: J 459. Ewan.

Public Relations: Graduate Courses

J 507. Seminar: Public Relations in Higher Education. 2-3 credit hours. Theory and techniques in achieving appropriate relationships with the various publics of institutions of higher education through interpersonal and mass communications. Primarily designed for advanced-degree candidates interested in college and university communications. Open to nonmajors with instructor's consent. A no-grade course. Ewan. Not offered 1981-82.

J 520. Public Relations Planning and Administration. 3 credit hours. Intended for graduate students in business, education, public affairs, recreation management, etc., as well as journalism majors. Each student constructs a comprehensive public relations plan in his or her field of study. Course assumes no previous academic work in public relations. Ewan.

Communication Research: Graduate Courses

J 512. Communication Research Methods. 3 credit hours. Selection and planning of research studies; class does research project together, with instruction in appropriate methodology and basic statistical analysis. A beginning course in graduate research. Lemert, Rarick.

J 513. Theories of Mass Communication. 3 credit hours. The communication process; audiences of the mass media; media competition; attitudes of communicators; functions and dysfunctions of media activities. Lemert, Rarick, Hart.

J 514. Public Opinion and Propaganda. 3 credit hours. Analysis of research literature, with emphasis upon finding analogues for research findings in decisions and choices made by mass media decision-makers. Research in attitude change processes, and source, message, channel, and receiver variables in the mass-communication process. Prerequisite: J 513. Lemert, Hart, Rarick.

J 515. Approaches to Media Evaluation. 3 credit hours. Traditional, humanistic, "social responsibility" approach compared with empirical approach to analysis and criticism of media performance and professional norms. Advantages and disadvantages of each approach as applied to specific cases. Open to undergraduates by consent of instructor. Lemert.

J 516. Journalists' Attitudes and Performance. 3 credit hours. Effects of personal and journalistic craft attitudes on the performance of reporters and editors. Objectivity norms and other traditions of journalism; their consequences for news media audiences and for the adequacy of media performance. Open to undergraduates by consent of instructor. Lemert.

Labor Education and Research Center

Faculty

Emory F. Via, Director and Professor. B.A., Emory, 1946; M.A., 1956, Ph.D., 1964, Chicago.

Steven Deutsch, Professor of Sociology. B.A., Oberlin, 1958; M.A., 1959, Ph.D., 1964, Michigan State.

James J. Gallagher, Associate Professor of Labor Education. B.A., 1961, California, Berkeley.

Richard E. Ginnold, Associate Professor and Coordinator of Occupational Safety and Health Project. B.A., 1960, M.A., 1962, Washington State; Ph.D., 1976, Wisconsin.

Deborah S. Green, Assistant Professor, Occupational Safety and Health Project. B.A., 1975, Macalester; M.S., 1979, Harvard.

Steve Hecker, Assistant Professor, Occupational Safety and Health Project. B.A., 1972, Yale; M.S.P.H., 1981, Washington.

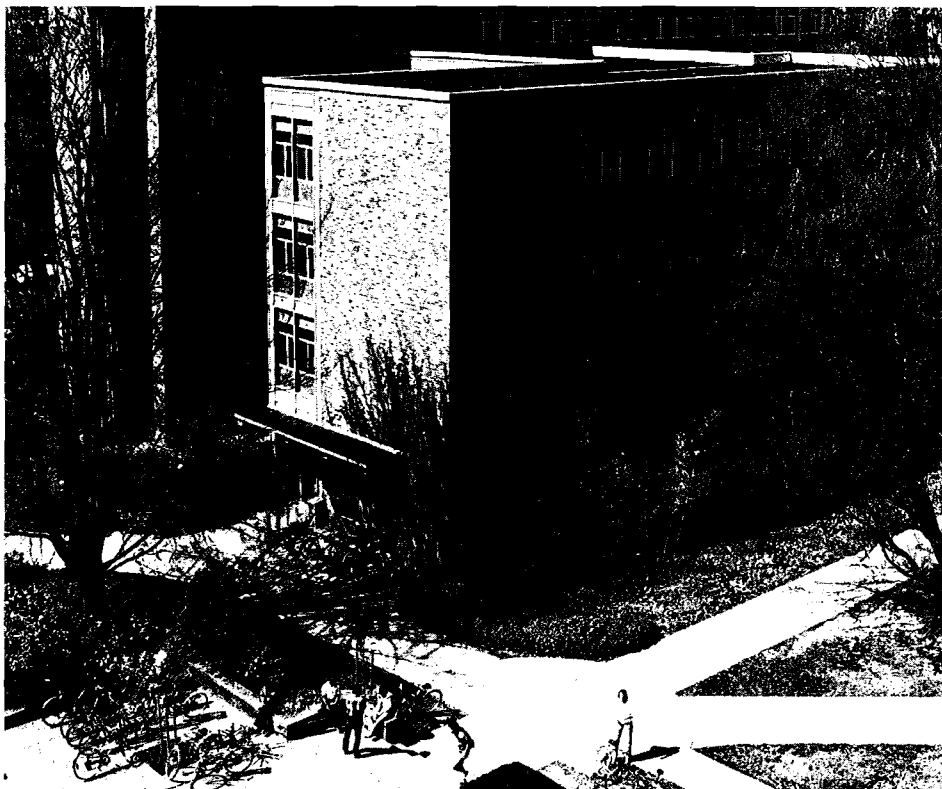
Leila Wrathall, Instructor. B.A., 1976, California, Santa Barbara; M.L.I.R., 1979, Michigan State.

The Labor Education and Research Center was established by the Oregon Legislative Assembly, acting on the recommendation of the State Board of Higher Education, in July 1977. It is the only such center west of Denver and north of Berkeley. The University's program is part of a trend establishing such centers on the campuses of major universities in other sections of the country.

The purpose of the center is to serve the needs of working men and women in Oregon on a statewide extension basis.

Close contact with labor's needs is maintained through the center's advisory committee of 26 representatives of statewide and national unions and employee associations. The committee meets regularly to advise the center on all aspects of its operation.

Short courses, workshops, seminars, and conferences are offered by the center throughout the state. Subjects include basic unionism, labor history, arbitration, American political system, collective bargaining, grievance handling, protective labor legislation, impact of technological change, affirma-



tive action, labor law, job safety and health, local union administration, and communication skills.

The center also provides opportunities for union leadership summer schools held at the University.

Research is an essential part of the role of the Labor Education and Research Center to generate knowledge about the problems of working people. Research programs are shaped in discussions with unions, employee associations, and workers themselves. Three areas are expected to be paramount: 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.

The center is a member of the University and College Labor Education Association and the Pacific Northwest Labor History Association.

A degree in labor studies is not available. However, academic credit for workers participating in programs and for full-time students may be arranged, especially through cooperation with the office of Continuing Education and the Summer Session office. Six courses are available directly through the center, but are limited to individual students who have made acceptable arrangements for such study with individual members of the center's faculty; arrangements are subject to the approval of the director.

The available courses are LERC 401 Research (g), LERC 405 Reading and Conference (g), LERC 406 Supervised Field Study (g), LERC 407 Seminar (g), LERC 408 Workshop (g), and LERC 410 Experimental Course (g). Credit hours are to be arranged for each class.

Inquiries about the Labor Education and Research Center's program may be addressed to 154 Prince Lucien Campbell Hall, University of Oregon, Eugene, Oregon 97403. Telephone is (503) 686-5054.

School of Law

Faculty

Derrick A. Bell, Jr., LL.B., Dean, Professor (constitutional law, constitutional law and minority issues, legal process, race, racism and American law). A.B., 1952, Duquesne; LL.B., 1957, Pittsburgh (associate editor-in-chief, *Pittsburgh Law Review*); District of Columbia bar, 1957; Pennsylvania bar, 1960; New York bar, 1966; California bar, 1969.

C. Edwin Baker, J.D., Professor (constitutional law, jurisprudence, legislative and administrative processes, law and economics). B.A., Stanford, 1969; J.D., Yale, 1972; Oregon bar, 1979. (On leave, 1981-82.)

Wendell M. Basye, J.D., Professor (business planning, estate and gift taxes, estate planning, federal income tax, partnerships and corporations). A.B., Nebraska, 1941; J.D., Virginia, 1947; West Virginia bar, 1948.

John E. Bonine, LL.B., Associate Professor (environmental law, pollution control law, legislative and administrative processes). A.B., Stanford, 1966; LL.B., Yale, 1969; California bar, 1970; Oregon bar, 1977.

Donald W. Brodie, LL.B., Professor (administrative law, labor law, regulated industries). B.A., Washington, 1958; LL.B., New York University, 1961; Washington bar, 1961.

Chapin D. Clark, LL.M., Professor (water resources law, legal profession, property). A.B., 1952, LL.B., 1954, Kansas; LL.M., Columbia, 1959; Kansas bar, 1954, Oregon bar 1965. Dean, School of Law, 1975-80.

Douglas Donoho, J.D., Instructor (legal research and writing). B.A., 1977, Kalamazoo College; J.D., 1981, Rutgers (articles editor, *Rutgers Law Journal*).

Susan P. Emerick, J.D., Instructor (legal research and writing). B.A., 1968, Indiana; M.S., 1977, Portland State; J.D., *cum laude*, 1980, Northwestern School of Law, Lewis & Clark (form and style editor, *Environmental Law*). Oregon bar, 1980.

Caroline Forell, J.D., Assistant Dean and Assistant Professor (family law, trial practice laboratory, trusts and estates). B.A., 1973; J.D., 1978, Iowa (Coif) (member, *Iowa Law Review*).

Linda S. Greene, J.D., Associate Professor (civil procedure, constitutional law, employment discrimination). B.A., California State University, Long Beach, 1970; J.D., California, Berkeley, 1974; California bar.

Douglas A. Haldane, LL.M., Assistant Dean and Assistant Professor (trial practice laboratory). B.A., 1967, J.D., 1970, Texas; LL.M., Harvard, 1976; Oregon bar, 1970.

Richard G. Hildreth, J.D., Professor (coastal law, property, real estate transactions). B.S.E., 1965, Michigan College of Engineering; J.D., 1968, Michigan (Coif); Diploma in Law, 1969, Oxford; Diploma in Law, 1973, Stockholm; California bar, 1969.

Jon L. Jacobson, J.D., Professor (commercial law, contracts, international law, ocean resources). B.A., 1961, J.D., 1963, Iowa (Coif); California bar, 1964.

Laird Kirkpatrick, J.D., Professor (civil practice clinical program, civil rights litigation, evidence, Oregon practice and procedure). A.B., *cum laude*, Harvard, 1965; J.D., Oregon (Coif), 1968; Oregon bar, 1968. Acting Dean, School of Law, fall semester, 1980. (On leave, spring semester 1982.)

Frank R. Lacy, J.S.D., Professor (civil procedure, creditors rights, Oregon practice and procedure, restitution and equitable remedies). A.B., Harvard, 1946; J.D., Iowa (Coif), 1948; LL.M., 1958, J.S.D., 1971, New York University; Iowa bar, 1948, Oregon bar, 1949. (On leave 1981-82.)

Mary S. Lawrence, J.D., Assistant Professor and Supervisor, Legal Research and Writing Program (legal research and writing). B.A., 1960, M.A., 1962, Michigan State; J.D., Oregon, 1977; Oregon bar, 1977.

Fredric R. Merrill, J.D., Professor (civil procedure, federal courts, legal

profession). B.A., 1959, J.D., 1961, Michigan; Oregon bar, 1962.

Ralph James Mooney, J.D., Associate Professor (American legal history, commercial law, contracts). B.A., Harvard, 1965; J.D., Michigan (Coif), 1968; California bar, 1968.

Peter A. Ozanne, J.D., Assistant Professor (criminal defense clinic, criminal law, trial practice laboratory). B.A., Washington, 1967; J.D., Stanford, 1971; California bar, 1971, Oregon bar, 1974.

George M. Platt, LL.B., Professor (local government law, secured land transactions, urban development problems, urban land-use law). B.S., 1948, LL.B., 1956, Illinois; Illinois bar, 1956.

William D. Randolph, J.D., Professor (business planning, corporate reorganization, partnerships and corporations, securities regulation). B.S., 1948, J.D. (with honors), 1950, Illinois (Coif); Illinois bar, 1950, California bar, 1962.

Carol Sanger, J.D., Assistant Professor (contracts, family law). B.A., Wellesley College, 1970; J.D., Michigan, *cum laude*, 1976; California bar, 1976. (On leave 1981-82.)

Eugene F. Scoles, J.S.D., Distinguished Professor (conflict of laws, trusts and estates, legal profession). A.B., 1943, J.D., 1945, Iowa (Coif); LL.M., Harvard, 1949; J.S.D., Columbia, 1955; Dean, School of Law, 1968-74. Iowa bar, 1945, Illinois bar, 1946. (On leave, spring 1982.)

Michael R. Sobol, J.D., Instructor (legal research and writing, moot court workshop, restitution and equitable remedies, trial practice laboratory). A.B., 1974, Brown; J.D., 1978, Boston; Massachusetts bar, 1978, New Jersey bar, 1979.

Peter N. Swan, LL.B., Professor (admiralty, antitrust law, conflict of laws, law and social science, torts). B.S., 1958, LL.B., 1961, Stanford; California bar, 1962, United States Supreme Court bar, 1967, Oregon bar, 1979.

Terence Thatcher, LL.M., Assistant Professor. B.A., Pomona College, Claremont, 1971; J.D., Yale, 1977;

L.L.M., Georgetown, 1978; Washington bar, 1978.

Dominick R. Vetri, J.D., Professor (copyrights, federal courts, torts). B.S.M.E., New Jersey Institute of Technology, 1960; J.D., Pennsylvania (Coif), 1964; New Jersey bar, 1965, Oregon bar, 1977.

Wayne T. Westling, J.D., Professor (administration of criminal justice, torts, trial practice laboratory). A.B., 1965, Occidental College; J.D., 1968, New York. Professor, California Western Law School. California bar, 1969, United States Supreme Court, 1972, Cheyon bar, 1981.

Charles F. Wilkinson, L.L.B., Professor (administrative law, public land law, Indian law). B.A., Denison University, 1963; L.L.B., Stanford, 1966; Arizona bar, 1967, California bar, 1969, Oregon bar, 1977. (On leave, 1981-82).

The University of Oregon School of Law, established in 1884 in Portland, was moved to Eugene in 1915 and reorganized as a regular division of the University. The school was admitted to the Association of American Law Schools in 1919, and the standards of the school were approved by the American Bar Association in 1923.

The Law Library has shelf space for 120,000 books and is designed to permit expansion. Spacious reading rooms and numerous individual study carrels are available for student use. The holdings of the Law Library exceed 100,000 volumes, including 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 statute law, and standard legal digests and encyclopedias. The periodical collection includes 650 legal journals. An excellent collection of publications relating to Oregon territorial and state law includes an extensive file of Oregon Supreme Court briefs.

The three-story Law Center, a new building completed in September, 1970, houses the School of Law. The Law Center will accommodate 500 students and thirty faculty members. Modern classrooms, seminar rooms, and a courtroom with videotape facilities are provided; student facilities include a student bar association office, lounge, typing room, locker room, and offices for the editorial board of the *Oregon Law Review*.

Degrees and Curriculum

The School of Law offers a professional curriculum leading to the Doctor of Jurisprudence degree.

Degree Requirements

Students who have been admitted to the School of Law, who have completed courses in law aggregating 85 semester hours of satisfactory credit, and who have otherwise satisfied the requirements of the University and the School of Law, will be granted the degree of Doctor of Jurisprudence (J.D.), provided that they have met the following requirements.

(1) Obtain (at least two years before completing work for the J.D. degree) the Bachelor of Arts, Bachelor of Science, or an equivalent degree from this University or some other institution of recognized collegiate rank.

(2) Have been a full-time law student at the School of Law for at least ninety weeks or the equivalent.

(3) Comply with such other requirements as may from time to time be imposed.

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 hours by successfully completing graduate-level courses or seminars in the University of Oregon relevant to their program of legal studies, if such courses or seminars are approved by the dean of the School of Law in consultation with the School of Law curriculum committee.

A total of three years of full-time resident professional study in the University of Oregon School of Law or another law school of recognized standing is required for the J.D. degree. Except in unusual circumstances, the last two years must be in residence at the University of Oregon School of Law. (See also the admission requirements for transfer applicants and visiting students.)

The curriculum of the School of Law 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. In order to stimulate involvement in classroom discussion, every effort is made to assure first-year students of at least one class with an enrollment limit of twenty-five students.

All second- and third-year courses are elective except Legal Profession (L 549), which is required. Counseling and information are available to assist students in selecting courses most closely related to their professional goals. The scope of the curriculum is progressively enriched by the addition of courses, seminars, clinics, and research and writing programs that explore the role of law in new areas of social and economic importance, assist students in developing a broad range of legal skills, and stress a close student-faculty relationship.

Substantial participation in classroom discussion is an essential factor in legal education. Credit for any course may be denied for irregular attendance. Classes are scheduled Monday through Friday and some classes or examinations may be scheduled on Saturday. The School of Law does not offer an evening or part-time program.

Research and Writing Requirements

During the second year of study in the school, each student must complete a writing assignment designed to improve legal writing skills and the ability to analyze legal problems. This assignment must be completed before a student may begin the third year of study in the School of Law.

During the third year of study in the School of Law, each student must complete a research and writing assignment designed to test analytical and creative ability to consider and develop solutions in depth for one or more legal problems. This assignment must be completed before a student will be granted a professional law degree.

Students may satisfy these research and writing requirements by electing from the following alternatives.

(1) Advanced Appellate Advocacy Seminar (satisfies second-year requirement only).

(2) Any faculty-supervised writing assignment whether or not undertaken in connection with a course or seminar (satisfies second-year requirement only).

(3) Any faculty-supervised research paper whether or not undertaken in connection with a course or seminar (satisfies either requirement).

Clinical Experience Program

The School of Law offers four clinical programs as a regular part of its curriculum. In addition, a legislative workshop is offered during the regular sessions of the Oregon Legislative Assembly.

All clinical experience programs are under the direct supervision of a faculty member and include a strong academic component. Students in the clinical programs usually are qualified to make court appearances under the Third-Year Student Practice Rule which has been adopted by the Oregon Supreme Court.

The *Civil Practice Clinical Program* provides field experience at the Lane County Legal Aid Service. This program 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.

The *Criminal Defense Clinic* allows law students, under the supervision of an attorney, to handle cases of persons eligible for legal assistance through the Lane County Public Defender Office. The clinic is designed to develop advocacy skills in the context of criminal defense representation.

The *Prosecution Clinic* in the Criminal Practice Clinical Program provides students with exposure to some aspects of the criminal justice system as a complement to basic classroom sessions. Students engage in field work, under the supervision of attorneys in a number of local prosecutors' offices, designed to develop competence in trial preparation and ability, and in other prosecutorial functions.

The *Environmental Law Clinical Program* trains students primarily by having them represent citizen groups in administrative appeals and litigation under supervision of attorney/professors. The Pacific Northwest Resources Clinic, funded by the National Wildlife Federation, is the main focus of this activity. Some students do similar work in state or federal agencies.

The *Legislative Issues Workshop* is offered during each regular session of the Oregon Legislative Assembly. Students, who are placed as interns with a legislator or legislative committee, are involved in legal research and in the preparation of reports pertaining to issues before the legislature.

Statement of Completion in 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 law. Students who satisfactorily complete one of two programs will receive a "Statement of Completion" to that effect signed by the Dean and the Director of the Ocean and Coastal Law Center. A Statement of Completion may be obtained through either of the following programs: (1) completing seminars in Law of the Sea and Ocean and Coastal Law, and completing any combination of the following courses and seminars totaling at least 9 hours of credit: Admiralty, Water Resources Law, International Law, Transnational Legal Problems, Environmental Law, International Institutions, and Public Land Law, or (2) employment for at least one academic year as a research assistant in the Ocean and Coastal Law Center, and satisfactory completion of a publishable research paper dealing with an ocean-law topic approved by the Ocean and Coastal Law Center director. Further information may be obtained from the Director of the Ocean and Coastal Law Center, University of Oregon School of Law, Eugene, Oregon 97403.

Statement of Completion in 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. The requirements for receipt of a statement of completion in this area of the curriculum follow.

(1) Students must satisfactorily complete a total of seven courses selected from Group A and Group B listed below. A minimum of four courses must be selected from Group A, and the remaining three courses may be selected from those courses in Group A or Group B.

Group A

Administrative Law
Environmental Law
Environmental Law Clinic
Pollution Control Law
Public Land Law

Group B

Indian Law
Law of the Sea
Ocean and Coastal Law

Urban Land Use Planning
Water Law
Law Review*
Legal Research*
Reading and Conference*

*Law Review, Legal Research, and Reading and Conference must produce a substantial written work concerning an environmental or natural resources topic.

(2) Students must complete an academic paper of high professional quality concerning environmental or natural resources law.

Students who complete the two requirements will receive a "Statement of Completion" signed by the Dean of the School of Law.

The law school placement office also solicits job inquiries from employers, provides assistance in the preparation of personal resumés, and offers advice on meeting prospective employers and interviewing techniques.

Slightly more than 75 percent of the 1979 graduates of the School of Law returned placement questionnaires distributed by the Placement Office. Of these graduates, 91 percent had obtained law or law-related jobs within eight months of graduation. Of the graduates who reported their job placements, 50 percent were engaged in private legal practice, and 50 percent were placed in legally related positions, working as attorneys for such organizations as public interest law firms, legal aid clinics, governmental agencies, and corporations, as well as serving as judicial clerks.

Summer Session

The School of Law offers an eight-week summer session which 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 eight semester hours of law school credit. *Summer session is not open to beginning law students.*

Students not currently enrolled at the University of Oregon School of Law do not become degree candidates at the School of Law by attending summer session, but remain candidates at the law school in which they are currently enrolled.

Direct inquiries concerning summer session courses of instruction and admission to the Director, School of Law Summer Session, University of Oregon School of Law, Eugene, Oregon 97403.

Programs and Activities

Law Review

The *Oregon Law Review* has been in continuous publication since 1921, and enjoys a national reputation for sound scholarship. Preparation of each issue is the responsibility of the student editorial board with assistance from a faculty editorial adviser. The *Review* not only serves the legal profession, but also provides students with a stimulus to legal research and productive scholarship.

Moot Court

The School of Law participates in the National Moot Court Competition. Two teams are entered each year; their efforts are supervised by a student Moot Court Board and a faculty adviser. In addition, a moot court tournament is conducted in the school through the Advanced Appellate Advocacy seminar, and first-year students are offered moot court experience.

The School of Law also participates in the National Client Counseling Competition. This competition involves an interview with a "client" and the preparation of a memorandum concerning the case. Competitors are judged on interviewing techniques, legal analysis, and preparation of the memorandum.

The School of Law also takes part in the International Law Moot Court Competition. Students prepare briefs called memorials and argue in the regional competition. If successful, they advance to the international-level competition.

The School of Law participates in the Mock Trial Competition sponsored by the Texas Young Lawyers Association. Senior students are selected from the trial practice classes to represent the school in the regional competition. In the spring, 1980, the school's team advanced to the finals competition held in Houston, Texas. This competition provides excellent training in trial advocacy skills.

Order of the Coif

The Order of the Coif, the national law school honor society, maintains a chapter at the University of Oregon School of Law. The Order of the Coif encourages high scholarship and advances the ethical standards of the legal profession. Members are selected by the faculty from among those students in each third-year class who rank in the highest 10 percent of the class in scholarship. Character, as well as scholarship, is considered in selecting members.

AM Jur Awards

The School participates in the AM Jur Prize Awards Program established by the Lawyers Co-operative Publishing and Bancroft-Whitney Company. Specially bound book awards are presented to the highest ranking student in each of a number of law school courses.

Student Bar Association

The Student Bar Association represents the student body of the school in matters of particular concern to students. Through such means as representation on student-faculty committees, the Student Bar Association participates in the development of School of Law policy. In addition, the Student Bar Association meets the needs of a diverse student body by sponsoring a spectrum of activities ranging from intramural athletics to a law-student newspaper.

Organizations

Extracurricular student organizations at the School of Law include chapters of the Law Students Civil Rights Research Council, the American Civil Liberties Union, National Lawyers Guild, the International Law Society, Land, Air and Water (LAW) Student Research Group, Minority Law Students Association, Women's Law Forum, Phi Alpha Delta, and Phi Delta Phi.

Career Placement

The School of Law maintains its own placement service. Employers interested in hiring graduating students for permanent positions or first- and second-year students for summer clerkships consult the Placement Office. Students are informed of job opportunities and the Placement Office arranges for many employers to come to the school to conduct interviews. Data Assembly Service report has been received.

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

avored. In addition, the School of Law emphasizes the importance of well-developed writing skills. Concentration in courses given primarily as vocational training reduces a student's chances for admission.

Applicants also will be expected to have undertaken an academically challenging course of study. Students with a large number of ungraded or pass-undifferentiated hours 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 about other law schools may talk to the admissions officer of the School of Law. In addition, students may find the *Prelaw Handbook* useful. The *Prelaw Handbook*, which is published annually by the Association of American Law Schools and the Law School Admission Council, contains descriptions of most law schools in the United States, suggestions about preparation for legal studies, and other helpful prelaw information. The *Prelaw Handbook* is available from the Law School Admission Services, Box 2000, Newtown, Pennsylvania 18940, and in many college and university bookstores.

Affirmative Action

Policy of Nondiscrimination

The School of Law complies with the Affirmative Action statement of the University, which reads as follows: The University of Oregon affirms the right of all individuals to equal opportunity in education and employment, without regard to race, color, national origin, marital status, veteran's status, sex, age, handicap, religion, or any other extraneous considerations not directly and substantially related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to Norma Comrada McFadden, Director, Affirmative Action Office, Oregon Hall, University of Oregon. Phone (503) 686-3123.

Application from Women and Members of Disadvantaged Groups

The School of Law welcomes applications from persons from economically and culturally disadvantaged backgrounds. It participates with such organizations as the Council on Legal Education Opportunity and the American Indian Law Center to in-

crease representation of persons from disadvantaged backgrounds in law school and in the legal profession. Moreover, the Oregon State Bar Affirmative Action Program works through the three law schools in Oregon toward the goal of increasing the number of minority lawyers in private practice in the state of Oregon. Conditional loan assistance is available to minority law students through this program; the loan obligation will be waived when the recipient takes the Oregon State Bar examination. Approximately 11 percent of the first-year students entering the School of Law in the fall of 1980 were from economically and culturally disadvantaged backgrounds. For further information, direct inquiries to the School of Law Office of Admissions.

The School of Law also encourages applications from women. Approximately 31 percent of the first-year students entering the School of Law in the fall of 1980 were women.

Facilities for the Handicapped

The Law Center was designed to ease problems of access to and use of its facilities by handicapped persons. Special parking spaces adjacent to the building may be arranged, and an elevator and ramp facilitate both inside and outside access. Arrangements may be made for special study areas for blind students and similar provisions will be made as they become necessary for other handicapped students admitted to the School of Law.

References and Personal Interviews

Applicants are not required to submit letters of reference. Further, because of the large volume of applications received by the School of Law, the Committee on Admissions normally does not communicate with the references listed on an application. Therefore, if an applicant believes it is important that reference letters be considered by the Committee on Admissions, he or she should have them sent directly to the School of Law. The Committee on Admissions has generally found letters from faculty members to be of greater assistance in evaluating an applicant than those from other sources.

Although the admissions officer is willing to discuss legal education at the School of Law with prospective applicants, personal interviews are neither required nor encouraged as part of the admission process. In lieu of

personal interviews, applicants are invited to submit personal statements with their applications for admission.

Admission 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. This fee normally must be paid by April 1 or within approximately two weeks after a notice of admission is mailed, whichever date is later. 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. For further information concerning the refund schedule for this fee, please consult the School of Law Office of Admissions. A limited number of students who enroll in the School of Law may receive waivers of the fee on the basis of financial need.

Validity of Admission

An admission to the school is valid only for the fall semester stated in the notice of admission. An admitted applicant, except one who is prevented from registering because of required military or alternative service, who does not register in the School of Law for that semester must reapply by filing a formal application and paying the application fee to be admitted for a subsequent fall semester. A student who reapplies is considered with other students who are applying for the subsequent fall semester, so that admission for a prior year does not assure admission for a subsequent year.

An admitted applicant who is prevented, because of required military or alternative service, from registering in the fall semester stated in the notice of admission will be readmitted without being considered with other students who are applying in a subsequent year, provided (1) the applicant notifies the School of Law, prior to the time of registration for the fall semester stated in the notice of admission, of such required military or alternative service and furnishes documents or other evidence substantiating the requirement of service; (2) the applicant seeks readmission at the earliest possible opportunity after completion of the period of required service; and (3) the applicant files a formal application for readmission and, where applicable, furnishes transcripts of any undergraduate, graduate, or professional

school courses taken during the period of required service.

Time of Enrollment

First-year students may begin studies at the school only at the beginning of the fall semester of each academic year. No part-time program is offered by the School of Law.

Admissions Correspondence

Specific inquiries, applications, fees, Law School Data Assembly Service reports, transcripts, and all supporting documents should be forwarded to the Office of Admissions, SCHOOL OF LAW, University of Oregon, Eugene, Oregon 97403. Unless the applicant specifies the SCHOOL OF LAW, documents may be sent to the central University Admissions Office, possibly delaying action on the application.

Basic Admission Requirements

Except in rare cases, applicants must have a baccalaureate degree from an accredited college or university prior to enrolling in the School of Law. Because of the large volume of applications for admission to the School of Law in recent years—approximately 900 students applied for the 180 openings in the fall of 1980—and because of enrollment restrictions, only those applicants who, in terms of their overall records, appear to be most qualified for legal studies can be admitted.

Although the admission requirements of the School of Law are flexible and factors such as grade trends, quality of undergraduate education, military and work experience, maturity, extracurricular activities, personal statements, and letters of reference are considered, experience indicates that it is extremely unlikely that a candidate with a score of less than 600 on the Law School Admission Test and an undergraduate grade average of less than 3.00 on a four-point scale will have a reasonable chance for admission, unless one of these two figures is sufficiently high to compensate for the other. For students in the first-year class entering the School of Law in the fall of 1980, the average undergraduate grade point average was approximately 3.40 and the average Law School Admission Test score was approximately 630. Since the number of students who can be accepted is limited, admissions are competitive, and the fact that an applicant may meet the above standards is no guarantee of admission.

Some preference is given to Oregon residents. This means that somewhat stronger prelegal credentials are generally required of nonresidents than of residents.

Application

Applications and supporting documents should be filed with the School of Law after September 1 of the academic year preceding that for which admission is sought. The Committee on Admissions begins acting on completed applications during January, although most applicants are not notified of a decision until after March 1. If an application is complete by February 1 (including receipt by the School of Law of a Law School Data Assembly Service Report and any other supporting documents), the School of Law will make every effort to notify the applicant of an initial decision by March 25. Applications, together with all supporting documents, should be filed with the School of Law no later than March 15 in order to be considered.

Application Fee

An application from an applicant who previously has registered as a student at the University of Oregon must be accompanied by a check for \$20.00 payable to the University of Oregon. Applications from all other applicants 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 Law School Admission Test and have an official report of the test scores sent to the school through the Law School Data Assembly Service. The Committee on Admissions will not act on an application until the official report of the test scores has been received.

Applicants who have not previously taken the Law School Admission Test should plan to take it in June, October, or December of the year preceding that for which admission is sought. In any event, an applicant must take the test no later than February of the academic year preceding that for which admission is sought in order to receive consideration for admission. Law School Admission Test results are normally considered current for a period of five years and, as a general rule, the School of Law averages all attempts on the test.

Law School Data Assembly Service—Transcripts

The School of Law participates in the Law School Data Assembly Service. Transcripts should be sent to the Law School Data Assembly Service 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 Law School Admission Test and Law School Data Assembly Service registration packet. Because neither a Law School Admission Test nor a Law School Data Assembly Service report can be produced by Law School Admission Services without this matching form, any application received without it will be returned to the applicant.

Unsuccessful applicants who have applied for admission to the School of Law in prior years must have a new Law School Data Assembly Service report forwarded to the School of Law at the time of reapplication, even though prior applications may have been accompanied by transcripts or earlier Law School Data Assembly Service reports.

Transcripts forwarded to the School of Law by the Law School Data Assembly Service are not official. Therefore, after receiving notice of admission, applicants must submit to the School of Law official transcripts showing receipt of a baccalaureate degree before they will be permitted to enroll.

If the applicant is currently enrolled in an undergraduate school, favorable action by the Committee on Admissions will be a conditional admission. Final admission cannot be granted until transcripts are received showing that a baccalaureate degree has been conferred.

Photographs

University of Oregon student identification cards include a photograph which is taken at the time that a student initially registers for classes. Applicants to the School of Law are not required to submit a photograph at the time of application but, in the case of students who are admitted and register, duplicates of the photographs taken for student identification cards will be retained as a part of the records of the School of Law.

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 without condition. This statement is required before the Committee on Admissions will act on the application even though the applicant does not seek advanced standing.

Transfer Applicants and Visiting Students

An applicant may transfer, except in unusual cases, 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.

Applicants who have attended another law school and who seek to transfer credit from that law school to the School of Law will not be admitted unless the following conditions are met.

(1) The school from which transfer is sought is on the list of schools approved by the American Bar Association and is a member of the Association of American Law Schools, or, in exceptional cases, the school from which transfer is sought is approved or provisionally approved by the American Bar Association only, or is a foreign institution providing legal education in courses substantially equivalent to those offered by the University of Oregon School of Law and whose admission standards are comparable to those of the School of Law.

(2) The applicant is eligible to return in good standing to the school previously attended.

(3) The applicant's progress toward the degree is satisfactory to the School of Law.

(4) The applicant's law school record is of high quality.

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 University of Oregon.

Applicants who have attended another law school for more than one year will be considered for admission as visiting students if:

(1) The school in which the applicant is currently enrolled is on the list of schools approved by the American Bar Association and is a member of the Association of American Law Schools;

or, in exceptional cases, is approved or provisionally approved by the American Bar Association only, or is a foreign institution providing legal education in courses substantially equivalent to those offered by the University of Oregon School of Law and whose admission standards are comparable to those of the School of Law;

(2) The applicant is eligible to return in good standing to the law school previously attended;

(3) The applicant's previous legal education demonstrates a high quality of academic achievement and/or such education plus the applicant's background demonstrates that he or she would make a substantial contribution to the academic environment of the School of Law.

Enrollment restrictions limit the total number of spaces available in the School of Law, and priority is given to students seeking admission to the entering class over transfer applicants and visiting students. As a general rule, few transfer students and visiting students are admitted.

The Committee on Admissions cannot act on an application from a transfer applicant or a visiting student until transcripts showing all work undertaken at previous law schools are filed with the committee. Transfer applicants and visiting students are not required to forward transcripts to the School of Law through the Law School Data Assembly Service.

Two official transcripts of prelegal course work at each undergraduate, graduate, or professional school attended and one transcript of all law school courses completed should be sent directly to the Office of Admissions, School of Law, University of Oregon, Eugene, Oregon 97403. In addition, transfer applicants and visiting students should have Law School Admission Test scores forwarded to the School of Law.

Transfer applicants and visiting students should file applications by June 1. The transfer application fee is \$40.00 payable to the University of Oregon. If a transfer applicant has been previously registered as a student at the University of Oregon, the fee is \$20.00.

Health Requirement

All students are required to complete a health history form and to present records of a tuberculin test and diphtheria-tetanus immunization.

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 (GPA):

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						

When these grades are awarded they reflect general performance of varying quality. A grade of A represents work of exceptional honors-level quality, equivalent to a recommendation to the national law school honorary, Order of the Coif.

B is for good work, at a level distinctly above that of normal professional competence.

C reflects professionally competent work and the instructor's belief that the student may be recommended to the public as being reasonably capable of dealing with client and public problems in that area of study.

A grade of D represents unsatisfactory work not at the level required for ordinary professional competence, but which demonstrates enough potential for improvement that the student may reasonably be expected to achieve such a level by conscientious self-study.

F represents failing work, reflecting an extremely low level of learning and ability in the area of study for which the grade was given.

The plus mark (+) denotes performance above the category to which the mark is appended but, in the cases of B+ and C+, not sufficiently above to merit the next highest grade.

Academic Standards

A student must complete 85 credit hours with grades of D or better in order to graduate.

At the end of any semester in which a student's cumulative GPA falls below 2.00, he or she will be placed on probation and will remain on probation until achieving a cumulative GPA of 2.00 or better, graduates, or is disqualified.

A student will be disqualified if, while on probation, he or she earns a GPA of less than 2.00 for any semester (including the summer session).

If a student not on probation records a GPA of less than 2.00 in his or her final semester, and that final semester GPA causes the student's cumulative average to drop below 2.00, the student may not graduate unless an additional semester—fall, spring, or summer—is

completed within a year with 8 or more hours with a GPA of 2.00 or better, or a cumulative GPA of 2.00 is attained.

If the academic standing committee believes that a disqualified student is likely to perform at or above a 2.00 GPA for the rest of his or her academic career, and is likely to graduate, the committee may readmit the student. However, the committee may not readmit any student more than once. For cases it believes appropriate, the committee may request action by the full faculty of the school. A student denied readmission by the committee may appeal that decision to the full faculty if the student's cumulative GPA is 1.50 or higher at the end of the second semester or 1.75 or higher thereafter.

No student may graduate without earning 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 take the course over and earn a D or better or take the exam with a passing grade the next time the course is offered.

Costs and Student Financial Aid

Law students who hold a baccalaureate degree from an accredited college or university 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. These services include use of the University Library; use of laboratory and course equipment in connection with courses for which the student is registered; medical attention at the Student Health Center; use of gymnasium equipment (including gymnasium suits and laundry service); a subscription to the student newspaper, the *Oregon Daily Emerald*; admission to concert and lecture series sponsored by the University. No reduction in fees is made to students who may not want to use these services.

Tuition and Fees

For the 1980-81 academic year, tuition for residents was \$1,740 and \$2,734 for nonresident students. In addition, there is an annual general deposit fee of \$25.00 against breakage or loss of University property. Tuition and fee schedules are subject to revision by the State Board of Higher Education.

The State Board of Higher Education

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 a resident 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. The details of the rules governing administration of nonresident and resident policies are complex; students are advised to consult the University's Office of Admissions for answers to individual questions.

Fee Refunds. In the event of complete withdrawal from the School of Law or a reduction in course load, refunds may be granted to students in accordance with the refund schedule on file at the University of Oregon Business Office. All refunds are subject to the following regulations:

(1) Withdrawal or course reduction does not automatically result in a refund. Any claim for refund must be written within the current term but no later than the close of the following term.

(2) Refunds are calculated from the date that the student officially withdraws from the University, not from the date when 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 are subject to return of Certificate of Registration.

Please see also the information concerning refund of the School of Law Admission Acceptance Fee.

Tuition Refund Schedule. For complete withdrawal or course load reduction before classes begin, the refund is 100 percent; for complete withdrawal or reduction of course load before close of first week, refund is 90 percent; for complete withdrawal or reduction of course load before close of second week, refund is 75 percent; for complete withdrawal before close of fourth week, refund is 50 percent; for complete withdrawal before close of sixth week, refund is 25 percent.

There is no refund for complete withdrawal after the close of the sixth week; there is no refund for course load reduction after the close of the second week. Approximately six weeks should

be allowed for processing tuition refunds.

Deposits and Application Fee. All persons who enroll for academic credit (except staff members) must make a deposit of \$25.00 payable once each year. This is required to protect the University against loss or damage of institutional property, library books, and against failure to pay promptly nominal fines and assessments such as library fines, campus traffic fines, and Student Health Center charges. If at any time charges against this deposit become excessive, the student may be called upon to reestablish the original amount.

The \$25.00 general deposit, less any deductions which may have been made, is refundable within the term following the term of withdrawal, if a request is made in writing to the Business Office. Otherwise an automatic refund is made during the summer following the close of the academic year.

The School of Law application fee is \$40.00; exception: if a student has been previously registered as a student at the University of Oregon, the fee is \$20.00. The Admission Acceptance Fee is \$100.00.

Deferred Tuition. Law students who do not have nor have had any delinquent University of Oregon accounts and who experience difficulty in meeting payment of tuition and fees at the time of registration may apply for a Deferred Tuition Loan in the amount of three-fourths of academic tuition and fees. Excluded from the deferred tuition plan are board and room, family housing, fines, penalties, program changes, deposits, and other special charges.

Total Costs

Because student living arrangements and personal spending habits vary widely, there is no single figure that represents the cost of attendance at the University. However, it may be estimated that total 1981-82 academic costs for a single resident student at the School of Law average approximately \$5,200 (tuition, fees, books, board and room); for a married student, costs are likely to be around \$7,500, and more if one has children.

Health insurance is optional. The cost by semester or for full twelve-month coverage may be obtained from the University Business Office. 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 of \$6.00-\$18.00 a year; 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 Student Financial Aid section of this catalog for complete information.

Guaranteed Student Loan Applications. Applications for the Oregon Guaranteed Student Loan Program and the Federally Insured Student Loan Program are available in the Office of Student Financial Aid, 260 Oregon Hall, Eugene, Oregon 97403. Addresses for obtaining forms for other state loan programs are also available in this office. Most lending institutions require verification that the applicant has been admitted to the University before the loan application will be processed.

Financial Aid Applications. Inquiries about and applications for financial assistance through the National Direct Student Loan and the College Work-Study programs should be directed to the University of Oregon Office of Student Financial Aid, 260 Oregon Hall, Eugene, Oregon 97403. Applicants who may need financial aid should submit completed applications to the Office of Student Financial Aid even though they have not been informed of a decision on their application for admission to the School of Law, because financial aid cannot easily be obtained after the academic year begins.

College Work-Study Program. Part-time employment is available to eligible students through the College Work-Study Program. Eligibility is based on financial need. Under this program, students may work a maximum of 20 hours per week while enrolled as full-time students.

Student Employment. Many students earn a large part of their expenses by working in the summer and during the academic year. The University offers assistance to those seeking part-time and vacation jobs through its Student Employment Service; most employment opportunities depend upon personal interviews after the student arrives on campus. Please see, also, School of Law Placement Service.

Scholarships and Fellowships

When funds are available, limited stipends are granted to advanced law students to support research on particular projects.

Lois I. Baker Scholarship. The Lois I. Baker scholarship in the amount of approximately \$400 is awarded to a second-year student in the School of Law on the basis of financial need and academic achievement. The award consists of the income of 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 Dr. James D. Barnett, member of the University faculty from 1908 until his death in 1957.

Carpenter and Busselle. Loans in the amount of up to \$1,200 are made to financially needy law students from an endowed fund established by the estate of Marguerite Guiley in memory of Charles Ernest Carpenter, Dean, School of Law, 1927-31.

Henry E. Collier Law Scholarships. Several scholarships are awarded annually on the basis 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 of a \$50,000 trust fund established under the will of the late Henry E. Collier, Portland attorney.

Lorienne Conlee Fowler Law Scholarship. The Lorienne Conlee Fowler Scholarship in the amount of approximately \$300 is awarded on the basis of need and scholastic record to a student in the School of Law. The award consists of the income of a \$5,000 trust fund established by Dr. Frank E. Fowler, in memory of his wife, Mrs. Lorienne Conlee Fowler.

Charles G. Howard Law Scholarships. Several scholarships of varying amounts are awarded annually to

students in the School of Law on the basis 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.

Jackson Scholarship. The trustees of the Jackson Foundation, a trust established by the late Maria C. Jackson, widow of C.S. Jackson, the founder of the *Oregon Journal*, offer annually a substantial scholarship in the amount of \$1,200 to a needy law student of high ability who is a graduate of a secondary school in Oregon. Other things being equal, preference is given to a son or daughter of any present or former employee of the *Oregon Journal*. The recipient is nominated by the School of Law faculty.

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 \$800 are awarded by the Law School Alumni Association to members of the entering class of the School of Law on the basis of financial need and prelegal academic achievement. The latter criterion requires an outstanding prelegal academic record based on information available to the Committee on Admissions at the time of conditional or final admission. The recipients of these scholarships are selected by the president of the association and the dean of the school.

Applicants eligible for consideration for one of these scholarships will be provided an application form with their conditional or final notice of admission to the School of Law.

Robert T. Mautz Scholarship. One or more scholarships are awarded each year in memory of Robert T. Mautz, who graduated from the School of Law in 1927 and became a prominent Oregon attorney. Selection of recipients is made by the dean of the School of

Law on the basis of financial need and demonstrated promise of becoming a good lawyer. The scholarships are funded by the contributions from several individual lawyers in the Portland firm with which Mr. Mautz practiced and which bore his name during his lifetime. (Offered on a funds-available basis.)

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 takes the Oregon State Bar Examination.

Paul Patterson Memorial Fellowship. A fellowship of approximately \$1,500 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 which characterized the late governor of Oregon, Paul L. Patterson, Class of 1926. The fellowship is financed from the income of a fund supported by gifts in his honor from friends and relatives of Paul Patterson.

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.

Lane County Lawyers' Auxiliary Association Emergency Loan Fund. A fund has been established by gifts from the Lane County Lawyers' Auxiliary Association and 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 consult the School of Law.

Courses Offered

General Education Courses

L 430. Law, Its Processes and Functions. (g) 3 credit hours. An introduction to the legal system offered for nonlaw students. Law is presented not as a body of rules but as a humanistic and liberal subject. Various sources, both legal and nonlegal, are used to demonstrate how the legal system operates and what its main social functions are. The course does not focus on any particular subject matter, but presents an overview of the legal system with an emphasis upon those features common throughout the system.

Required First-Year Courses

L 511, 512. Contracts. 3 credit hours each semester, fall and spring. The formation of contracts; consideration and other formalities; performance and breach; excuse from performance; contract remedies; contract interpretation; assignment and delegation; third-party beneficiary contracts; sales of goods under Article 2 of the Uniform Commercial Code.

L 513, 514. Torts. 3 credit hours fall semester, 2 credit hours spring semester. Liability for intentional and negligently caused injuries to person and property; strict liability; vicarious liability; ultra-hazardous activities; nuisance; invasion of privacy; defenses and immunities; the impact of insurance and risk distribution upon liability; accident compensation plans; damages, losses.

L 515. Civil Procedure. 4 credit hours fall semester. A survey of state and federal court organization and jurisdiction and of systems of civil procedure, identifies goals and methods of litigation to enhance comprehension of substantive law, and provide a foundation for advanced procedure courses.

L 516. Legislative and Administrative Processes. 3 credit hours fall semester. An introduction to the nature of and distinctions between the development and the application of law; the interrelationship of legislative, executive and judicial powers; legislative considerations also may include the committee system, regulation of lobbying, and appropriations; the concept of delegation of authority; legislative and administrative processes in adjudicated cases as opposed to the managerial execution of governmental policy.

L 517. Property. 4 credit hours spring semester. An introduction to the nature and function of private property rights. Subjects covered may include the common law classification of estates in land; forms of concurrent ownership; landlord and tenant; transfers of interests in real property, including legal descriptions, conveyancing, and recording systems; adverse possession; incorporeal interests in land, easements, covenants, and servitudes; title insurance.

L 518. Criminal Law and Procedure. 4 credit hours spring semester. The adminis-

tration of criminal law as a technique of social order, with primary emphasis on constitutional, statutory, and other limitations on criminal law enforcement; the definition of crimes, with primary emphasis on the sources of definitions, the elements of specific crimes, the limitations on culpability, and the resulting impact of these factors on criminal law enforcement.

L 522. Legal Research and Writing I. 2 credit hours fall semester. Students undertake writing projects prepared and supervised by members of the faculty. They receive instruction both in legal research and in specific forms of legal writing, such as the drafting of statutes, the preparation of inter-office memoranda, and the writing of judicial opinions. Offered in small sections.

L 523. Legal Research and Writing II. 2 credit hours spring semester. Students undertake writing projects under the supervision of the faculty. Emphasis will be placed upon appellate brief writing, and students will be afforded an opportunity to engage in oral argument in a moot court setting. Offered in small sections.

Second- and Third-Year Courses

Note: All second- and third-year courses are elective except L 549, which is required. Most of the courses and seminars listed below are offered each academic year. Every effort is made to offer all of the following courses and seminars at least once every two years, but the ability of the School of Law to offer some courses and seminars may be limited by student interest and faculty resources.

L 535. Secured Land Transactions. 3 credit hours. An analysis and comparison of such land financing devices as mortgages, trust deeds, and land sale contracts; default and remedies; the development of the conceptual and functional aspects of secured land transactions in the context of modern land development devices.

L 536. Commercial Law. 4 credit hours. The study of commercial and consumer transactions, focusing primarily on the use of negotiable instruments, and personal property security interests in these transactions; coverage of Articles 3, 4, 6, and 9 of the Uniform Commercial Code, as well as related provisions of the federal Bankruptcy Act.

L 537. Trusts and Estates I. 3 credit hours. Intestate succession; execution and construction of wills; creation of trusts; fiduciary administration of decedents' estates and trusts.

L 538. Trusts and Estates II. 2 credit hours. An examination of the validity and effect of gratuitous dispositions of assets in which enjoyment is postponed or restricted; questions and rules of construction affecting dispositive language; powers of appointment; the rule against perpetuities and related restrictions. Prerequisite: L 537.

L 539. Real Estate Transactions. 3 credit hours. Steps in the purchase and sale of residential real property examined, with emphasis on aspects other than financing, e.g., broker's listing agreements, purchase contracts, title insurance, and some tax aspects. Condominiums, cooperatives, and home owners' associations considered in some detail. Trends toward uniformity such as the Uniform Land Transactions Act and federalization of real estate law emphasized.

Consideration of financing aspects covered in L 535. Not offered 1981-82. See seminars for comparable offering.

L 541. Partnerships and Corporations. 4 credit hours. A comparative study of partnerships, corporations, and other business associations; launching the enterprise and transactions prior to formation; management, control, and transfer of control in a going concern; managers' benefits and risks; asset distributions to members; reorganization of a solvent enterprise; solvent dissolution.

L 543, 544. Constitutional Law. 3 or 4 credit hours each semester. Offered in two sections: L 543 is a survey course carrying four credit hours in one semester; L 543, 544 is a six-credit hour sequence, carrying three credit hours for two semesters, for students who want an intensive study of constitutional law. L 543 includes: the Federal System under the Constitution of the United States: the allocation of power between the federal and the state and local governments, and the separation of power among the three branches of the federal government, with emphasis on judicial review in constitutional cases; individual liberties under the Constitutions of the United States and of the States: Due Process, Equal Protection, Free Speech, Freedom of Religion, and other guarantees. Not open to students who have completed one semester or two semesters of L 543, 544.

L 543, 544 includes: the Federal System under the Constitution of the United States; judicial review in constitutional cases; national and state control of the economy under the Commerce Clause; the powers to tax and spend and other powers of Congress; national power in international relations; the separation of powers between the Congress and the President; guarantees of individual liberty through limitations on governmental power and by the exercise of federal authority over the states; constitutional issues in state courts. Not open to students who have completed the single semester course L 543.

L 545. Oregon Practice and Procedure. 3 credit hours. An intensive study of civil procedure in Oregon state courts; a comparison of Oregon civil procedure with the Federal Rules of Civil Procedure; a critical evaluation of Oregon civil procedure in light of the purposes and values of a procedural system.

L 546. Federal Courts. 3 credit hours. A study of the role of the federal courts in the operation of the Federal System; analysis of the constitutional and legislative foundations of the judicial power of the United States; jurisdiction: diversity of citizenship, federal question, jurisdictional amount, and removal; venue; federal and state court relationships; the law applied by the federal courts; procedure in the federal district courts; appellate jurisdiction and procedure in the courts of appeals; appellate jurisdiction and procedure in the Supreme Court of the United States.

L 547. Conflict of Laws. 3 credit hours. Theories of prediction and decision in cases involving more than one state or nation; jurisdiction; foreign judgments; choice of governing law in such fields as torts, contracts, sales, security transactions, probate, business organizations, property law, and family law; federal-state choice of law problems.

L 548. Creditors' Rights. 3 credit hours. Remedies of and priorities between unsecured creditors; fraudulent conveyances; validity of security interests; exemptions; protection of

debtors against wrongful or oppressive collection methods; bankruptcy.

L 549. Legal Profession. 2 credit hours. A study of the Code of Professional Responsibility; the roles and functions of lawyers in society; the organization and functions of the bar; provision of legal service; responsibilities involved in representing clients; the future of the legal profession. Students may participate in a legal resources information service. Classroom work may include the review and analysis of videotaped ethical problems. A required course.

L 551. Evidence. 3 or 4 credit hours. Offered in two sections: a three-credit hour survey course and a four-credit hour course for students expecting to engage in substantial courtroom practice. Both courses will cover the following: the development of an understanding of the law of evidence adequate, and necessary, for counseling purposes; structure of the adversary system; roles of the judge, the jury, and the attorney in the fact-finding process; sufficiency of evidence; order of proof; presumptions; relevancy; judicial notice; real and documentary evidence; form and elicitation of oral testimony; impeachment and rehabilitation of witnesses; the hearsay rule and its exceptions; privilege. The four-hour course will in addition provide intensive treatment of the practical problems in the introduction of evidence and of trial tactics and methods. Courtroom observations, movies, and videotapes of effective trial techniques will be used as models for study and critique. In addition, audio and videotape materials will be employed to involve members of the class in realistic trial situations. Audio and videotape materials also will be used in the three-hour course, although not to the same extent. Neither course is open to students who have taken the other course.

L 554. Insurance. 2 credit hours. The insurance business; insurable interest; interpretation of insurance contracts; coverage of the contract as to the event and the insured; property and liability insurance; subrogation; warranties; representation and concealment.

L 555. Family Law. 3 credit hours. The nature of marriage and the dissolution of marriage; the status of the husband, the wife, and the child; procreation and nonprocreation; illegitimacy; adoption; support obligations; the rights of men, women, and minors in the areas of privacy.

L 556. Legislation. 2 credit hours. Statutory drafting; canons of construction; modes of interpretation; legislative history and its uses; the committee process; chamber rules; a comparison of the roles of the courts and the legislatures; public access to the legislative process.

L 557. State and Local Taxation. 2 credit hours. A study of the major issues arising under the principal forms of state and local taxation; corporate franchise and income taxation (with emphasis on problems of apportionment), property, personal income, sales and use, and death taxes; federal and state constitutional limitations; congressional legislation affecting state taxation of interstate commerce; the Multi-State Tax Compact; an examination of the Oregon tax system (and California sales and use tax), or an alternative system, by each student.

L 558. Local Government Law. 2 credit hours. The nature, constitution, powers, and liabilities of municipal corporations, and the interrelationships between municipal and county government and state government.

L 559. Labor Law I. 3 credit hours. An analysis of the National Labor Relations Act and the Oregon Labor Relations Act; the right of self-organization; selection of the representative by election and by other means; unit determination; bargaining in good faith; remedies for unfair labor practices; judicial review; strikes, boycotts, and lockouts under the various labor relations acts; concerted activities; the roles of the courts and the labor agencies.

L 560. Labor Law II. 3 credit hours. A study of public-employee bargaining under local and state law, and under federal executive order; race and sex discrimination under state law, the Civil Rights Act, federal executive order, and collective bargaining agreements; occupational safety and health legislation; the relationship between the individual and the union in representation, discipline, and membership matters; individual rights under grievance and arbitration clauses and under judicial review; consideration of the roles of the courts and the agencies and of judicial review.

L 561. Restitution and Equitable Remedies. 3 credit hours. The study of the concept of unjust enrichment as a source of liability in addition to liability based on assent or fault; consideration of equitable remedies, with special emphasis on their utility in areas of unjust enrichment.

L 562. Jurisprudence. 3 credit hours. Focuses on the basic issues of the philosophy of law: on theories of justice and the nature of law. Within this framework, more specific issues such as theories of adjudication, the possible limits on the proper use of governmental power such as its use to enforce morality, and the obligation to obey the law are discussed.

L 563. Antitrust Law. 3 credit hours. A survey of the effect of the major federal legislation (the Sherman-Clayton, Robinson-Patman, and Federal Trade Commission Acts) in the antitrust and unfair competition areas. The implications of price-fixing, territorial divisions, resale price maintenance, exclusionary and predatory practices, tying, monopolization, mergers, industrial concentration, and price discrimination are discussed in terms of planning and enforcement, as are judicial interpretations of the broadly worded federal statutes.

L 564. Administrative Law. 3 credit hours. An analysis of judicial review of administrative action, including presumptions, standing, ripeness, exhaustion, and questions of fact and law; the process of proof in adjudicatory hearings, including official notice, evidentiary considerations, and investigation; the process of decision in adjudicatory hearings, including separation of function, bias, and ex parte communication; procedural distinctions between rule-making and adjudication.

L 565. Securities Regulation. 3 credit hours. The study of the regulation of the distribution of securities under the Securities Act of 1933 and under state blue-sky laws; regulation of trading in securities on stock exchanges and over the counter; civil liabilities under federal and state securities laws; regulation of investment companies. Prerequisite: L 541.

L 566. Admiralty. 3 credit hours. An introduction to basic maritime law; jurisdiction; maritime liens; carriage of goods by sea; collision; damages; limitation of liability; injuries and death to seamen and harbor workers; indemnity; chartering; salvage; general average.

L 567. Copyrights. 3 credit hours. An analysis of the legal problems arising in the production, marketing, and distribution of literary, musical, art, and related works; creation and ownership of copyright interests; types of protected works, and copyright procedure; copyrighting of computer programs; protection of applied art; liability of community antenna television systems; use of copyrighted works in classrooms for educational and research purposes.

L 568. Urban Land Use Law. 3 credit hours. A survey of the function, operation, and legal impact of public planning and land use control laws, ordinances, and administrative procedures, including basic constitutional law aspects, urban growth control techniques, land banking, transfer of developmental rights, zoning, variances, conditional use permits, nonconforming uses, official mapping, subdivision regulations, and other land use control devices and techniques.

L 569. Water Resources Law. 3 credit hours. A study of riparian and appropriation water law systems; federal power over water resources; interstate disputes; transfer of water rights; competing claims; groundwater management.

L 570. International Business Transactions. 3 credit hours. An analysis of the legal problems arising out of international trade; enforcement of foreign judgments; extra-territorial reach of United States antitrust and securities laws; GATT; the European Economic Community; the balance of payments and direct investment; expropriation; United States taxation of international business activities; double taxation and tax treaties. Not open to students who have completed L 572.

L 571. International Law. 2 or 3 credit hours. The justification for state actions labeled as rules of law; the sources and evidences of a law between states; statehood; treaties; state responsibility and authority; individuals in transnational situations; international cooperation. Not open to students who have completed L 572.

L 572. Transnational Legal Problems. 4 credit hours. The study of national boundaries; the access of aliens to economic opportunities; the protection of nationals engaged in economic activities abroad; conflict of jurisdictions; international law; adjudication abroad; the transnational reach of national legislation, including antitrust and tax laws; international economic organizations; GATT; the International Monetary Fund; the European Economic Community. Not open to students who have completed L 570 or L 571.

L 573. Administration of Criminal Justice. 3 credit hours. Advanced criminal procedure: covers various aspects of criminal procedure and the criminal justice system, including prosecution, defense, the police, the court system and corrections. The primary emphasis of the course may vary at the discretion of the instructor.

L 574. Public Utilities and Rate-Making. 2 credit hours. The study of federal and state regulation of industry; the primary focus is upon public utilities, including electricity, gas, telephone, and transportation. (Not offered 1981-82; see seminar listing for current course.)

L 575. Legal Writing. 1 credit hour. The preparation, under the supervision of a faculty member, of a legal research and

writing project. Satisfies the second-year legal writing requirement.

L 576. Environmental Law. 3 credit hours. Introductory survey course. Litigation and other legal tools for intervening in the governmental process in environmental matters, procedural and substantive uses of the National Environmental Policy Act, citizen suit and environmental rights statutes; lawyers' approaches to complex scientific and technical issues, and judicial responses, theories, and constitutional issues in environmental law. Recommended as a background for other courses in pollution, ocean, coastal, and public lands law. Strongly recommended to be taken prior to courses in Pollution Control Law, Ocean and Coastal Law, Water Resources Law, and Public Land Law.

L 577. Ocean Resources Law. 2 credit hours. The study of emerging legal and regulatory systems aimed at insuring the orderly development of the economic potential of the oceans. (Not offered 1981-82. See seminar listing for current course.)

L 578. Indian Law. 3 credit hours. The study of the statutory, judicial, and administrative material concerning American Indian tribes and individuals; historical development of Federal Indian policy; treaties; the trust relationship; tribal sovereignty; civil and criminal jurisdiction; natural resources of tribes; hunting and fishing rights; tribal self-government.

L 580. Federal Income Tax I. 3 credit hours. The study of statutory, judicial, and administrative material concerning individual income taxation, through development of the concepts of income, deductions, credits, tax accounting, income averaging, basis, and capital gains and losses; includes an overview of the taxation of trusts and estates and of problems of executive compensation, pension and profit-sharing plans.

L 581. Federal Income Tax II. 3 credit hours. The study of the tax treatment of partners and partnerships, corporations, and shareholders. Prerequisite: L 580.

L 582. Estate and Gift Taxes. 2 credit hours. The study of statutory, judicial, and administrative materials dealing with federal estate and gift taxes.

L 583. Estate Planning. 2 credit hours. Problems in estate analysis, planning, and execution, involving individual work in planning and probating an estate from the interview stage to the drafting of such documents as wills, trusts, business disposition and insurance agreements, and tax returns. Prerequisite: L 538 and L 582.

L 584. Advanced Criminal Procedure. 3 credit hours. Coverage of the major components of criminal procedure; search and seizure, search warrants, remedies for improper police activities, confessions and incriminating statements, entrapment, identification procedures, plea bargaining, discovery, double jeopardy, right to counsel; general coverage of constitutional and statutory elements of criminal procedure.

Writing, Research, and Seminars at the Professional Level

L 501. Research. Credit hours to be arranged. Research under the supervision of a faculty member. Not more than 3 credit hours per semester, or a total of 6 credit hours, may be

earned. Satisfies the third-year research requirement.

L 505. Reading and Conference. Credit hours to be arranged.

L 507. Seminar. Credit hours to be arranged. Seminars offered in the following subjects as student interest and other conditions may make instruction feasible:

American Legal Biography. A study of the nature of the American legal experience from 1750 to the present. Readings consist of approximately six biographies of major American lawyers such as Adams, Hutchinson, Story, Shaw, Holmes, Darrow, Llewellyn, Davis, and Marshall; lectures and discussions explore the important themes of our legal past to which the lives and careers of those persons contributed.

American Legal History. The principal topics are the transformation of American law which occurred between the Revolutionary and Civil Wars, the rise of legal classicism in the late nineteenth century, and the impact of the modern regulatory state on traditional legal institutions. The major themes examined include the relations of law to politics, of law to the economy, of law to ideology, and of lawyers to other groups in society.

Business Planning. Individual work in problem-solving in the business area through the interpretation of corporate, securities, and tax law. Prerequisite: Federal Income Tax II.

Civil Rights Litigation. Focuses on civil rights under constitutional and statutory law and remedies for the violation thereof. Special emphasis is placed on litigation of constitutional claims under 42 U.S.C. § 1983; discrimination on the basis of sex or race under Title VII of the Civil Rights Act of 1964; and recent interpretations of the constitutional guarantees of equal protection and due process of law.

Consumer Protection. Recent developments in statutes and case law designed to protect consumers in the marketplace, and of traditional remedies available to consumers whose expectations may be frustrated by commercial advertisements and contracts.

Corporate Reorganization. The mutability of shareholders' rights in proceedings not connected with insolvency; valuation under appraisal statutes; systems of relief for financially distressed corporations; reorganizations under Chapter X and arrangements under Chapter XI of the Bankruptcy Act; valuation and feasibility under reorganization plans; forces affecting corporate debt-equity ratios. Prerequisite: L 541.

Juvenile Law. Administration of juvenile law, with primary emphasis on the constitutional, statutory, and case law perimeters of the system; the definition of jurisdiction with primary emphasis on the source of definitions, the elements of jurisdiction, and the limitations on liability and treatment of juveniles.

Law and Economics. An investigation of the economic foundation of basic legal concepts: concepts of property, contract, tort and negligence, crime, and the corporation; the role of law in promoting efficient resource allocation; evaluation of the limits and possible biases of an economic approach to the legal system.

Law of the Sea. The study of the interna-

tional law of the sea, especially as reflected or embodied in the new Convention on the Law of the Sea; topics include the deep-seabed mining regime, the exclusive economic zone, rights of navigation and straits passage, restrictions on marine scientific research, marine pollution controls, ocean boundary problems, and settlement of ocean disputes. It is recommended that International Law be taken prior to or concurrently with this course.

Law, Medicine, and Forensic Science. An examination of the interface between law and medicine in criminal and civil litigation, with primary emphasis on medical problems which attorneys encounter in litigation; an examination of problems of proof in cases involving cause of death, wrongful death, negligent injury, worker's compensation, and criminal liability.

Legal Issues in Accounting. Relevance of accounting judgment to legal problems; a survey of the mechanics of accounting and the questioning of underlying assumptions, principles, and conventions, with the aim of developing skills in interpreting financial statements.

Legal Issues in Higher Education. Federal and state laws which apply to and affect institutions of higher education; faculty and student rights.

Ocean and Coastal Law. Judicial and legislative responses to conflicting uses of ocean and coastal resources, including fisheries, marine mammals, oil and gas and other nonliving resources; judicial protection of public rights of access and use and limits on private use of coastal resources; ownership of submerged and tide lands; the public trust doctrine and the federal and state navigation servitudes; prevention of oil spills and regulation of dredging and filling; and management regimes established under the Federal Marine Sanctuaries Act and the Federal Coastal Zone Management Act.

Pollution Control Law. Major emphasis is on air and water pollution law; some coverage of hazardous wastes. Legal questions include state programs and their coordination and conflict with federal laws; balancing of health effects against economic costs; enforcement issues and techniques; proper and improper roles of courts; concept of technology forcing. Context includes common law, Clean Air Act, Clean Water Act, Safe Drinking Water Act, and Resource Conservation and Recovery Act. Administrative Law and Constitutional Law are not prerequisites but are highly recommended.

Public Land Law. The statutory, judicial, and administrative material concerning the management of the federal lands and their tidelands, wetlands, beaches, and shorelands; timber, range, mineral, water, and recreation resources; historical development of federal policy; procedures of relevant federal agencies with emphasis on the Forest Service and the Bureau of Land Management; taxation and revenue-sharing; multiple use-sustained yield management; wilderness preservation.

Real Estate Transactions. Steps in the purchase and sale of real property examined, with emphasis on aspects other than financing, e.g., broker's listing agreements, purchase contracts, title insurance. Tax aspects of investments in residential property discussed briefly. Trends toward uniformity and federalization of real estate law emphasized. Consideration of financial aspects covered in L535.



Tax Policy. Proposals for substantive tax reform to achieve greater tax equity, reduce complexity, and neutralize taxation as a major factor in decision-making. Prerequisite: Federal Income Tax II.

Urban Development Problems. Topics may include such subjects as land-banking, transfer of development rights, growth-control techniques, and annexation.

L 607. Seminar. Credit hours to be arranged. Seminars and clinics offered in the following subjects as student interest and other conditions may make instruction feasible:

Advanced Appellate Advocacy. Training and participation in oral advocacy and the preparation of appellate briefs.

Civil Practice Clinical Program. This program 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; field experience at the Lane County Legal Aid Service.

Criminal Defense Clinic. Students, under the supervision of an attorney, handle cases of persons eligible for legal assistance through the Lane County Public Defender Office. The clinic is designed to develop advocacy skills in the context of criminal defense representation.

Criminal Practice Clinical Program—Prosecution. This clinic provides students with exposure to some aspects of the criminal justice system as a complement to basic classroom sessions. Students engage in field work, under the supervision of attorneys in the offices of a number of local prosecutors, designed to develop competence in trial preparation and ability, and in other prosecutorial functions.

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. Potential topics include water use and conservation, wildlife, pesticides, power generation and transmission, pollution control, coastal developments, state and federal agency procedures, and hazardous materials regulation. Administrative Law is a prerequisite (although it may be taken concurrently). Preference given to students with one or more courses in environmental, pollution, coastal, public land, or water law.

Law Review. Writing, editing, and other activities in the preparation and publication of the *Oregon Law Review*.

Legislative Issues Workshop. This workshop is offered during each regular session of the Oregon Legislative Assembly. Students, who are placed as interns with a legislator or a legislative committee, are involved in legal research and in the preparation of reports pertaining to issues before the legislature.

Moot Court Workshop. National Moot Court Team. International Law Moot Court Team.

Trial Practice Laboratory. The examination and development of courtroom skills in civil and criminal cases; primary emphasis on opening statement, direct examination, cross-examination, objections, closing argument, and voir dire of juries. Each student will conduct weekly examinations in class and a full trial at the end of the class session.

School of Music

Faculty

Morrette Rider, D.Ed., Dean, Professor of Music (chamber music, conducting, pedagogy). B.Mus., 1942; M.Mus., 1947, Michigan; D.Ed., Columbia, 1955.

Doris Renshaw Allen, M.A., Assistant Professor of Music (class piano, piano pedagogy). B.A., Westminster College, 1950; M.A., Goddard College, 1976.

Exine Anderson Bailey, M.A., Professor of Music (voice). B.S., Minnesota, 1944; M.A., 1945, Professional Diploma, 1951, Columbia.

R. Wayne Bennett, Ph.D., Assistant Professor of Music (wind ensemble, clarinet); Member, University Woodwind Quintet. B.M.E., 1968, Oklahoma State; M.M., 1969, Ph.D., 1974, North Texas State.

Joan Benson, M.Mus., Assistant Professor of Music (piano, early keyboard instruments). B.Mus., 1950, M.Mus., 1951, Illinois; Performer's Certificate, 1952, Indiana.

Peter Bergquist, Ph.D., Professor of Music (music history, theory, bassoon); Member, University Woodwind Quintet. B.S., Mannes College of Music, 1958; M.A., 1960, Ph.D., 1964, Columbia.

Guy Bovet, Assistant Professor of Music (organ, harpsichord); "Premier Prix de Virtuosite", Geneva (Switzerland) Conservatory of Music, 1962.

Leslie T. Breidenthal, A.Mus.Doc., Professor of Music (voice). B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., Michigan, 1965.

John Brombaugh, M.S., Adjunct Professor of Music (organ construction). B.S., Cincinnati, 1960; M.S., Cornell, 1963.

Charles Dowd, M.A., Associate Professor of Music (timpani, percussion, jazz studies). B.A., San Jose State, 1970; M.A., Stanford, 1971.

David E. Gustafson, Adjunct Instructor (piano technology).

John Hamilton, D.M.A., Professor of Music (organ, harpsichord). A.B., in Physics, California, Berkeley, 1946; M.Mus., 1956, D.M.A., 1966, Southern California. (On leave 1981-82.)

Lois Neuwiesinger Harrison, Ed.D., Assistant Professor of Music (music education). B.S., 1951, Trenton State College; M.A., 1953, Ed.D., 1974, Columbia.

Derek E. Healey, D.Mus., Associate Professor of Music (composition, music theory). B.Mus., Durham, England, 1961; D.Mus., Toronto, Canada, 1974.

J. Robert Hladky, A.Mus.D., Professor of Music (violoncello, music history); Member, University Trio. B.Mus., Oklahoma State, 1950; M.Mus., 1952, A.Mus.Doc., 1959, Eastman School of Music.

Robert I. Hurwitz, Ph.D., Associate Professor of Music (theory, history). A.B., Brooklyn, 1961; M.Mus., 1965, Ph.D., 1970, Indiana.

Edward W. Kammerer, M.Mus., Assistant Professor of Music (horn, music education); Member, University Woodwind Quintet, Faculty Brass Quintet. B.Mus., 1964, M.Mus., 1965, Oregon.

Gary M. Martin, Ph.D., Professor of Music (music education, music history). B.A., 1961, M.A., 1963, Adams State; Ph.D., Oregon, 1965.

Lawrence C. Maves, Jr., M.Mus., Associate Professor of Music (violin); Director, University Symphony; Member, University Trio. B.Mus., 1954, M.Mus., 1959, Oregon; Diploma, Juilliard School of Music, 1958.

Sarah Calkins Maxwell, B.A., Assistant Professor of Music (harp). B.A., Oregon, 1957.

John C. McManus, M.A., Professor of Music (clarinet, music education); B.Mus.Ed., Northwestern, 1943; M.A., Columbia, 1950.

Bernard McWilliams, D.M.A., Associate Professor of Music, (violin, viola). B.Mus.Ed., 1964, Southern California, M.Mus., 1970, Maryland; D.M.A., 1978, Iowa.

James A. Miller, A.Mus.D., Professor of Music (voice, choirs). B.A., Goshen, 1952; M.Mus., 1956, A.Mus.D., 1963, Michigan.

Randall S. Moore, Ph.D., Associate Professor of Music (music education). B.A., 1963, M.A., 1965, Oregon; Ph.D., 1974, Florida State.

J. Robert Moore, D.M.A., Associate Professor of Music (oboe, woodwinds, music education); Member, University Woodwind Quintet. B.Mus.Ed., 1961, M.Mus., 1962, D.M.A., 1980, Eastman.

Harold Owen, D.M.A., Professor of Music (composition, music history, musicianship). B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California.

Gerald D. Poe, D.M.A., Assistant Professor of Music (trumpet, bands). B.A., 1964, Western State College; M.M.Ed., 1965, Florida State; D.M.A., 1973, Colorado.

H. Royce Saltzman, D.M.A., Associate Dean, Professor of Music (choral music). B.A., Goshen, 1950; M.Mus., Northwestern, 1954; D.M.A., Southern California, 1964.

Victor Steinhardt, M.A., Associate Professor of Music (piano). B.Mus., Mount St. Mary's, 1964; M.A., California, Los Angeles, 1967.

Stephen Stone, D.M.A., Assistant Professor, Assistant to the Dean (Field Instructional Services, choral music). B.S., 1949, M.S., 1956, D.M.A., 1971, Oregon.

Marlene Soriano Thal, D.M.A., Associate Professor of Music (piano, music history). B.A., 1954, M.L.S., 1962, M.Mus., 1971, D.M.A., 1978, Washington.

Richard Trombley, D.M.A., Associate Professor of Music (music history, flute); Member, University Woodwind Quintet. B.S., Juilliard School of Music, 1961; M.Mus., Manhattan School of Music, 1962; D.M.A., Stanford, 1977.

Robert M. Trotter, Ph.D., Professor of Music (analysis and criticism, musicianship, pedagogy). B.Mus., Northwestern, 1942; M.A., Chicago, 1947; Ph.D., Southern California, 1957.

Monte Tubb, M.A., Associate Professor of Music (musicianship, scoring, composition). B.A., Arkansas, 1956; M.A., Indiana, 1960.

Paul H. Westlund, D.M.A., Assistant Professor of Music (choral conducting, music education). B.S., 1967, Illinois; M.S., 1971, Wisconsin; D.M.A., 1976, Illinois.

Jeffrey Williams, D.M.A., Assistant Professor of Music (trombone and low brass, and coordinator of Jazz Studies). B.Mus., Texas, 1965; M.S., Illinois, 1966; D.M.A., Texas, 1974.

Neil Wilson, Ph.D., Professor of Music (voice, opera history). B.F.A., 1952, M.Mus., 1955, New Mexico; Ph.D., Indiana, 1967.

Lizabeth Wing, Ed.D., Assistant Professor of Music (music education). B.A., 1969, Luther College; M.M., 1971, Cincinnati College-Conservatory of Music; Ed.D., 1978, Illinois.

William C. Woods, M.Mus., Professor of Music (piano, music history); Member, University Trio. B.Mus., 1948, M.Mus., 1949, Southern California.

A Department of Music was established at the University of Oregon in 1886. The School of Music was organized in 1900, and was admitted to membership in the National Association of Schools of Music in 1928. The standards of the school are in accordance with the standards set by the association.

The primary aims of the school are to help students prepare for a variety of professions in music; to provide non-music majors with both broad elective music studies which will assist them to be aware and appreciative of the growing musical heritage of civilization, and to give extensive performance opportunities in the studio and in performing organizations.

Facilities and Opportunities

Facilities

The School of Music is housed in a building complex of five units, two completed in 1978. These units include Beall Recital Hall, seating 550 persons; 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 Library music collection includes complete critical editions of standard reference 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. Moog and Putney electronic synthesizers are available to qualified students. The University owns an extensive collection of orchestral and band instruments and a distinctive collection of ancient and ethnic music instruments.

Music Organizations

The University Singers, the University Chorale, Chamber Choir, Contemporary Chorus, Symphonic Wind Ensembles, Marching, Concert and Pep Bands, Symphony Orchestra, Sinfonietta, Brass Choir, Jazz Ensembles, Jazz Lab Band, Vocal Jazz Ensemble, Opera Workshop, and numerous small chamber ensembles offer membership and performance opportunities to all qualified students on campus. Collegium Musicum, a vocal-instrumental group, provides opportunity for the study of medieval, Renaissance, and baroque music, using a sizeable collection of reproductions of Renaissance and baroque instruments. The repertoire and activities of these organizations are planned to complement courses in analysis, history, and criticism offered by the school.

Concerts and Recitals

Frequent concerts and recitals are presented on the campus throughout the year by visiting artists, members of the faculty of the School of Music, and advanced music students. Other regularly scheduled concerts include performances by artists of international fame sponsored by the Eugene-University Music Association, the Chamber Concert Series, the Beall Organ Series, and the Eugene Symphony Orchestra.

Center for International Music Education

In 1982-83 the School of Music will offer a music study program in Europe, centered in Reading, England. The curriculum is open to qualified seniors and graduate students in music. Participants enroll as regular full-time students in the University of Oregon for the current academic year, and must complete requirements for admission as outlined in this catalog. The principal objectives of the center are (1) to give students a knowledge of music pedagogy in European countries through personal observation and participation; (2) to bring each student into the rich stream of European

cultural life, both past and present; and (3) to add new perspectives to American musical practices and attitudes. Address inquiries to: Director, Center for International Music Education, School of Music, University of Oregon, Eugene, Oregon 97403.

Public School Teaching

The School of Music offers work for preparation to teach music in the public elementary and secondary schools, grades K-12. Certification requires satisfactory completion of a program of teacher preparation which 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 certification office in the College of Education.

Students who already possess baccalaureate degrees but seek music endorsement for teacher certification are not held responsible for all University of Oregon degree requirements. Program descriptions and checklists for both the basic and standard endorsements are available upon request from the School of Music.

Instruction for General-Campus Students

The following credit-earning ensembles are available for all students, regardless of their major: Marching Band, Pep Band, Symphonic Wind Ensemble, Concert Band, Brass Choir, Symphony Orchestra, Sinfonietta, Opera Workshop, Collegium Musicum, University Singers, Chamber Choir, Chorale, Contemporary Chorus, Vocal Jazz Ensemble, Jazz Ensemble, Jazz Lab Band. Some require auditions; information is available from the School of Music office.

Classes of particular interest to students without previous musical instruction are Basic Music (Mus 125); Introduction to Music and its Literature (Mus 201, 202, 203); Listening with Understanding (Mus 450); The Music of Bach and Handel (Mus 251); The Classic Symphony and Sonata (Mus 252); Introduction to Opera (Mus 253); Introduction to Twentieth-Century Music (Mus 254); Music in World Cultures (Mus 258);

Frequently special classes of this nature are offered under Mus 199 or Hum 410, including such topics as Exploring World Music, the History of Jazz, Asiatic and Near Eastern Music, Folk Guitar, Inside Rock Music, History of Rock and Roll.

Students are eligible for instrumental and vocal performance instruction, with extra fee, and for participation in small chamber ensembles. Enrollment is limited; consent of instructor is required and an audition is prerequisite.

Fees and Financial Aid

Financial Aids in Music

The following scholarships are available to students of music. For additional details on these financial aids, write to Dean, School of Music, University of Oregon, Eugene, Oregon 97403.

Ruth Lorraine Close Musical Fellowship (approximately \$50,000 awarded annually to some 25 students for advanced study in music, with some awards reserved for students in harp and composition).

Eugene Women's Choral Society Scholarship (variable amounts for music majors).

Eugene Symphony Orchestra Scholarships (three, \$500 awards for music majors).

Mu Phi Epsilon Scholarships (variable amounts for music majors).

Maud Densmore Memorial Scholarship (variable amounts for upper-division music majors).

Max Risinger Memorial Scholarship.

Phi Beta Scholarships (variable amounts for music majors).

Presser Foundation Scholarship (\$1,000 for an undergraduate music major intending to teach music.)

Paul Clarke Stauffer Scholarships (approximately twelve awards of \$1,000 each for music majors, with first consideration to current high school seniors residing in Eugene, Oregon).

Music Fees

Students who major in music receive studio performance instruction only at the level of MuP 171-194 or above without extra tuition; exceptions are guitar students, who must pay an extra fee. Music majors whose programs specifically require a secondary performance area as noted in the catalog will be provided with this instruction free of the extra fee at the 50-57 or 171 level or above only, provided that faculty teaching loads permit. Fees for

studio vocal or instrumental instruction for all nonmajors are: one half-hour lesson per week, \$70.00 per term; two half-hour lessons per week \$140.00 per term. These fees are due at the time of registration each term.

Please note: Because of enrollment limitations in some areas of private performance study (notably voice, piano, flute), it may not be possible to provide private instruction to all students immediately upon entrance. Some priority will be given to upper-class majors and early admissions. For those students who cannot be accepted initially, private study for credit, at extra cost, can be provided with nonuniversity faculty as a temporary measure.

All music majors and all harp students, whether majors or not, pay a fee of \$5.00 per term which entitles them to practice room privileges. All music students using University-owned instruments pay a fee of \$3.00 per term per instrument for insurance. Students registered for private lessons who rent University-owned instruments pay a fee of \$10.00 per term, \$15.00 in Summer Session. The fee for organ or harpsichord practice is \$12.00 per term for one hour a day; for use of the Moog Synthesizer, \$15.00 per term for one hour per week individual instruction, \$7.50 for class instruction.

All students registered in classes which use the equipment of the elementary music education laboratory pay a fee of \$3.00 each term. These courses include, but are not limited to, Music Fundamentals and Music Methods in Elementary Teaching, Classroom Instruments, and Teaching Methods: Elementary Choral and General. Students registered for Orientation to Music Education pay a \$5.00 transportation fee, and students in techniques classes pay a fee of \$4.00 instrument rental per term.

Performance Ensemble Participation Requirements

All undergraduate degrees and most graduate degree programs require a specified number of terms of participation in ensemble performance work. The exact requirement will be found under each degree heading. Students will be given an opportunity to express their preference for a specific ensemble. However, assignments will be made in accordance with the needs of the school's ensembles as well as the interests, abilities, and educational needs of the student. A faculty auditioning committee in each performing area is charged with the responsibility of making

appropriate assignments and the student and performance instructor will participate with the committee in making the decision. The auditioning committee will be named each year jointly by the chairmen of the ensemble performance department and studio performance department.

Undergraduate Studies

Admission Procedures

Admission to the School of Music is based on the student's level of performance competence. Prospective freshmen and transfer students who want to major in music must be auditioned in their primary area (voice or instrumental performance, or composition) as a part of the process of application for admission. The audition is preferably accomplished in person on the University campus. If this is impossible, a tape recording of the student's performance may be substituted. (A request for audition dates should be made by writing to the School of Music. Four admission auditions for entrance fall term are held between March and June. Applicants who intend to become majors in composition should submit tape recordings and scores of their original compositions.)

Prospective students must also take a diagnostic examination in musicianship. A study guide describing cognitive material included in the examination is available from the School of Music.

The diagnostic examination does not require a passing grade for admission, but is used to place the students in courses appropriate to their background and experience.

Prospective students who are successful in the audition become eligible for admission, subject to available space. Such eligible students are admitted on a first-come, first-served basis.

Enrollment in studio performance instruction is at times governed by available space. Priority for enrollment is defined by the relation of the instruction to a degree objective and by the student's level of advancement as a performer, with continuing students having first priority.

Degrees Offered

Undergraduate degrees offered by the School of Music are Bachelor of Arts in Music; Bachelor of Science in Music; Bachelor of Music in Performance; Bachelor of Music in Music Education (Instrumental Option); Bachelor of Music in Music Education

(Choral-General Option); Bachelor of Music in Music Education (Combined Instrumental-Choral Option); Bachelor of Music in Music Education with State Handicapped Learner Endorsement; Bachelor of Music in Music Education with Handicapped Learner Specialization; Bachelor of Music in Composition; Bachelor of Music in Music Theory; Bachelor of Music in Music Merchandising.

Core Requirements for All Degrees

- (1) Musicianship I and II: Mus 111, 112, 113, and Mus 221, 222, 223 (18 credit hours).
- (2) Introduction to Music and its Literature: Mus 201, 202, 203 (9 credit hours).
- (3) Analysis: Mus 224, 225, 226 (6 credit hours).
- (4) History of Music: Mus 361, 362, 363 (9 credit hours).
- (5) Group requirements as prescribed for all baccalaureate degrees awarded by the University.

Additional Degree Requirements

Bachelor of Arts in Music

- (1) Ensemble Performance: 6 different terms, appropriately assigned.
- (2) Proficiency in French, German, or Italian as prescribed for all Bachelor of Arts degrees at the University of Oregon.
- (3) Either History of Western Art (ArH 204, 205, 206) or World Literature (Eng 107, 108, 109), 9 credit hours; a senior project in music subject to approval by the faculty: either a scholarly work, a performance, or a composition.
- (4) Studio Performance; 6 credit hours, including 3 at the level of MuP 171-194 or above. (A maximum of 24 credit hours in studio performance can count toward graduation requirements, of which not more than 12 credit hours may be taken during the freshman and sophomore years. Students electing a full recital as a senior project must have a minimum of 18 credit hours at 171 level or above, at least 6 hours of which are to be at 341 level and above, and taken at the University of Oregon.)
- (5) Thirty-six credit hours in literature and languages.

Bachelor of Science in Music

- (1) Ensemble Performance: 6 different terms, appropriately assigned.

- (2) A senior project in music subject to approval by the faculty: either a scholarly work, a performance, or a composition.

- (3) Studio Performance: 6 credit hours, including 3 at the level of MuP 171-194 or above. (A maximum of 24 credit hours in studio performance can count toward graduation requirements, of which not more than 12 credit hours may be taken during the freshman and sophomore years. Students electing a full recital as a senior project must have a minimum of 18 credit hours at 171 level and above, at least 6 hours of which are to be at the 341 level and above and taken at the University of Oregon.)

- (4) Thirty-six credit hours in science or social science but not both.

Bachelor of Music in Performance

- (1) Studio Performance: A minimum of 36 credit hours, including 3 terms at the level of MuP 471-494 and a senior recital subject to approval by the faculty; voice majors must have piano proficiency in sight-reading, transposing, and accompanying.

- (2) Ensemble Performance: 12 different terms, appropriately assigned; piano majors: 6 terms must be in Chamber Ensemble, Mus 194-394.

- (3) Voice majors: proficiency in French, German, and Italian equivalent to that attained either at the completion of two years of college study in one, and one year of college study in another of these, or at the completion of one year of college study in each of the three.

- (4) A woodwind major may concentrate on one instrument of the woodwind family or, if preferred, complete the combined program as follows: in addition to completing study of one woodwind instrument through the 481-485 level for a minimum of 36 credit hours, study of two other woodwind instruments through the 281-285 level for a minimum of 12 credit hours each (total 24 additional credits) is required. Two senior recitals are required, one a full recital on the major instrument and a second recital on the two secondary instruments, presenting both solo and ensemble music, both subject to prior faculty approval.

- (5) Piano majors: Piano Pedagogy I and II, MUE 491.

- (6) Electives in music courses other than studio performance, performance pedagogy, or ensemble, 5 credit hours.

- (7) A minimum of 121 credit hours in music, including electives and required courses, must be earned by each student pursuing this degree program.

Bachelor of Music in Music Education, Instrumental Option

- (1) Studio Performance: 18 credit hours on a string, wind, or percussion instrument, including 6 credit hours at the 300 level or above. Must demonstrate piano capability equivalent to completing 3 terms at 71 level or above.

- (2) Ensemble Performance: 11 different terms, appropriately assigned (woodwind, brass, and percussion majors have two terms in Marching Band, Mus 195 or 395; transfer students have one term).

- (3) Conducting: 6 credit hours, Mus 387, 388, 389.

- (4) Orientation to Music Education: 3 credit hours, MuE 326.

- (5) Instrumental Teaching Methods: 3 credit hours, MuE 411.

- (6) Instrumental Teaching Strategies: 2 credit hours, MuE 414.

- (7) Scoring for Voices and Instruments: 3 credit hours, Mus 439 (G).

- (8) Voice Pedagogy: 1 credit hour, MuE 391.

- (9) Instrumental Techniques: 8 credit hours, MuE 392.

- (10) Classroom Instruments: 2 credit hours, MuE 425.

- (11) Practicum: 3 credit hours, MuE 409.

- (12) Student Teaching: 15 credit hours in CI 415, 417, plus student teaching seminar for no additional credit. Prerequisites of completion of Mus 111, 112, 113; 201, 202, 203, or equivalent; 221, 222, 223; 224, 225, 226, or equivalent; 387, 388, 389; MuE 326, 411, 414; EPsy 321, 322; MuE 409 Practicum; two terms on campus; minimum cumulative grade point average of 2.50; grade of C or better in all of above courses and core requirements; faculty approval for admittance into the teacher certification program.

- (13) Completion of courses in College of Education required of all candidates for certification for teaching in secondary schools.

Bachelor of Music in Music Education, Choral-General Option

- (1) Studio Performance: 18 credit hours. Pianists must complete the 200-level requirements in piano (usually requiring 3 terms or more at the 200 level) and demonstrate voice capability equivalent to completing 3 terms of voice at 74 level or above. Singers must complete the 200-level requirements in voice (usually requiring 3 terms or more at the 200 level) and demonstrate piano capability equivalent to completing 3 terms of piano at the 71 level or above.

(2) Ensemble Performance : 11 different terms, appropriately assigned.

(3) Conducting : 6 credit hours, Mus 384, 385, Mus 386.

(4) Orientation to Music Education : 3 credit hours, MuE 326.

(5) Teaching Methods : Elementary Choral and General : 3 credit hours, MuE 412.

(6) Teaching Methods : Secondary Choral and General : 3 credit hours, MuE 413.

(7) Scoring for Voices and Instruments : 3 credit hours, Mus 439 (G).

(8) Choral Materials : 2 credit hours, MuE 444.

(9) Instrumental Techniques : 3 credit hours in MuE 392 ; one term in woodwinds, one term in brass, one term in strings.

(10) Voice Pedagogy : 1 credit hour, MuE 391.

(11) Classroom Instruments : 2 credit hours, MuE 425.

(12) Practicum : 3 credit hours, MuE 409.

(13) Student Teaching : 15 credit hours in CI 415, 417, plus student teaching seminar for no additional credit ; prerequisites of completion of Mus 111, 112, 113 ; 201, 202, 203 or equivalent ; 221, 222, 223, 224, 225, 226 or equivalent ; 384, 385, 386 ; MuE 326, 412, 413 ; EPsy 321, 322, 323 ; MuE 409 Practicum ; two terms on campus ; minimum cumulative grade point average of 2.50 ; grade of C or better in all of above courses and core requirements ; faculty approval for admittance into the teacher certification program.

(14) Completion of courses in College of Education required of all candidates for certification for teaching in secondary schools.

Bachelor of Music in Music Education, Combined Instrumental-Choral Option

In addition to the core studies, the same courses for either the choral-general option or the instrumental option above with the following exceptions :

(1) 11 different terms of appropriately assigned ensemble including at least 3 terms of instrumental and 3 terms of choral ensemble.

(2) Choose 3 of the 4 Teaching Methods courses : MuE 411, 412, 413, 414.

(3) Complete 200-level requirements in a major performing medium (usually requiring 3 terms or more at the 200-level) and demonstrate piano and voice capability equivalent to completing 3 terms of piano and voice at the MuP 71 and 74 levels.

(4) Instrumental Techniques : from 3 to 8 credit hours based on student's

need as determined in conference with an adviser. If major area is instrumental (including some pianists), 8 credits will be required.

Bachelor of Music in Music Education with State Handicapped Learner Endorsement

(1) The current music education degree requirements for the choral-general option or the combined choral-instrumental option.

(2) Exceptional Child : 3 credit hours, SpEd 430(G).

(3) Psychology Exceptional Child : 3 credit hours, SpEd 462(G).

(4) Behavior Management : 4 credit hours, SpEd 485(G).

(5) Communication and Counseling Exceptional Child : 3 credit hours, SpEd 407(G).

(6) Career Education for the Handicapped : 3 credit hours, SpEd 480(G).

(7) Reading Instruction for the Handicapped, 3 credit hours, SpEd 480(G).

(8) Language Arts Instruction for the Handicapped, 3 credit hours, SpEd 481(G).

(9) Math Instruction for the Handicapped, 3 credit hours, SpEd 482(G).

(10) Practicum, Handicapped Learners, 12 credit hours, SpEd 409(G), 509.

(11) The handicapped learner endorsement can be completed as part of an undergraduate program in teacher education or as a combined undergraduate and post-baccalaureate program, or as part of a fifth year or master's program. The endorsement requires a minimum of 36 hours or demonstrated competence and prepares one to teach the mildly handicapped : mildly retarded, learning disabled and behaviorally disordered. The endorsement requires a regular secondary teaching certificate.

(12) 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.

Bachelor of Music in Music Education with Handicapped-Learner Specialization

The current music education degree requirements for the choral-general option or the combined choral-instrumental option. Also required are the following courses, or demonstrated competence :

(1) Exceptional Child, 3 credit hours, SpEd 430(G).

(2) Diagnosis of Basic Skills, 3 credit hours, SpEd 465(G).

(3) Behavior Management, 4 credits, SpEd 485(G).

(4) Choose one of the following 3-credit courses : Mental Retardation, SpEd 464(G) ; Behavior Disorders, SpEd 463(G) ; Learning Disabilities, SpEd 466(G) ; The Physically Handicapped, SpEd 467 ; Communication and Counseling Exceptional Child, SpEd 407 ; Design of Instruction for Handicapped, SpEd 486(G) ; Psychology of Exceptional Children, SpEd 462(G).

Bachelor of Music in Composition

(1) Composition I, II, III : 27 credit hours, Mus 240, 241, 242 ; Mus 340, 341, 342 ; Mus 440, 441, 442.

(2) Ensemble Performance : 9 different terms, appropriately assigned.

(3) Studio Performance : proficiency on piano at the level of MuP 271, or on two instruments at the level of MuP 171-194, with one of the two being piano.

(4) Public recital, subject to faculty approval, of compositions written by the student during the course of degree candidacy and during enrollment in Composition II and III.

(5) Approval of the student's qualifications for graduation by the composition faculty.

(6) A minimum of 121 credit hours in music, including electives and required courses, must be earned by each student pursuing this degree program.

Bachelor of Music in Music Theory:

(1) Studio Performance : 18 credit hours, including a minimum of 3 terms at the level of MuP 271-294.

(2) Ensemble Performance : 9 different terms, appropriately assigned.

(3) Counterpoint I, II : 10 credit hours, Mus 333, 334, 335 ; Mus 433, 434.

(4) Composition I : 9 credit hours, Mus 240, 241, 242.

(5) Scoring for Voices and Instruments : 3 credit hours, Mus 439 G.

(6) Advanced Analysis : 6 credit hours, Mus 430, 431, 432.

(7) Analysis and Criticism : 6 credit hours, chosen from Mus 407 (G) or from Mus 435, Mus 457, Mus 461-477.

(8) A senior lecture-recital subject to approval by the faculty.

(9) A minimum of 121 credit hours in music, including electives and required courses, must be earned by each student pursuing this degree program.

Bachelor of Music in Music Merchandising

The Music Merchandising degree is designed to prepare students for successful management roles in the

retail music industry, including those related to the operation of music stores, sheet music, instruments, recordings, and musical equipment sales, and similar outlets. The program has been designed jointly by the School of Music and the College of Business Administration at the University of Oregon and will place seniors in the program in one-term internships in music industries throughout the state as a practical application of their classroom learning experience. The program is being established with the enthusiastic support of the retail music industry. For further information call or write Morrette L. Rider, Dean, School of Music.

Graduate Studies

Graduate degrees offered by the School of Music are Master of Music in Choral Conducting; Master of Music in Composition; Master of Music in Music Education; Master of Music in Performance and Music Literature; Master of Music in Performance with a Group Major in Woodwind or Brass Instruments; Master of Music in Performance on Early Keyboard Instruments; Master of Arts in Music Education; Master of Arts in Music History; Master of Arts in Music Theory; Doctor of Musical Arts, with primary and supporting areas in: Composition; History and Musician-ship; Music Education; Performance; Doctor of Education with a primary area in Music Education (through the School of Education); Doctor of Philosophy with a primary area in Music Education (through the School of Education).

Note: The Ed.D. and Ph.D. degree programs offer the primary area in music education; the supporting area for these degrees is outside the School of Music. Further information on these degree programs is available from the School of Music office.

Admission Procedures

For general University regulations governing graduate admission, see the Graduate School section of this catalog regarding credits, residence, and transfer of previous graduate work taken elsewhere.

Send to the Director of Graduate Admissions, University of Oregon a Graduate Admission Application form, and a copy of transcripts of all previous undergraduate and graduate study.

Send the following materials to the

Coordinator of Graduate Studies, School of Music, University of Oregon.

(1) A copy of transcripts of all previous undergraduate and graduate study.

(2) Three written recommendations, one from a major-area professor.

(3) A statement of career goals, including purpose and intent in earning a graduate degree.

(4) A substantial term paper or the like which will demonstrate applicant's capacity to organize and present ideas in formal writing style and good English prose.

(5) Supporting material related to the major area of interest: for performance students, a tape, a repertoire list, and copies of programs from solo public performances; for composers, musical scores and tapes; for majors in music education, copies of programs conducted.

Proficiency Examinations

All entering graduate students admitted into a degree program, including pre-masters and pre-doctoral students (excluding the planned fifth year certification program), are required to take basic proficiency examinations in musicianship and music history during their first term of enrollment. Entrance exams are given on or before the first day of registration each term. Students who do not pass the exams (or portions thereof) will be required to enroll in prescribed courses, successful completion of which satisfies the requirement.

Admission Requirements

M.M. in Choral Conducting. Minimum of two years successful conducting experience supported by letter of recommendation, tapes, and programs.

M.M. in Composition. Demonstration of marked ability and technical skill in composition by submitting to the composition faculty scores of original works for large and small ensembles. The candidate should arrange an interview with a member of the composition staff, if possible, prior to the first term of graduate study.

M.M. or M.A. in Music Education. Proficiency to enter MuP 341-362 in voice or on an instrument taught here.

M.A. in Music History or Music Theory. Proficiency to enter MuP 341-362 in voice or on an instrument taught here.

M.M. in Performance and Music Literature including the Group Major in Woodwind or Brass Instruments. Major performance medium proficiency

to enter MuP 571-594. Prospective voice majors must also have piano proficiency in sight-reading, transposing, and accompanying sufficient to enter MuP 271.

Degree Requirements

M.M. or M.A. in Music Education

(1) A primary area from the following: Music in Elementary Education; Music in Secondary Education: Band and Orchestra Conducting and Literature; Choral Conducting and Literature.

(2) A supporting area from the following: Music Supervision; Performance Studies (student proficiency must be at MuP 471-494 level at entrance); Research (thesis required); Composition; Music History and Literature; Theory-Musician-ship; other area of interest in or outside music as approved by a faculty adviser and the Graduate Committee.

(3) Specific course requirements: Basic Concepts in Music Education (Mus 532); General Seminar in Music Education (MuE 507); Research Methods (Mus 511).

(4) Other required courses: Mus 591-598 Ensemble, appropriately assigned, three terms; studio performance instruction, three terms; courses from music history, literature, theory or composition at level 400(G) or above, 6 credit hours; courses related to the primary area chosen with a faculty adviser, 9 credit hours; courses in expository writing as needed to achieve the ability to organize and present ideas in formal writing style and good English prose.

(5) Electives: 400(G) or above, in or outside of music, to complete 48 graduate credit hours.

(6) Language Requirement for M.A.: Reading proficiency in one foreign language, usually German, demonstrated by two years of successful undergraduate study of the language, or by passing an examination administered by the School of Music, or by any other means proposed by the student and accepted by an adviser.

(7) Completion Requirement: Choose one of the following four options: (a) comprehensive written examination plus an oral examination; (b) thesis plus an oral examination (thesis will receive 9 credits from among the electives or 6 hours thesis and 3 hours research for a total of 9 credits); (c) major project plus an oral examination (carries 2 to 4 credits); (d) recital subject to approval of the faculty (if a candidate is

performing at the level of MuP 571-594) plus an oral examination.

Reading and Conference, Thesis or Research will not normally be available to graduate students during summer sessions except to students enrolled in Music Education, Thesis (MuE 503).

M.A. in Music History or Music Theory

(1) Course requirements: Research Methods (Mus 511); Thesis (Mus 503), 9 credit hours; Ensemble (591-598), appropriately assigned, three terms; Studio performance, 3 terms at the appropriate level (only MuP 511 or above yields graduate credit); courses in Music History or Theory at the level of 400(G) or above, 18 credit hours; satisfactory evidence of performance proficiency equivalent to MuP 271-294.

(2) Electives: courses 400(G) or above chosen in consultation with the adviser to complete 48 graduate credit hours.

(3) Language requirement: reading proficiency in one foreign language, usually German, demonstrated by two years of successful undergraduate study of the language, or by passing an examination administered by the School of Music, or by any other means proposed by the student and accepted by an adviser.

(4) Completion requirements: defined with a faculty adviser; normally an oral examination on the thesis.

M.M. in Performance and Music Literature

This degree is available in piano, harpsichord, organ, voice, harp, violin, viola, cello, oboe, flute, clarinet, bassoon, trumpet, trombone, horn, baritone horn, tuba, and saxophone.

(1) Course requirements: Research Methods (Mus 511); Studio performance (MuP 571-594) 12 credit hours; Collegium Musicum (Mus 591) one term; courses or seminars in Music History or Literature, at 400(G) or above, 12 credit hours; Ensemble (Mus 591-598), appropriately assigned, three terms.

(2) Electives: courses 400(G) or above chosen in consultation with the adviser to complete 48 graduate credit hours.

(3) Completion requirements: A public recital subject to prior approval of a faculty jury; a final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Voice majors must demonstrate competence in Italian, French, and German equivalent to two years of college study

of one language, and one year of college study of each of the other two.

Piano majors must take Piano Music (Mus 464, 465, 466).

M.M. in Performance with a Group Major in Woodwind or Brass Instruments

(1) Course requirements: Research Methods (Mus 511); Studio performance (MuP 581-590 and MuP 521-530) to total 15 credit hours; Collegium Musicum (Mus 591) one term; Ensemble (Mus 591-598), appropriately assigned, three terms; Wind-Instrument Music (Mus 477) one term; Advanced Pedagogy of Woodwind or Brass (MuE 491) one term; courses or seminars in Music History or Literature, at 400(G) or above, 12 credit hours.

(2) Electives: courses 400(G) or above chosen in consultation with the adviser to complete 48 graduate credit hours.

(3) Completion requirements: A complete public recital of both solo and ensemble music on the primary instrument subject to prior approval of a faculty jury; a performance of a substantial composition on each of two minor instruments during a public student recital; a final oral examination with emphasis on woodwind or brass history, literature, and pedagogy.

M.M. in Performance (Early Keyboard Instruments)

Candidates will specialize in two or more of these instruments: clavichord, harpsichord, fortepiano, and organ.

(1) Course requirements: Research Methods (Mus 511); Ensemble (Mus 591-598), appropriately assigned, three terms; Collegium Musicum (Mus 591), one term; courses or seminars in music history and literature at 400(G) level or above, 12 credit hours; Studio performance (MuP 572, 573, 593, 594, as applicable), 12 credit hours; electives, chosen in consultation with adviser, to complete 48 graduate credit hours (400G or above); Studio performance on secondary instruments as applicable (MuP 372, 373, 393, 394, or higher), 12 credit hours. Total credit hours for degree, 60.

(2) Completion requirements: two public recitals (audition for faculty approval is mandatory), and a final oral examination with emphasis on history, literature, and pedagogy related to performance media.

M.M. in Composition

(1) Course requirements: Research Methods (Mus 511); Seminar in Composition (Mus 507), 6 credit hours;

Thesis (Mus 503), 9 credit hours, an original composition of major proportions composed, performed, and recorded during the period of Master of Music study. Group options: Ensemble (Mus 591-598), appropriately assigned, three terms; two courses in music history to be chosen from Mus 561-565; four courses (10 credit hours) chosen from the following: Score Reading (Mus 426-7), Advanced Analysis (Mus 430-1-2), Scoring for Voices and Instruments (Mus 438), Synthesizer Techniques (Mus 443), Advanced Choral Conducting (Mus 485), Advanced Instrumental Conducting (Mus 486), Advanced Composition Studies (Mus 540-1-2), Advanced Pedagogy of Composition (MuE 491), Studio Performance Studies (MuP 541-562).

In addition, two courses from outside the School of Music 400(G) level or above, 4 credit hours.

(2) Electives: Courses 400(G) or above chosen in consultation with the adviser to complete 48 graduate credit hours.

(3) Completion requirements: (a) Keyboard instrument performance competency at the MuP 271 level or above, or two performance media at the MuP 171 level or above with one of the two being a keyboard instrument. Competency will be determined by audition before appropriate faculty. (b) Performance of compositions: performance and recording of works composed during the period of the candidate's Master's of Music work to the satisfaction of the Composition Committee. Performances may take place in one or both of the following: a graduate composition recital or public performance approved by the composition faculty. (c) A final oral examination reviewing the candidate's thesis composition.

M.M. in Choral Conducting

(1) Course requirements: Research Methods (Mus 511); Advanced Choral Analysis (Mus 508) 2 credit hours; Advanced Choral Conducting (Mus 508) 2 credit hours; Advanced Choral Performance (Mus 508) 3 credit hours; Advanced Instrumental Conducting (Mus 486); Reading and Conference in Choral Literature (Mus 505) 9 credit hours; Choral Ensemble (Mus 597) three terms; Voice Performance Studies (Studio Instruction), three terms at the appropriate level; two courses in music history to be chosen from Mus 561-565.

(2) Other required courses: Practicum in Advanced Choral Conducting (Mus 509), three terms, 2 credit hours

each term; assignment to a major University choral ensemble each of three terms to assist in program planning, rehearsals, and performance.

(3) Electives: to be chosen from Scoring for Voices and Instruments (Mus 439G); Advanced Vocal Pedagogy (MuE 491G); Choral Diction (Mus 507); Baroque Performance Practice (Mus 589); Collegium Musicum (Mus 591); to complete 54 graduate credit hours.

(4) Residency requirements: one academic year and two summers in residence on the Eugene campus. The second summer must immediately follow the year's residency.

(5) Completion requirements: candidates will be required to (a) conduct in not fewer than two public performances presented by University choral ensembles subject to the approval of the choral faculty; (b) take a final oral examination.

Doctor of Musical Arts

The objective of the doctoral program is to help prepare college music teachers with two areas of advanced competence. Primary and supporting areas of concentration are available in music education, history and musicianship, performance and composition. Further information on the Ph.D. and D.Ed. programs is available from the Graduate Secretary, School of Music.

Admission Procedures

For information on University-wide regulations regarding admission, see the Graduate School section of this catalog. Initial admission to doctoral programs in the School of Music is conditional only.

Conditional Admission. Send to the Director of Graduate Admissions, University of Oregon:

(1) Graduate Admission Application form.

(2) A copy of transcripts of all previous undergraduate and graduate study.

Send to the Coordinator of Graduate Studies of the School of Music:

(1) A copy of transcripts of all previous undergraduate and graduate study.

(2) Three written recommendations from persons who know the applicant's professional and personal qualifications.

(3) Recent scores of Graduate Record Examination (GRE) Aptitude Tests, both Verbal and Quantitative; GRE Advanced Music Test; Miller Analogies Test.

(4) A sample of the applicant's writing, such as a term paper, to demonstrate ability to write acceptable formal English prose about music or the teaching of music.

(5) For students choosing a primary area in music education: two letters of reference indicating four years of successful full-time music teaching in either elementary or secondary school or both. For students choosing a supporting area in music education: two letters of reference indicating two years of successful full-time teaching in elementary or secondary school or both. These letters are in addition to the recommendations required of all applicants in (2) above.

(6) For students choosing a primary or supporting area in history and musicianship: a document exemplifying the applicant's scholarship and research ability [this document will serve as the sample of writing requested in (4) above].

(7) For students choosing either a primary or supporting area in performance: a personal audition or a recent tape recording of the applicant's performance; a list of repertoire and copies of recent programs.

(8) For students choosing either a primary or supporting area in composition: a score and, if possible, a tape recording of an original composition.

(9) Any other materials the applicant believes will be of interest to the School of Music Graduate Admissions Committee.

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.

Residence Requirement. At least three years of full-time study beyond the baccalaureate degree are required, of which at least one academic year (three consecutive terms of full-time study beginning in the fall term with a minimum of 9 credit hours per term) must be spent in continuous residence on the Eugene campus of the University of Oregon. The three consecutive terms in continuous full-time residence must follow completion of all requirements for all master's degrees.

Graduate Proficiency Examinations. All entering graduate students admitted into a degree program including pre-masters and pre-doctoral students (excluding the planned fifth year

certification program), are required to take basic proficiency examinations in musicianship and music history during their first term of enrollment. Entrance exams are given on or before the first day of registration each term. Students who do not pass the exams (or portions thereof) will be required to enroll in an appropriate course or courses as prescribed. Successful completion of the prescribed work satisfies the requirements. Additional information about these examinations is available from the Graduate Secretary, School of Music.

Language Requirements. Proficiency in one foreign language, usually German, must be demonstrated by all students before advancement to candidacy. Students with a primary or supporting area in voice performance must demonstrate proficiency in French, German, and Italian equivalent to two years college study in one and one year in each of the other two. Additional information about this requirement is available from the Graduate Secretary, School of Music.

Reading and Conference, Thesis, or Research will not normally be available to graduate students during summer sessions except to students enrolled in Music Education, Thesis (MuE 503).

Program of Study

Requirements for All Students

(1) Concept Development in College Music Teaching (MuE 540-542), three terms beginning fall term only.

(2) Advanced Pedagogy (MuE 491G), two terms, one each in primary and supporting areas.

(3) Supervised College Music Teaching (MuE 502), two terms, one each in primary and supporting areas.

(4) Research Methods (Mus 511).

(5) Four courses or seminars in music history or music theory, chosen from Mus 407G or from any course or seminar at the 500 level, two of which must be chosen from Mus 560-565.

(6) Courses outside of music, chosen in consultation with a faculty adviser, excluding courses required in primary or supporting areas and elementary language courses, 9 credit hours.

(7) Three terms in an ensemble chosen in consultation with a faculty adviser.

Requirements for Primary Area in Performance

(1) Performance Studies (MuP 671-694), six terms, 24 credit hours.

(2) Seminar in Thesis Organization (MuE 507).

(3) Thesis (Mus 503), 6 credit hours.

(4) Three public performances on the Eugene campus (subject to prior approval by a faculty jury), one of which must be a solo recital.

(5) A dissertation focusing on some aspect of the performance medium.

Requirements for Supporting Area in Performance

(1) Performance Studies (MuP 641-661), three terms, 12 credit hours.

(2) Two public performances (subject to prior approval by a faculty jury), one of which must be a solo recital.

Requirements for Primary Area in History and Musicianship

(1) Thesis (Mus 503), 18 credit hours.

(2) Collegium Musicum (Mus 591), three terms.

(3) Advanced Pedagogy (MuE 491G), three terms, one each in history, in musicianship, and in the supporting area.

(4) Supervised College Music Teaching (MuE 502), three terms, one each in history, in musicianship, and in the supporting area.

(5) Seminar in Thesis Organization (MuE 507).

(6) Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the Eugene campus.

Requirements for Supporting Area in History and Musicianship

Courses in history or theory, 12 credit hours beyond what is required of all students. Students with this supporting area concentrate in history and repertoire or theory and musicianship. The former normally take all courses in the group Mus 560-565; the latter normally take courses such as Mus 425, 426-7, 430-1-2, 433-4, 435, and seminars in music theory, according to course availability and student interest.

Requirements for Primary Area in Music Education

(1) Research Methods (Mus 513).

(2) Seminar in Thesis Organization (MuE 507).

(3) Statistical Methods (PE 540, 541), or equivalent.

(4) Studio Performance Studies, three terms.

(5) Thesis (MuE 503) 18 credit hours.

(6) Minimum of 15 hours credit in additional graduate MuE courses.



Requirements for Supporting Area in Music Education

(1) Research Methods (Mus 513).

(2) Statistical Methods (PE 540), or equivalent.

(3) Studio Performance Studies, three terms.

(4) Minimum of 9 hours credit in additional graduate MuE courses.

Requirements for Primary Area in Composition

(1) Advanced Pedagogy of Musicianship (MuE 491G), one term: (if the supporting area is other than Musicianship, this term will be in addition to the one term required in the supporting area).

(2) Courses in composition chosen with a faculty adviser, 20 credit hours.

(3) Courses outside of the School of Music, chosen with a faculty adviser, 3 credit hours beyond what is required of all students.

(4) Public performance on the Eugene campus of compositions completed during the period of doctoral study and approved by the composition faculty.

Requirements for Supporting Area in Composition

(1) Courses in composition, analysis, or pedagogy of musicianship or of composition, chosen in consultation with a faculty adviser, 12 credit hours.

(2) Public performance on the Eugene campus of compositions completed during the period of doctoral study and approved by the composition faculty.

Comprehensive Examinations

Written and oral comprehensive examinations in the primary and supporting areas are taken prior to advancement to candidacy, but after the following conditions are met.

(1) Formal admission to the doctoral program.

(2) Completion of all course work in the area to be examined.

(3) Approval of the dissertation proposal by the dissertation advisory committee.

(4) Approval of the adviser.

(5) Satisfaction of the language requirement. Further information about comprehensive examinations is available from the Graduate Secretary, School of Music.

Advancement to Candidacy

Advancement to candidacy is based upon successful completion of comprehensive examinations and foreign language requirements, approval of the dissertation proposal by the dissertation advisory committee, and the recommendation of the adviser.

Dissertation Requirement

A dissertation is required in all areas. For candidates whose primary area is composition, the dissertation will be an original composition of major proportions composed during doctoral study, and performed and recorded on the University of Oregon campus. For candidates whose primary area is performance, the dissertation will consist of three required public performances and a written dissertation focusing on some aspect of the performance medium.

Final Examination

A final oral examination is required in all areas, at which time the candidate will be expected to defend the dissertation and show a command of the primary area. Members of the dissertation advisory committee normally conduct the final examination with their appointment subject to the approval of the dean of the Graduate School.

Courses Offered

Music: Undergraduate Courses

Mus 111, 112, 113. Musicianship I. 4 credit hours each term. Study of the disciplines of hearing, performing, analyzing, improvising, and composing different kinds of music; terminology, concepts, and the development of aural-visual acuity. For degree candidates in music. Admission by placement in qualifying examinations. Sequence course. Mus 111 and 112 are offered Pass/No-Pass only. Hurwitz, Kammerer, Owen, Trotter, Tubb, Healey.

Mus 125. Basic Music. 3 credit hours. Elementary study of terms and notational symbols, designed to develop elementary competence in performing from notation and in notating musical ideas. For general-campus students.

Mus 191. Collegium Musicum. 1 credit hour any term. Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight reading; vocal and instrumental repertoire. Upper-division students enroll in Mus 391. Owen.

Mus 194. Chamber Ensemble. 1 credit hour any term. Study of music through small group rehearsal. For stringed instrument and wind instrument players, percussionists, pianists, and singers. Audition or consent of instructor is required. Upper-division students enroll in Mus 394. May be repeated for maximum of 6 hours credit.

Mus 195. Band. 1-2 credit hours any term. Marching Band, fall term only, 2 credits; Symphonic Wind Ensemble, 1 credit fall term, 2 credits winter and spring terms; Eugene-University Wind Ensemble, 1 credit fall, winter, and spring terms; Concert Band, winter and spring term only, 1 credit; Pep Band, winter term only, 1 credit. Upper-division students enroll in Mus 395. Prerequisite: audition for Symphonic Wind Ensemble and Eugene-University Wind Ensemble; interview for Marching Band, Concert Band, and Pep Band. May be repeated for maximum of 6 terms. Poe, Bennett.

Mus 196. Orchestra. 1-2 credit hours any term. University Symphony Orchestra, 2 credits, University Sinfonietta, 1 credit. Upper-division students enroll in Mus 396. May be repeated for maximum of 6 terms. Maves, Rider.

Mus 197. Chorus. 1-2 credit hours any term. University Singers, Chamber Choir, Vocal Jazz Ensemble, 2 credits any term; University Chorale, Laboratory Chorus, 1 credit any term. Prerequisite: audition; consent of instructor. Upper-division students enroll in Mus 397. May be repeated for maximum of 6 terms. Saltzman, Miller, Westlund, Stone.

Mus 199. Special Studies. 1-3 credit hours any term.

Mus 200. SEARCH. 1-3 credit hours.

Mus 201, 202, 203. Introduction to Music and Its Literature. 3 credit hours each term. Cultivation of understanding and intelligent enjoyment of music through a study of its elements, forms, and historical styles. Separate sections for majors and general-campus students. Trotter, Martin.

Mus 221, 222, 223. Musicianship II. 2 credit hours each term. A continuation of Mus 111,

112, 113. Prerequisite: Mus 113, or equivalent. Tubb, Owen, Hurwitz, Trotter, Healey.

Mus 224, 225, 226. Analysis. 2 credit hours each term. Study of basic techniques of analyzing melody, harmony, rhythm, and form in music of a variety of periods and cultures. For degree candidates in music. To be taken concurrently with Mus 221, 222, and 223. Prerequisite: Mus 113 or equivalent. Trombley, Hurwitz, Trotter.

Mus 240, 241, 242. Composition I. 3 credit hours each term. Introduction to basic craft of musical composition. Problems of notation, scoring for instruments, basic concepts of form; emphasis on student's own beginning creative work. Consent of instructor is required. Prerequisite: Mus 113 and Mus 203 or equivalent.

Mus 251. The Music of Bach and Handel. 3 credit hours. Study of selected compositions by Bach and Handel, as masterful examples of the concerto grosso, dance suite, organ chorale, cantata, oratorio, opera, and mass; cultural context in Germany, France, Italy, and England for the development of their styles. Primarily for nonmajors.

Mus 252. The Classic Symphony and Sonata. 3 credit hours. Study of symphonies and sonatas by Haydn, Mozart, and Beethoven; elements of style in the Viennese classic period, and its legacy in the nineteenth century. Primarily for nonmajors.

Mus 253. Introduction to Opera. 3 credit hours. Class study of such operas as *Le nozze di Figaro*, *Carmen*, *Otello*, *Tristan und Isolde*, *Pelléas et Mélisande*, *The Rake's Progress*, as masterpieces fusing theatrical and musical modes of dramatic expression. Primarily for nonmajors.

Mus 254. Introduction to Twentieth-Century Music. 3 credit hours. Evolution and revolution in musical style since Debussy and Mahler; study of selected masterpieces by such composers as Stravinsky, Bartók, Schoenberg, Copland, and Varèse. Primarily for nonmajors.

Mus 258. Music in World Cultures. 3 credit hours. Survey of music from Africa, Asia, and the oral traditions of Europe and the Americas; examines the style and functions of music in many cultures. Trotter.

Mus 270. Survey of Jazz in the U.S.A. 3 credit hours. A survey of jazz covering all periods from the turn of the century to the present. Special emphasis on repertoire of the present within an historical perspective. Analysis of the music of jazz artists including Duke Ellington, Count Basie, Woody Herman, Charlie Parker, Miles Davis. Improvisation and trends in vocal jazz are also discussed. Primarily a listening course. Kammerer, Dowd, Poe.

Mus 321, 322. Music Fundamentals. 2 credit hours each term. Study of musical notation and terminology; learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and chording instruments. Not open to music majors. Required in the elementary education program. R. Moore, Harrison, Wing. Laboratory fee required.

Mus 333, 334, 335. Counterpoint I. 2 credit hours each term. Contrapuntal technique of the sixteenth through the twentieth centuries; composition and analysis. Prerequisites: Mus 223 and Mus 226 or equivalent.

Mus 340, 341, 342. Composition II. 3 credit hours each term. Composition and public performance of small works for piano, voice, and small ensembles. Consent of instructor is required. Prerequisite: Mus 242.

Mus 361, 362, 363. History of Music. 3 credit hours each term. An intensive study of the history of Western music from its beginnings to the present day. Primarily for degree candidates in music. Prerequisites: Mus 203, Mus 223 and Mus 226, or equivalent.

Mus 384, 385. Choral Conducting I and II. 2 credit hours each term. Study of conducting techniques, with emphasis on practical application to choral organizations; score reading; analysis and interpretation of choral music. Conducting experience with laboratory chorus. Prerequisites: Mus 223 and 226 or equivalent. Consent of instructor is required. Westlund.

Mus 386. Instrumental Conducting for Choral Majors. 2 credit hours. Study of transposition and instrumental conducting techniques. Third term in the conducting sequence for choral majors. Consent of instructor is required. Prerequisite: Mus 385.

Mus 387, 388. Instrumental Conducting I and II. 2 credit hours each term. Baton techniques, with emphasis on practical applications to instrumental organizations; score reading; general problems of the conductor of larger instrumental ensembles. Conducting experience with laboratory ensembles. Consent of instructor is required. Prerequisites: Mus 223 and 226 or equivalent.

Mus 389. Choral Conducting for Instrumental Majors. 2 credit hours. Study of choral conducting techniques. Third term in the conducting sequence for instrumental majors. Consent of instructor is required. Prerequisite: Mus 388. Westlund.

Mus 391. Collegium Musicum. 1 credit hour any term. Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight reading; vocal and instrumental repertoire. Owen.

Mus 392. Small Jazz Ensembles. 1 credit hour any term. Improvisatory group. Study of current and past small group jazz performance practice. Public performances. Membership in group presumes full year commitment. Entrance by audition and interview with instructor. Kammerer.

Mus 393. Jazz Laboratory Band. 1 credit hour any term. Jazz Lab Band. Large ensembles performing progressive jazz-rock repertoire. Performances on campus and at jazz festivals. Improvisation, as well as repertoire study. Entrance by audition, with full year commitment. Williams.

Mus 394. Chamber Ensemble. 1 credit hour any term. Study of music through small group rehearsal. For stringed-instrument and wind-instrument players, percussionists, pianists, and singers. Audition, or consent of instructor is required. May be repeated for maximum of 6 hours credit.

Mus 395. Band. 1-2 credit hours any term. Prerequisite: upper-division standing, and audition. See Mus 195 for available bands. May be repeated for maximum of 6 terms. Poe, Bennett.

Mus 396. Orchestra. 1-2 credit hours any term. University Orchestra, University Sinfonietta. Prerequisite: upper-division standing; audition. May be repeated for maximum of 6 terms. Maves, Rider.

Mus 397. Chorus. 1-2 credit hours any term. Prerequisite: upper-division standing; audition. See Mus 197 for available choruses. May be repeated for maximum of 6 terms. Saltzman, Miller, Westlund, Stone.

Mus 398. Opera Workshop. 2 credit hours any term. Study of 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. Consent of instructor is required. May be repeated for maximum of 6 hours credit. Breidenthal.

Mus 400. SEARCH. 1-3 credit hours.

Mus 405. Reading and Conference. 1-4 credit hours. Individual study of topics at a level beyond the availability of regularly scheduled classes. Consent of instructor and dean required. Prerequisite: completion of all regularly scheduled classes related to the topic, or equivalent.

Music: Upper-Division Courses Carrying Graduate Credit

Mus 407. Seminar. (G) Credit hours to be arranged. Studies of various topics at an advanced level, offered periodically according to student and faculty interest and availability.

Mus 410. Experimental Course. (G) Credit hours to be arranged.

Mus 411. Percussion Master Class. (G) 1 credit hour any term. Study of techniques of percussion ensemble, performance, education methods, instrument construction, mallet construction. Enrollment limited to percussion and music education majors. Offered every term. Dowd.

Mus 425. Advanced Keyboard Harmony. (G) 2 credit hours. Realization of figured bass notation in the light of baroque performance practices. Prerequisites: Mus 223, Mus 226, Mus 335, or consent of instructor. Owen.

Mus 426, 427. Score Reading. (G) 2 credit hours each term. 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.

Mus 430, 431, 432. Advanced Analysis. (G) 2 credit hours each term. Advanced analytical techniques, especially those developed by Heinrich Schenker and Felix Salzer, applied to music of all periods and styles. Prerequisites: Mus 223 and Mus 226. Bergquist. Not offered 1980-81.

Mus 433, 434. Counterpoint II. (G) 2 credit hours each term. Continuation of Counterpoint I, with emphasis on canon and fugue, and on twentieth-century techniques. Prerequisite: Mus 335.

Mus 435. Experiments in Improvisation and Composition. (G) 3 credit hours. Composition and improvisation in various contemporary musical idioms for a variety of vocal and instrumental ensembles; investigation of new music notation schemes. Prerequisite: Mus 242, or consent of instructor.

Mus 436, 437. Advanced Scoring for Instruments. (G) 2 credit hours each term. Continuation of Mus 439. Emphasis on the scoring of original work and on the arranging of major works from other media; study of various styles of scoring by master composers. Prerequisite: Mus 439.

Mus 439. Scoring for Voices and Instruments. (G) 3 credit hours. Techniques of arranging and scoring for various types of choral and instrumental groups. Performance by class members of arrangements and original scores written and conducted by class members. Prerequisites: Mus 223 and Mus 226. Owen, Tubb, Kammerer.

Mus 440, 441, 442. Composition III. (G) 3 credit hours each term. Composition and public performance of works including large ensembles and electronic music. Consent of instructor is required. Prerequisite: Mus 342.

Mus 443. Synthesizer Techniques. (G) 3 credit hours. Basic principles and techniques of music synthesis; laboratory experience using the Moog Synthesizer and other related equipment in the electronic music studio of the School of Music. Consent of instructor is required. Owen.

Mus 444. Electronic Synthesizer Laboratory. (G) 1 credit hour any term. Individual laboratory experience with electronic synthesizers and related equipment.

Mus 450. Listening with Understanding. (g) 3 credit hours. Introduction to perceptive listening through experiencing and analyzing various types of music; collateral reading and class discussion. Not open to music majors or students with credit in Mus 201, 202, 203.

Mus 455, 456. Lyric Diction. (G) 3 credit hours each term. Fundamentals of pronunciation of Italian, German, French, and English with emphasis on the singer's approach to performance. Use of International Phonetic Alphabet in analysis and transcription of song and opera texts. Fall term, Italian and German; winter term, French and English. The two terms need not be taken in sequence. Breidenthal.

Mus 457. Sacred Choral Music. (G) 3 credit hours. Survey of choral music for church and concert use based on liturgical and nonliturgical sacred themes; performance practices of various styles; development of criteria for judging esthetic quality of the music and its performance.

Mus 458. Music in World Cultures. (G) 3 credit hours. A survey of music as a cultural phenomenon. Instruction aims at developing discriminating, responsive listeners and is free of concern with musical notation. Acquaintance with several repertoires from Asia, Africa, and the oral traditions of Euro-american culture; examination both of musical styles and of the uses of music as social behavior. One term yearly. Trotter.

Mus 461, 462, 463. Music for Chamber Ensemble. (G) 2 credit hours each term. Study of the basic repertory for string quartet and other ensembles using piano and strings, with emphasis on listening and analysis. Prerequisite: Mus 363. Hladky.

Mus 464, 465, 466. Piano Music. (G) 2 credit hours each term. Survey of 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. Prerequisite: Mus 363. Woods.

Mus 467, 468, 469. Solo Vocal Music. (G) 2 credit hours each term. Solo songs with accompaniment; the lute air and Purcell; the nineteenth-century art songs in Germany and France; twentieth-century British, American, and continental song literature; development of bases for artistic performance and sound critical judgment through study of text, voice,

and accompaniment. Prerequisite: Mus 363. Miller.

Mus 470, 471, 472. Orchestral Music. (G) 2 credit hours each term. Major types of orchestral music, from the eighteenth to the twentieth century; dance suite, symphony, tone poem, descriptive suite; pieces for string orchestra. Prerequisite: Mus 363. Hladky.

Mus 473, 474, 475. History of Opera. (G) 2 credit hours each term. Critical study of the musical and dramatic content of operas forming the standard international repertoire. Mus 473; antiquity to Mozart. Mus 474; Mozart to Verdi. Mus 475; Wagner to the present. Prerequisite: Mus 363. Miller, Wilson.

Mus 476. Organ Music. (G) 3 credit hours. The organ in church and concert; organ repertoire from the fifteenth century to the present. Prerequisite: Mus 363. Hamilton.

Mus 477. Wind Instrument Music. (G) 3 credit hours. Survey of music for wind instruments and band from the sixteenth century to the present. Emphasis on style and performance practice and on the development of bases for critical judgment in the selection of wind instrument and band music. Prerequisite: Mus 363.

Mus 485. Advanced Choral Conducting. (G) 3 credit hours. Refinement of choral conducting techniques; study of musical scores from contemporary and earlier periods, with emphasis upon analysis, interpretation, and rehearsal procedures. Review of organizational and administrative procedures for choral organizations. Prerequisite: Mus 384, 385, 386. Saltzman.

Mus 486. Advanced Instrumental Conducting. (G) 3 credit hours. The study of conducting techniques as applied to band and orchestral music, with emphasis on various styles and periods of music; study of twentieth-century rhythms and related conducting problems. Prerequisite: Mus 387, 388, 389.

Music: Graduate Courses

Mus 501. Research. Credit hours to be arranged. No-grade course.

Mus 503. Thesis. Credit hours to be arranged. No-grade course.

Mus 505. Reading and Conference. 1-4 credit hours. Individual study of topics beyond the availability of regularly scheduled classes. Consent of instructor and dean required. Prerequisite: completion of all regularly scheduled classes related to the topic, or equivalent.

Mus 507. Seminar. Credit hours to be arranged. Studies of various topics at an advanced level, offered periodically according to student and faculty interest and availability.

Mus 510. Experimental Course. Topics and credit to be arranged.

Mus 511, 512, 513. Research Methods in Music. 3 credit hours each term. Mus 511: use of reference, research, and bibliographical sources in music. Mus 511 is prerequisite to either Mus 512, a consideration of research methods in music history and theory, or Mus 513, a consideration of experimental research including problem identification, research design, influencing variables, tools of research, and the interpretation of data in relation to the teaching of music. Bergquist, Martin, others.

Mus 533, 534. Twentieth-Century Counterpoint. 2 credit hours each term. Techniques of present-day contrapuntal practice; application in larger contrapuntal forms. Prerequisite: Mus 434.

Mus 540, 541, 542. Advanced Composition Studies. 2 credit hours each term. Studio instruction in composition at the graduate level; concurrent enrollment in (Mus 507) Composition Seminar required. Prerequisite: Mus 442, or instructor's consent. Owen, Tubb, Healey.

Mus 543, 544. Notation of Medieval and Renaissance Music. 3 credit hours each term. Study of representative examples of notational systems and practices in western European polyphony from 900 to 1600. Bergquist. Not offered 1981-82.

Mus 560. Music in the Middle Ages. 3 credit hours. Sources of Western European music in Classical Antiquity and the Near East; sacred monophony, especially Gregorian chant; secular monophony; development of polyphony, especially in the School of Notre Dame, the 13th-century motet, and the French and Italian *Ars nova*. Bergquist. Not offered 1982-83.

Mus 561. Music in the Renaissance. 3 credit hours. Formation of the central Renaissance style in 15th-century France and Italy: Dufay and Ockeghem; High Renaissance Music: Josquin, Gombert and Willaert; Late Renaissance music: Palestrina, Lasso, and Gabrieli; developments in England and Germany; instrumental music; Renaissance music theory. Bergquist. Not offered 1981-82.

Mus 562. Music in the Baroque Era. 3 credit hours. From the Florentine *Camerata* through the rococo; the new monody, opera, oratorio, cantata, sonata, concerto, suite, and fugue; national styles; performance practices; analysis of representative works, with an emphasis on J. S. Bach. Trombley, others. Not offered 1981-82.

Mus 563. Music in the Classical Period. 3 credit hours. Sources of classic style and their culmination in the Viennese high classical style of Haydn, Mozart, and Beethoven. Dramatic forms and procedures in opera. Bergquist, others. Not offered 1982-83.

Mus 564. Music in the Romantic Era. 3 credit hours. The heritage of Beethoven; 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*; the rise of music nationalism; Wagnerism in France. Bergquist, others. Not offered 1981-82.

Mus 565. Music in the Twentieth Century. 3 credit hours. The crisis of Romanticism and tonality: the transition of Debussy, Mahler, and others; formation of new styles by Stravinsky, Schoenberg, Bartók; developments in the United States; implications of recent developments. Bergquist, others. Not offered 1981-82.

Mus 589. Baroque Performance Practice. 3 credit hours. Introduction to seventeenth- and eighteenth-century performance practices; investigation of primary sources; comparative study of recorded examples; preparation of a performing edition; class demonstrations. Trombley.

Mus 591. Collegium Musicum. 1 credit hour any term. See Mus 391 for additional information.

Mus 592. Small Jazz Ensembles. 1 credit hour any term. See Mus 392 for additional information.

Mus 593. Jazz Laboratory Band. 1 credit hour any term. See Mus 393 for additional information.

Mus 594. Chamber Ensemble. 1 credit hour any term. See Mus 394 for additional information.

Mus 595. Band. 1-2 credit hours any term. See Mus 195 for additional information.

Mus 596. Orchestra. 1-2 credit hours any term. See Mus 196 for additional information.

Mus 597. Chorus. 1-2 credit hours any term. See Mus 197 for additional information.

Mus 598. Opera Workshop. 2 credit hours any term. See Mus 398 for additional information.

Music Education: Undergraduate Courses

MuE 199. Special Studies. 1-3 credit hours any term.

MuE 200. SEARCH. 1-3 credit hours.

MuE 326. Orientation to Music Education. 3 credit hours. Observation of the total school music program (grades one through twelve). Includes dialogue with local teachers. Open to school administrators and teachers in areas other than music. Transportation fee. McManus, Wing.

MuE 383. Music Methods for Elementary Teachers. 3 credit hours. Planning and organizing musical activities for elementary school children; opportunities for presenting and testing ideas and techniques. Required for elementary-education majors. Prerequisite: Mus 321, 322. Laboratory fee required. R. Moore, Harrison, Wing.

MuE 391. Voice Pedagogy. 1 credit hour any term. Vocal techniques for chorus, studio, and class instruction. Methods and materials for adolescent and mature soloists. Bailey.

MuE 392. Instrumental Techniques. 1 credit hour any term. Elementary instruction in pedagogy and performance of various instruments. Sections in: Strings, Woodwinds, Brass, Percussion, Flute, Clarinet and Sax, Oboe and Bassoon, Trumpet, Trombone, Horn, Violin and Viola, Cello. Primarily for majors in music education. Two recitations. Instrument rental fee, \$3.00 per term.

MuE 400. SEARCH. 1-3 credit hours.

MuE 405. Reading and Conference. 1-4 credit hours. Individual study of topics at a level beyond the availability of regularly scheduled classes. Consent of instructor and dean required. Prerequisite: completion of all regularly scheduled classes related to the topic, or equivalent.

MuE 410. Experimental Course. (G) Credit hours to be arranged.

MuE 411. Teaching Methods: Instrumental. 3 credit hours. Precedes student teaching. Consideration of the concerns of music teachers in the secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Required for all candidates for certification. To be taken after completing as many instrumental techniques classes as possible. McManus.

MuE 412. Teaching Methods: Elementary Choral and General. 3 credit hours. See MuE 411 for details. Laboratory fee. R. Moore, L. Harrison.

MuE 413. Teaching Methods: Secondary Choral and General. 3 credit hours. See MuE 411 for details. Wing.

MuE 414. Instrumental Teaching Strategies. 2 credit hours. 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. McManus.

MuE 419. Senior Colloquium in School Music. 3 credit hours. An analysis of the interrelationships among the various areas of the field of music; to be taken in the last term of the senior year.

MuE 425. Classroom Instruments. 2 credit hours. Basic performing skills on the recorder and guitar, and advanced strumming techniques on the autoharp. Consent of instructor is required. Laboratory fee. R. Moore, Harrison.

MuE 426. The General Music Program: Elementary. 3 credit hours. Musical development of children from nursery school through elementary school; curriculum, methods, materials, and evaluation. Wing.

Music Education: Upper-Division Courses Carrying Graduate Credit

MuE 407. Seminar. (G) 1-3 credit hours. Studies of various topics at an advanced level, offered periodically according to student and faculty interest and availability.

MuE 408. Workshop. (G) 1-4 credit hours. Offered periodically.

MuE 409. Practicum. (G) 1-4 credit hours. Supervised experience in guiding learning activities. Consent of instructor and dean required.

MuE 427. The General Music Program: Secondary. (G) 3 credit hours. Objectives, procedures, instructional materials, and evaluation of music programs for the general student in both junior and senior high schools. Wing.

MuE 444. Choral Materials for Schools. (G) 2 credit hours. Repertoire for choral groups in secondary schools; review of choral music from early historical periods to the *avant-garde*; development of criteria for selection of choral music; instructional program and concert planning. Westlund.

MuE 445. String Materials for Schools. (G) 2 credit hours. Repertoire for orchestra and other stringed-instrument groups in elementary and secondary schools; problems of leadership presentation, organization, and program planning. Consent of instructor is required.

MuE 446. Wind-Instrument Materials for Schools. (G) 2 credit hours. Repertoire for bands and other wind-instrument groups in elementary and secondary schools; problems of leadership, presentation, and organization. Consent of instructor is required. J. R. Moore.

MuE 447. Psychology of Music. (G) 3 credit hours. Functions of the musical mind;

knowledge and intellectual skills related to mature musical perception; implications for the teaching of music. Prerequisite: EPsy 322, or equivalent. Wilson.

MuE 491. Advanced Pedagogy. (G) 3 credit hours any term. Sections in: brass, college music-education courses, composition, history, musicianship, percussion, piano, stringed instruments, voice, woodwinds. Maximum of 9 credit hours permitted.

Music Education: Graduate Courses

MuE 501. Research. Credit hours to be arranged. No-grade course. Consent of instructor and dean is required.

MuE 502. Supervised College Music Teaching. Credit hours to be arranged. Doctoral students only.

MuE 503. Thesis. Credit hours to be arranged. No-grade course. Consent of instructor is required.

MuE 505. Reading and Conference. 1-4 credit hours. Individual study of topics beyond the availability of regularly scheduled classes. Consent of instructor and dean required. Prerequisite: completion of all regularly scheduled classes related to the topic, or equivalent.

MuE 507. Seminar. Credit hours to be arranged. History of U.S. Music Education. Harrison. General Seminar in Music Education. Harrison, Wing, Martin. Thesis Organization. Martin. New Trends in Music Education. McManus.

MuE 509. Practicum. 1-4 credit hours. Professionally related experience on campus or elsewhere, with supervision by a qualified expert both in planning and in carrying out the project. Consent of instructor and dean required. Prerequisite: knowledge and competence both in the substance of the activity and in curricular planning.

MuE 510. Experimental Course. Credit hours to be arranged.

MuE 532. Basic Concepts in Music Education. 3 credit hours. The introductory course for students of music education entering the master's degree program; review of recent developments and their implications; principles and issues; historical perspectives. Harrison, Moore.

MuE 533. Music in the Elementary School. 3 credit hours. Curricula, materials, and procedures of teaching general music in the elementary school. Harrison.

MuE 534. Music in the Junior High School. 3 credit hours. Current concerns and philosophies related to music in the junior high school and in the life of its students.

MuE 535. Music in the Senior High School. 3 credit hours. Curricula, organizations, methods, and materials in senior high school music, both vocal and instrumental.

MuE 536. Administration of School Music. 3 credit hours. Principles underlying a sound policy in the administration of school music programs; budgets, personnel, curriculum, facilities. McManus.

MuE 538. Curriculum Development in Music. 3 credit hours. Application of curricular theory to the construction of courses of study in music; determination of

objectives, content, and instructional materials; development of evaluative criteria. Martin, Wing.

MuE 540, 541, 542. Concept Development in College Music Teaching. 3 credit hours each term. Developing knowledge, skills, and attitudes useful for teaching music, and exploring their relationship to selected current principles of educational psychology, instructional techniques, tests and measurements. For doctoral students only. Consent of instructor is required. Martin.

Performance Studies (Studio Instruction): Undergraduate Courses

MuP 50-57. Basic Performance Studies. 1 credit hour any term except piano, which is 2 credit hours). Consent of instructor is required. Maximum of 3 credit hours permitted. No-grade course.

MuP 50. Piano.
MuP 51. Voice.
MuP 52. Strings.
MuP 53. Woodwinds.
MuP 54. Brass.
MuP 55. Percussion.
MuP 56. Guitar.
MuP 57. Recorder.

MuP 71-92. Intermediate Performance Studies. 1 credit hour any term (except piano, which is 2 credit hours). Instruction in performance for students with minimal previous training. Audition, consent of instructor required. Maximum of 3 credit hours permitted. No-grade course. Extra fee.

MuP 71. Piano. Steinhardt, Thal, Woods, Benson, Allen.
MuP 72. Harpsichord. Hamilton.
MuP 73. Organ. Hamilton.
MuP 74. Voice. Bailey, Breidenthal, Miller, Wilson.
MuP 75. Violin. Maves, McWilliams.
MuP 76. Viola. Maves, McWilliams.
MuP 77. Cello. Hladky.
MuP 78. Bass. Hladky.
MuP 79. Harp. Maxwell.
MuP 80. Guitar.
MuP 81. Flute. Trombley.
MuP 82. Oboe. J. R. Moore.
MuP 83. Clarinet. McManus, Bennett.
MuP 84. Saxophone. J. R. Moore.
MuP 85. Bassoon. Bergquist.
MuP 86. Trumpet. Poe.
MuP 87. French Horn. Kammerer.
MuP 88. Trombone. Williams.
MuP 89. Baritone. Williams.
MuP 90. Tuba. Williams
MuP 91. Percussion. Dowd.
MuP 92. Recorder. Owen.

MuP 171-194. Performance Studies (Studio Instruction). 2-4 credit hours any term. (Formerly Mus 190.) Technical and stylistic aspects of artistic solo performance; first level of lower-division study. For instructors, see MuP 71-92. Added at this level are MuP 193 Fortepiano and MuP 194 Clavichord, both Benson. Degree candidates specializing in performance normally enroll for two half-hour lessons per week. Degree candidates with other specializations in music enroll for one half-hour lesson per week. Daily practice schedule determines hours of credit. Maximum credit permitted degree candidates outside music is 12 credit hours. Maximum credit for music majors working toward the B.A. or B.S. degree is 24 credit hours with not more than 12 credit hours in MuP 171-194, MuP 271-294. Audition, consent of instructor required. Enrollment quotas imposed in all

media at all levels. Instruction in guitar not available at upper-division or graduate levels. Students majoring in music receive studio instruction in one medium without extra fee at the level of MuP 171-194 and above, with the following exceptions: (1) all students of guitar pay an extra fee; (2) students for whom studio instruction in a second medium is an explicit degree requirement receive such instruction as is available without extra fee. Information concerning levels of proficiency at each level in each medium, MuP 71-92 through MuP 671-694, may be obtained from the School of Music office.

The minimum credit allowed per term for performance studies (studio instruction) for music majors in their primary performance area at the MuP 171 level and above (with the exception of MuP 511-532) is two (2) credits.

MuP 200. SEARCH. 1-3 credit hours.

MuP 271-294. Performance Studies (Studio Instruction). 2-4 credit hours any term. (Formerly Mus 290.) Second level of lower-division study. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: proficiency required for satisfactory completion of instruction at the level of MuP 171-194.

MuP 341-362. Performance Studies (Studio Instruction). 2-4 credit hours any term. (Formerly Mus 391.) Upper-division study for qualified degree candidates specializing in other than performance. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition; proficiency required for satisfactory completion of instruction at the level of MuP 271-294.

MuP 341. Piano. Steinhardt, Thal, Woods, Benson.
MuP 343. Organ. Hamilton.
MuP 344. Voice. Bailey, Breidenthal, Miller, Wilson.
MuP 345. Violin. Maves, Koscielny.
MuP 346. Viola. Maves, Koscielny.
MuP 347. Cello. Hladky.
MuP 348. Bass. Hladky.
MuP 349. Harp. Maxwell.
MuP 351. Flute. Trombley.
MuP 352. Oboe. J. R. Moore.
MuP 342. Harpsichord. Hamilton.
MuP 353. Clarinet. McManus, Bennett.
MuP 354. Saxophone. J. R. Moore.
MuP 355. Bassoon. Bergquist.
MuP 356. Trumpet. Poe.
MuP 357. French Horn. Kammerer.
MuP 358. Trombone.
MuP 359. Baritone.
MuP 360. Tuba.
MuP 361. Percussion. Dowd.
MuP 362. Recorder. Owen.

MuP 371-394. Performance Studies (Studio Instruction). 2-4 credit hours any term. (Formerly Mus 390.) First level of upper-division study for degree candidates. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition; proficiency required for satisfactory completion of instruction at the level of MuP 271-294.

MuP 400. SEARCH. 1-3 credit hours.

MuP 410. Experimental Course. (G) Topics and credit hours to be arranged.

MuP 471-494. Performance Studies (Studio Instruction). 2-4 credit hours any term. (Formerly Mus 490.) Second level of upper-division study for degree candidates preparing a recital. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: proficiency required for satisfactory completion of instruction at the level of MuP 371-394.



Performance Studies (Studio Instruction) : Graduate Courses

MuP 510. Experimental Course. Topics and credit hours to be arranged.

MuP 511-532. Performance Studies (Studio Instruction). 1 credit hour any term.

(Formerly Mus 592.) Beginning study for graduate students in a secondary performance medium. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition in the primary performance medium to demonstrate proficiency required for admission to MuP 341-362 or MuP 371-394. May be repeated for maximum of 3 credit hours.

MuP 541-562. Performance Studies (Studio Instruction). 2-4 credit hours any term.

(Formerly Mus 591.) Graduate-level study for degree candidates specializing in other than performance. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition to demonstrate proficiency required to complete MuP 271-294. May be repeated for maximum of 6 credit hours.

MuP 571-594. Performance Studies (Studio Instruction). 2-4 credit hours any term.

(Formerly Mus 590.) Master's level study for master's degree candidates specializing in performance. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition to demonstrate proficiency required to complete MuP 471-494.

MuP 641-661. Performance Studies (Studio Instruction). 2-4 credit hours any term.

(Formerly Mus 491.) Doctoral-level study for degree candidates with a supporting area in performance. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition to demonstrate proficiency required to complete MuP 571-594; sufficient talent and experience to justify the undertaking of performance as a supporting area.

MuP 671-694. Performance Studies (Studio Instruction). 2-4 credit hours any term.

(Formerly Mus 690.) Doctoral-level study for degree candidates with a primary area in performance. For details, see MuP 171-194. Consent of instructor is required. Prerequisite: jury audition to demonstrate proficiency required to complete MuP 571-594; sufficient talent and experience to justify the undertaking of performance as a primary area.

Department of Military Science

Staff

Steven W. Wolfgram, Lieutenant Colonel, U.S. Army, Professor of Military Science, B.S., Wisconsin, 1964; M.A., Arizona State, 1972.

Michael W. Karpinsky, Captain, U.S. Army, Assistant Professor of Military Science. A.B., Eastern Kentucky, 1972.

Gary J. McCarty, Captain, U.S. Army, Assistant Professor of Military Science, B.A., Colorado, 1975.

The Department of Military Science is organized as a regular instructional division of the University. The mission of the department is to select and prepare students to serve as commissioned officers in the United States Army. The instruction includes a two year lower-division program and a two year upper-division program. Graduate students are eligible for entry in the program; however, graduate credit is not given for the courses of instruction.

Lower-Division Program. The lower-division program is elective for men and women students who are citizens of the United States and who meet prescribed physical standards. Students who are enlisted members of any of the reserve forces of the armed services or who have served on active duty as an enlisted person in any of the armed services should consult the department concerning eligibility for advanced standing.

Upper-Division Program. The upper-division program includes two years of instruction on the University campus, plus a summer training period. Completion of the program and academic requirements for a baccalaureate degree qualifies the student for appointment as a commissioned officer.

The summer-training period, normally in the summer between the student's junior and senior year, is conducted at one of the regular installations of the Army. It provides application of leadership theory and familiarization with weapons, operations, organizational methods, and installational activities.

Students enrolled in the upper-division program receive a stipend for a total period of not to exceed twenty months (the current rate is \$100 a month). Students are issued all required

textbooks and uniforms. During the summer-training period, students are provided food and lodging, are paid at half of the rate of an Army second lieutenant, and receive a travel allowance of six cents a mile to and from the training installation. To be admitted to the upper-division program, a student must have satisfied the requirements of the lower-division program by:

(1) taking Military Science 121, 122, 123 and Military Science 221, 223, 224 in a normal progression—1 course per term for 6 terms; *or*

(2) compressing one or more of the 100 or 200 series courses in a given term until six courses are completed; *or*

(3) attending a summer course on campus in which the 100 and 200 series courses are taught; *or*

(4) attending a six-week field training course at an Army installation during the summer between his/her sophomore and junior year; *or*

(5) individualized instruction arranged with the departmental staff.

Veterans of enlisted service may apply for advanced placement based upon their military experience and training. Other qualifications for eligibility are as follows.

(1) Acceptance by the University of Oregon as a regularly enrolled student.

(2) Ability to complete all requirements for appointment as a second lieutenant before reaching 28 years of age; this requirement may be waived.

(3) Successful completion of such survey or general screening tests as may be prescribed.

(4) United States citizenship.

(5) Physical qualification for appointment as a commissioned officer.

(6) Execution of a written agreement with the United States government to complete the two year upper-division program, including attendance at the summer-training period, and to satisfy the service obligation after graduation.

Students accepted for enrollment in the lower-division program have no commitment to the U.S. Army. Students enrolled in the upper-division program are enlisted in the armed services reserves until completion of the program.

Scholarships. The Army annually awards scholarships, providing full tuition, book allowance, and incidental fees, to well-qualified students enrolled in the program of the Department of Military Science. Scholarship recipients also receive a monthly subsistence

allowance of \$100. Scholarship competition is open to any University student.

Extracurricular Activities. The department supports the activities of a number of cadet organizations such as a color guard, rifle team, and, for those interested in outdoor activities and individual skills, there is marauder (ranger) training.

Curriculum. The curriculum is an interdisciplinary course of study designed to meet the following objectives: (1) a general knowledge of the historical development of the United States Army and of the Army's role in support of national objectives; (2) a working knowledge of the general organizational structure of the Army, and of how the various components thereof operate as a team in the fulfillment of overall objectives; (3) a strong sense of personal integrity, honor, and individual responsibility; knowledge of human relationships involved and an understanding of the responsibilities inherent in assignments within the military service; (4) ability to communicate effectively both orally and in writing; and (5) sufficient knowledge of military life to insure a smooth transition from the normal civilian environment.

Courses Offered

Mil 121, 122, 123. Military Science I. 1 credit hour each term. Organization and missions of the armed forces; concepts of leadership; map and aerial photograph reading; introduction to tactics; and leadership development.

Mil 221, 222, 223. Military Science II. 1 credit hour each term. Topical military subjects such as civilian control of the military; the impact of logistics on military operations; the professional soldier's place in society. Laboratory in leadership development.

Note: During the period of enrollment in the program, each cadet is required to enroll in a one-term 3-credit course in military history taught by the History Department, and a one-term 3-credit course in international relations from the regular offerings of the Political Science or other appropriate department. These courses satisfy group requirements for a baccalaureate degree.

Mil 321, 322, 323. Military Science III. 3 credit hours each term. Leadership, military teaching principles; tactics and communication; leadership development.

Mil 405. Reading and Conference. Credit hours to be arranged. Supervised individual studies, covering portions of the material 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 credit hours. Consent of instructor is required.

Mil 411, 412, 413. Military Science IV. 3 credit hours each term. Staff and command functions in the military; military justice; leadership; service orientation; leadership development.

Graduate School

Administrative Faculty

Richard H. Hersh, Ed.D., Dean, Professor of Education. B.A., 1964, M.S., 1965, Syracuse; Ed.D., 1969, Boston University.

Shirley L. Menaker, Ph.D., Associate Dean, Associate Professor of Education. B.A., Swarthmore, 1956; M.A., 1961, Ph.D., 1965, Boston University.

Frederick S. Wilhelm, M.S., Assistant to the Dean for Research. B.S., 1954, M.S., 1970, Oregon.

Frances B. Barkan, B.A., Research Assistant. B.A., Antioch College, 1971.

Graduate Council

Richard H. Hersh, Dean, *ex officio*
Shirley L. Menaker, Associate Dean and Chair *ex officio*
Jan Broekhoff, Physical Education
Barbara Clarke-Mossberg, English
Linda Hearn, Dance
Carolyn Keutzer, Psychology
John Leahy, Mathematics
John Orbell, Political Science
Ron Rousseve, Counseling
Monte Tubb, Music

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; health, physical education, and recreation; journalism; and music. The advanced degrees granted are listed below with the departments offering programs of study leading to these degrees.

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

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.

Algology
Cell Biology
Developmental Biology
Ecology
Genetics
Marine Biology
Microbiology
Molecular Biology
Neurosciences
Physiology
Plant Sciences
Systematics

Chemistry : M.A., M.S., Ph.D.

Biochemistry
Chemical Physics
Molecular Biology
Neurosciences
Organic Chemistry
Physical Chemistry
Theoretical Chemistry

Classics : M.A.

Classical Archaeology
Civilization
Classics
Greek
Latin

Computer Science : M.A., M.S.

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.S., M.F.A., Ph.D.

English and American Literature
English Linguistics
Expository Writing
Creative Writing (M.F.A. only)

Geography : M.A., M.S., Ph.D.

Cultural Geography
Historical Geography
Physical Geography

Geology : M.A., M.S., Ph.D.

Economic Geology

Geochemistry

Geophysics
Mineralogy-Petrology
Paleontology

Germanic Languages and Literature : 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.

English as a Second Language
General Linguistics

Mathematics : M.A., M.S., Ph.D.

Algebra
Groups
Rings
Fields
Analysis
Functional
Harmonic
Differential Equations
Combinatorics
Geometry
Algebraic
Differential
Mathematics Education
Numerical Analysis
Probability
Statistics
Topology
General
Algebraic
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 Administration

Comparative Politics and
Political Theory
International Relations
Policy Analyses and Public Choice
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
Italian Language and Literature
Spanish Language and Literature
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, Occupation, and Organization
Speech : M.A., M.S., M.F.A., Ph.D.
Rhetoric and Communication
Telecommunication and Film
Theater Arts

Interdisciplinary Programs

Asian Studies : M.A., M.S.,
Chinese
Japanese
Comparative Literature : M.A., Ph.D.
Corrections : M.A., M.S.
Industrial Relations : M.A., M.S.
Teaching : M.A., M.S.
Individualized Program : M.A., M.S.

Professional Schools and Colleges

School of Architecture and Allied Arts
Architecture : M. 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.
Historic Preservation : M.S.
Landscape Architecture : M.L.A.
Urban and Regional Planning : M.U.P.
College of Business Administration
Accounting : M.A., M.S., M.B.A., Ph.D.
Decision Sciences : M.A., M.S.,
M.B.A., Ph.D.
Finance : M.A., M.S., M.B.A., Ph.D.
Business Economics

Finance
Real Estate and Urban Land
Economics
Management : M.A., M.S.,
M.B.A., Ph.D.
Human Resources Management
Operations Management
Organization and Management
Marketing, Transportation, and
Business Environment : M.A., M.S.,
M.B.A., Ph.D.
Marketing
Transportation and Logistics
Interdepartmental Programs
Forest Industries Management :
M.B.A.
Industrial Relations : M.A., M.S.
Management Science : Ph.D.

College of Education

Counseling : M.A., M.S., M.Ed.,
D.Ed., Ph.D.
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
Elementary Education
Community Education
Curriculum and Supervision
Gifted and Talented
Instructional Technology
Reading and Language Arts
Secondary Education

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

Special Education and Rehabilitation :
M.A., M.S., M.Ed., D.Ed., Ph.D.
Speech Pathology and Audiology :
M.A., M.S., M.Ed., D.Ed., Ph.D.

School of Community Service and Public Affairs

International Studies : M.A., M.S.
Public Affairs : M.A., M.S.

College of Health, Physical Education, and Recreation

Dance : M.A., M.S.
Health Education : M.A., M.S.,
D.Ed., Ph.D.
Community Health Education
Gerontology (Certificate only)
School Health Education

Physical Education : M.A., M.S.,
D.Ed., Ph.D.

Administration
Biomechanics
Education
Exercise Physiology
Growth and Development
History and Philosophy
Motor Learning
Psychology of Play
Sociology of Sports

Recreation and Park Management :
M.A., M.S., D.Ed., Ph.D.
Outdoor Recreation and Education
Professional Education
Recreation and Park Administration
Recreation Program Supervision

School of Journalism

Journalism : M.A., M.S.
Advertising
Communications Research
News-Editorial Journalism
Public Relations

School of Music

Choral Conducting : M.M.
Composition : M.M., D.M.A.
Music Education : M.A., M.M.,
D.M.A., D.Ed., Ph.D. (D.Ed. and
Ph.D. degrees granted by College
of Education)
Music History : M.A., D.M.A.
Musicianship : D.M.A.
Music Theory : M.A.
Performance : M.M., D.M.A.
Performance and Music
Literature : M.M.

General Information

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, 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.

A student from an unaccredited institution or from one which offers the equivalent of baccalaureate 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 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 *full*. If a conditionally accepted student has not been granted full admission after the completion of 36 credit hours 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 major must be accepted by the new department. Filing a Change of Major form and any official documents the new department may require will accomplish this change.

A student not previously enrolled at the University is required to pay a \$20.00 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.

Application Procedure

Students seeking admission to the Graduate School must submit an application on an official University application form. All copies of the application form and an official transcript for each college or university applicant has attended must be sent to the Office of Admissions, University of Oregon, Eugene, Oregon 97403. (University of Oregon graduates must provide the Office of Admissions with an official transcript of all postbaccalaureate degree work taken at all *other* institutions.) At the option of the school or department, applicant may also be requested to furnish additional materials such as transcripts of test scores (Graduate Record Examination, Miller Analogies, etc.), evidence of foreign language proficiency, and letters of reference. The applicant should ascertain from the school or department what additional material, if any, is expected. These additional materials are to be sent directly to the department.

Admission for Post-Baccalaureate Study

An applicant with a baccalaureate degree or the equivalent from an accredited institution who wants either (1) to take additional undergraduate or graduate work not in pursuit of a specific graduate degree, or (2) to earn another undergraduate degree without entering a graduate degree or certification program must submit the official application form and an official transcript from the college or university from which he or she received either the baccalaureate degree or a subsequent advanced degree to the Office of Admissions, University of Oregon, Eugene, Oregon, 97403. (University of Oregon graduates may disregard the sending of an official transcript to the Office of Admissions.) Postbaccalaureate status is a nondegree classification. A satisfactory record is a major factor in determining re-enrollment. Credits earned by postbaccalaureate students are recorded in the Registrar's Office. See Undeclared Graduate Classifications, below, for additional information.

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, Box 899, Princeton, New Jersey 08541.

Additional proficiency tests may be administered upon the student's arrival at the University. Those found to be deficient in English will be assigned to special courses in English as a second language. Tutoring on an individual basis during the school term is available through the Learning Resources Center, Room 5, Friendly Hall; 686-3226.

Foreign students wanting English training before beginning their studies at the University of Oregon or another U.S. university may enroll in the American English Institute. For further information write to American English Institute, University of Oregon, 750 E. Eleventh Avenue, Eugene, Oregon 97401, U.S.A.

Course Numbering System

400-499 (G)

Upper-division courses that may be taken for graduate *major* credit.

400-499 (g)

Upper-division courses that may be taken for graduate *minor* or *service-course* credit or may, in approved cir-

cumstances, form part of an interdisciplinary master's program.

500-599

Graduate courses (seniors with superior scholastic achievement may be admitted with instructor approval).

500-510

Graduate courses that may be repeated in successive terms under the same number; credit hours 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.

503: Thesis.

505: Reading and Conference.

506: Special Studies.

507: Seminar.

508: Workshop.

509: Practicum or Terminal Project.

510: Experimental Course.

In all divisions except the School of Law, Research (501) and Thesis (503) are classified as pass/no-pass courses.

500-599 (p)

Courses in a professional field offering instruction at a level suitable for graduate students who are not majors in that field. Such courses may not be counted toward the minimum requirement of 30 credit hours in the major.

600-699

Courses of a highly technical nature which count toward a professional degree only (not toward advanced academic degrees such as M.A., M.S., Ph.D.).

Master's Degree Programs

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 in this catalog 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 less than 45 credit hours in courses approved for graduate credit.

As noted above, some departments require more than the 45 credit-hour minimum. These credits must be taken after admission to the master's program (conditional or full) or approved by petition. Of the total, 24 must be in University of Oregon graded courses.

A minimum of 30 credit hours in the major is 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 of all graded courses taken must be 3.00 or better.

Credit Requirements

Students working toward a 45-hour master's degree *with thesis* must register for a minimum of 36 credit hours of course work and 9 credit hours of Thesis (503). With departmental approval, up to 3 of the 9 credit hours of thesis may be taken in Research (501) instead. Credit for thesis and research is granted 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 in the new major at the University, of which 24 must be in *graded* graduate courses. Schools and departments may require more than this minimum. 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).

Time Limit

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

Residence and Enrollment Requirements

The Graduate School requires for a master's degree a minimum of 30 credit hours (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 (6 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 an "on-leave status" (maximum time of one year) has been approved or the student is maintaining an "in absentia" registration only (see "Continuous Enrollment," p. 352, for further information).

Transferred Credit

Graduate credit earned while a graduate student in another accredited graduate school, or through Continuing Education of the Oregon State System of Higher Education prior to July 1, 1978, may be counted toward the master's degree under the following conditions:

(1) The total transferred credit may not exceed 15 credit hours in a 45-hour 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 credit hours 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 baccalaureate degree requirements—may apply up to 9 hours of such credit toward a master's degree (within the overall 15 credit-hour maximum for transfer credit).

Credit hours in research (501), thesis (503), reading and conference (505), workshops (508), and practica/terminal projects (509) *do not* qualify.

Work in graded courses (B or better) and P/NP 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 department 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 baccalaureate degree.

Other University of Oregon Transferred Credit

Graduate credit earned at the University of Oregon while classified as a post-baccalaureate, community education, or nonprogram summer-session student may later be counted toward the master's degree (see Undeclared Graduate Classifications, p. 352). A maximum of 15 credit hours earned under one or more of the above classifications may later be used, pending school or department endorsement and Graduate School approval. This is within the overall 15 credit-hour maximum for transfer credit to a 45-hour master's degree program.

Distinction Between M.A. and M.S. Degrees

Students pursuing an M.A. degree must demonstrate competence in one foreign language. The student's major department establishes both the level of proficiency and the method of determining that level. 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, and/or final examinations in any field. The content and methods of conducting such examinations are the responsibility of the school or department.

Thesis

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) Obtain from the Graduate School a current copy of the *Style Manual for Theses and Dissertations* (only those theses meeting the standards of style and form discussed in that manual will be accepted).

(3) Ascertain 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 will assess the fee for the mandatory micro-filing of the thesis.

Summary of Graduate School Requirements for the Master's Degree

The following outline of Graduate School requirements for master's degrees lists minimum requirements. Specific department requirements must also be met before the student is awarded an advanced degree.

Language Requirement (criteria set by department)	M.A. only
Required Minimum GPA	3.00
Thesis	9 credit hours*
Time Limit for Program Completion	7 years
Total Credit Hour Minimum	45 credit hours
Registration Minimum Per Term	3 credit hours
Minimum Graded Credit Hours (not P/NP)	24 credit hours
Minimum 500-599 Level Credit Hours in Residence	9 credit hours
Minimum Credit Hours Taken in Major	30 credit hours**
Minimum Credit Hours Taken in Residence	30 credit hours
Department Requirements	Specified by school/department

* The school or department specifies whether a thesis is mandatory or optional; however a student writing a thesis must register for 9 credit hours of Thesis 503 (or 3 credits of Research 501 and 6 credits of Thesis 503).

** Exceptions: School of Health, Physical Education, and Recreation, 24 credits for M.A. and M.S.

Interdisciplinary Masters' 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—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.

ISt 501. Research. Credit hours to be arranged. No-grade course.

ISt 503. Thesis. Credit hours to be arranged. No-grade course.

ISt 505. Reading and Conference. Credit hours to be arranged. No-grade course.

ISt 506. Special Studies. Credit hours to be arranged.

ISt 507. Seminar. Credit hours to be arranged. No-grade course.
Industrial Relations
Administration of Justice and Corrections.
Asian Studies. Grade required for majors.

ISt 509. Terminal Project. Credit hours to be arranged.

A student interested in one of the specified interdisciplinary programs approved by the Graduate Council should direct inquiries to the program director. Approved programs and their directors are Asian Studies, Steve Kohl; Corrections, Kenneth Viegas and Martin Acker; Industrial Relations, Eaton H. Conant.

The requirements for an M.S. degree in interdisciplinary studies are the same as those for the 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 (GSFLT minimum score 440) or by adequate undergraduate courses (satisfactory completion of the second-year college course).

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 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 professional schools and the College of Arts and Sciences.

The Individualized Program (IS:IP) requires a total of at least 54 graduate credit hours: 9 credit hours for an integrated terminal project, which the student and three advisers determine at the beginning of the course of study, plus a minimum of 15 graduate credit hours in each of the three areas of concentration.

Additional requirements in the IS:IP Program include the following:

(1) A maximum of three 400-level courses labeled (g)—or (M) in the *Time Schedule of Classes*—may be used for graduate credit.

(2) A maximum of 15 credit hours may be used from practicum, field

studies, and reading and conference courses. Generally, such credit should be distributed across all three areas of the program.

(3) The terminal project is to take 9 credit hours with the credit distributed across at least two areas. Credit for this project is to be obtained by registering for either ISt 501, Research, or ISt 509, Terminal Project.

(4) At least 39 of the 54 minimum credit hours 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 is generally not considered for admission into an Individualized Program unless recommended by that department.

If the initial application is approved, a final course plan must be submitted to the Graduate School. 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 should be asked to serve as chair. Later changes in the program must be approved by both the adviser in the area involved and the Graduate School. Address inquiries about the individualized program to Shirley L. Menaker, Director, Interdisciplinary Individualized Program, Graduate School, University of Oregon, Eugene, Oregon 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 and the student develop an individualized program with a well-defined set of goals that allows professional development in an area of corrections and also defines a specific issue or topic for analysis.

The program contract is designed in terms of the student's professional goals, faculty expertise, and relevant curriculum content available within the disciplines and professional schools.

Each student admitted to the program will develop 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 allows for the development of an internship in situations where the student has had limited practice 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 will be organized around contemporary policy and practice issues in the administration of justice.

Interdisciplinary Master's Program for Secondary School Teachers

The University offers an interdisciplinary master's degree program for secondary teachers who are also working toward the Standard Teaching Certificate by satisfying the University's approved program for recommendation to the Oregon Teacher Standards and Practices Commission. 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 the institutional recommendation from the standard certificate are separate from the University's master's degree requirements, some courses taken as part of a master's degree program may be applied to meet certification requirements. Depending upon the student's background, additional courses at either the undergraduate or the graduate level or both may be required for certification. Every admitted student should 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 certification evaluation for University recommendation for an Oregon or out-of-state certificate may cause the total program to exceed the 45 to 51 graduate-credit hours mentioned below for the master's degree.

The student's program must be planned to provide well-rounded knowledge and must not be made up of scattered, unrelated courses. The program culminates in a comprehensive

examination in the subject-matter field or in an approved terminal project.

Requirements

A total of not less than 45 to 51 credit hours in graduate courses, distributed as shown below, is required for an interdisciplinary master's degree for secondary teachers.

(1) A total of 36 credit hours in subject fields (work in professional schools or in arts and sciences) in accord with one of the following options.

Option 1: A minimum of 36 credit hours in a subject-matter field in which secondary certificates are issued.

Option 2: Between 15 and 21 credit hours in each of two subject-matter fields in which secondary certificates are issued.

Option 3: A minimum of 36 credit hours in the composite field of social studies (including work in at least three of the following fields: anthropology, economics, geography, history, political science, psychology, and sociology) or in the composite field of science (including work in at least three of the following fields: biology, chemistry, geology, mathematics, and physics).

In each of the options listed above, the student must take at least 6 credit hours in 500-level courses; the remaining courses may include, with some restrictions, both the 400(G) and the 400(g) series. A student electing Option 1 must have had at least 18 credit hours of course work in the chosen subject-matter field as an undergraduate. A student electing Option 2 must have had at least 18 credit hours in each of the two chosen subject-matter fields. An undergraduate prerequisite of at least 12 credit hours of course work in each of the three chosen subject-matter fields is required of the student electing Option 3.

(2) Based on the amount of work in professional education that the student completed as an undergraduate, not less 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 the University's certification program.

Direct inquiries about programs under Option 1 to the appropriate departmental adviser for teacher certification. Direct general inquiries about the program as a whole or about Options 2 and 3 to Interdisciplinary Master's Teaching Program, Graduate School, University of Oregon, Eugene, Oregon 97403.

Doctoral Degrees

Doctor of Philosophy

The degree of Doctor of Philosophy is granted primarily for attainments 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 catalog. 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 academic work beyond the baccalaureate degree, of which at least one academic year (three consecutive terms of full-time study, with a minimum of 9 completed graduate credit hours per term) must be spent in residence on the Eugene campus after the student has been classified as a conditionally or a regularly enrolled student in a doctoral program. Research (501) and Thesis (503) hours may be a part of the 9 credit hours per term, although thesis hours normally are not recorded as completed until the final dissertation is submitted.

Students working toward a Ph.D. or professional doctorate must register for a minimum total of 18 hours in Thesis (503); with department approval, up to 6 of the 18 hours may be in Research (501). Credit for Thesis and Research is recorded on a P/NP basis.

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 candidate'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 a student's program and/or any supporting area required by the department. Students are responsible for material directly covered in completed graduate courses and for additional independent study in their 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. **The Dissertation Committee cannot be appointed, nor can the candidate register for thesis (503) hours until he or she has been advanced 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 *Style Manual for Theses and Dissertations* (copies available at the Graduate School). 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 three regular faculty members from the department and one regular faculty member from outside the department who represents the Graduate School. The outside member 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.

Summary of Procedures Leading to Doctoral Degrees

Procedure

- (1) Admission.
- (2) Course work and residence. Student's advisory committee, appointed by school or department, determines the program, which must include three years of work beyond the baccalaureate degree, of which at least one academic year (three consecutive terms of full-time study—minimum of 9 completed graduate credit hours per term) must be spent on the Eugene campus.
- (3) Foreign languages or specialized knowledge.
- (4) Comprehensive examination covers the major discipline and advances the student to candidacy for the degree.
- (5) Appointment of dissertation committee and completion of dissertation.
- (6) Application for degree.
- (7) Defense of dissertation. Dissertation committee normally consists of at least three members from the graduate faculty of the candidate's major department or school as well as an additional member of the graduate faculty not affiliated with that department or school who is regarded as a representative of the dean of the Graduate School.
- (8) Dissertation publication. \$36.00 fee required.
- (9) Granting of degree.
- (10) Certificate of completion.
- (11) Diploma.

Responsible Agency

- Department, school, or college.
Department, school, or college.
- Advisory committee; department, school, or college.
Department, school, or college.
- Department, school, or college proposes committee, which is appointed by the Graduate School dean.
- Student via Registrar.
- Department, school, or college.
- Graduate School and Business Office.
- General faculty; on certification by Graduate School; Registrar.
Graduate School; Registrar.
Registrar.

Chronology

- First step.
After appointment of advisory committee.
- Before comprehensive examination.
- After the majority of required course work has been taken, and after most of the requirements for the degree have been satisfied except the completion of the dissertation and its defense.
- After advancement to candidacy. Committee must be appointed at least six months before completion of the dissertation. Dissertation abstracts must be filed with the Graduate School not later than three weeks before date of defense of dissertation.
- First three weeks of the term in which the degree is to be granted.
- The completion of the doctoral dissertation, the year's residency required to be spent on the Eugene campus, and the passing of the comprehensive examinations (required for advancement to candidacy) must *all* be accomplished within a seven-year period. If this period is exceeded, a second year of residency and/or a new set of comprehensive examinations must be taken.
- Before certification of completion.
- At end of term in which all degree requirements are satisfied.
- Dated as of Commencement.

Defense of Dissertation

Formal, public defense must take place on the campus at a date set by the committee chair and approved by the Graduate School.

Tentative approval of the dissertation by the committee is recommended prior to formal defense. This evaluation is based on copies of the final manuscript which the candidate provides for the dissertation committee at least three weeks before the formal defense.

Four copies of the dissertation abstract (350-word maximum) must also be filed with the Graduate School at this time.

The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense, and the person chairing 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 *only* sign approval of the dissertation 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 year's 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 will be required. Further, some departments may require that the dissertation be completed within a certain number of years after advancement to candidacy (e.g., three years), to insure currency of knowledge. Students are responsible for informing themselves regarding individual departmental regulations.

Continuous Enrollment

Students enrolled in a doctoral program must attend the University continuously (except for summers) until *all* of the program requirements (including the actual submission of the dissertation to the Graduate School) have been completed, unless an "on-leave status" (maximum time of one year) has been approved, or the student is maintaining an *in absentia* registration only (see Continuous Enrollment, page 352, for further information).

Doctor of Education

The Doctor of Education degree is granted in recognition of the candidate's mastery of theory, practice, and research in professional education or in health, physical education, and recreation.

General Requirements

A student interested in the D.Ed. degree in the College of Health, Physical Education, and Recreation or in the College of Education must meet the requirements established by the relevant 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 non-education 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.

Dissertations

The student should develop the dissertation proposal early in the doctoral program. The dissertation may be either a report of research which 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 degree of Doctor of Musical Arts include formal admission, proficiency and comprehensive examinations, languages, a program of study (including area of emphasis), and a dissertation. Please consult the School of Music section of this catalog for details. In addition, requirements for residence, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree.

General Requirements and Policies

Course Registration Requirements and Limits

A graduate student may register for up to 16 credit hours of graduate or undergraduate course work. Also included in the 16-hour total are credits earned in pre- and post-session workshops, seminars, and other credit-yielding activities commonly associated with the summer session. Registration in excess of this level requires permission from the appropriate school or department and the payment of additional fees for each extra credit hour.

Graduate students working for an advanced degree must be enrolled continuously until all requirements for the degree are completed (see Continuous Enrollment, page 352) and, further those using any campus services or facilities must register for a number of credit hours that compensates for the hours spent using faculty assistance (or

other services or facilities) with a minimum of 3 credit hours of graduate work per term. This includes students who are only taking comprehensive or final examinations or are presenting recitals or terminal projects.

Students living elsewhere while writing a thesis or dissertation and sending chapters to an adviser for criticism also must be registered for a minimum of 3 credit hours; for this 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*. In the term in which they receive the degree, students should be registered for at least 3 credit hours.

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 Registrar's Office can certify a student's registration only for the hours 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 hours required.

Course Enrollment for Faculty and Staff

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 petition the dean of the Graduate School for approval.

Off-Campus Graduate Courses

Graduate students at the University may, with the adviser's and the department's 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 registrar, who records the grade(s) submitted by the instructor on the student's University of Oregon transcript. The majority of the course credits in the student's program must be University courses, however.

Graduate Credit-By-Examination

Currently enrolled graduate students may petition 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 catalog of the University. Credit earned in this manner does not count toward the satisfaction of the residence requirement for the master's degree.

Credit-by Examination Rules

- (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 \$15.00 per 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 with a mark of "pass" (P) 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, Thesis, Reading and Conference, Workshops, and Practica (401-410 and 501-510).

(6) Students may not receive graduate credit-by-examination for courses (a) which they have previously failed at the University or elsewhere, or (b) which would substantially duplicate credit already received that is 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-hour requirements, students must achieve at least a 3.00 grade point average in all graduate courses taken in the degree program. Grades D or F for graduate courses will not be accepted for graduate credit but will be computed in the GPA. The grade of N is neither accepted for graduate credit nor computed in the GPA.

A grade point average of less than 3.00 at any time during a graduate

student's studies or the accumulation of more than 5 hours 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.

Undeclared Graduate Classifications

A student not seeking a graduate degree may be classified as a postbaccalaureate, community-education, or a non-program summer-session student. 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 overall 15 credit unit maximum for transfer credit to a 45-hour master's degree program). Approved credits may be used in meeting all relevant University degree requirements

Removal of Incompletes

Graduate students must convert graduate course Incompletes into passing grades within one calendar year of the assignment of the Incomplete.

Students may request added time for the removal of the I 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 (effective with the grades for winter term of 1975) does not apply to Incompletes assigned to Research (501), Thesis (503), and Terminal Project (509). Thesis (503) hours are automatically converted when the thesis is completed and accepted by the Graduate School. Research (501) and Terminal Project (509) should be converted by the instructor submitting a supplementary grade report to the Office of the Registrar.

Continuous Enrollment

Students enrolled in an advanced degree or graduate certificate program must attend the University continuously (except for summers) until all of the

program requirements have been completed, unless an "on-leave status" (maximum time of one year, see below) has been approved, or the student is maintaining an *in absentia* registration only. A graduate student working for an advanced degree will be allowed to register *in absentia* (for a reduced term fee currently pending), when he or she is doing *no* work toward the degree and is using *no* University or faculty services (i.e., no exams are being taken, no committee changes are being processed, no thesis or dissertation chapters are being sent in for review). This *in absentia* registration will serve to maintain the student's status as a degree candidate and to reserve a place for dissertation supervision and other academic affairs upon the student's return to active enrollment within the seven-year time limit. Other than this, minimum registration is 3 credit hours of graduate work per term.

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 insure a place upon return. Only graduate students in good standing will be considered.

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 which, in total, may not exceed one calendar year during the entire period of work for the degree. 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 staff services during that term.

A student pursuing a master's degree during summer term *only* must obtain on-leave status for each ensuing school year. These summer students must still complete all requirements within the seven-year limit. This is the only category of student who is allowed multiple leaves which, in sum, will exceed the one-year maximum limit.

Waiver of Regulations

All graduate students have the right to petition for exemption from any academic requirement, if they feel so entitled. In general, the Graduate School reviews, upon petition, the educational purpose the regulation in question was designed to serve. If the

student has, in effect, met the requirement in principle, the Graduate School will often approve. If the requirement has not been observed in principle, the petition is usually denied. Petitions are seldom granted if the only reason given is to save the student trouble or expense. Waiver 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 Law School. 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 for 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 request that such information not be released. The student may request the correction of errors in the 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 submitted a waiver to the appropriate University department.

Graduate Tuition, Fees, and Financial Aid

Tuition and Fees

All fees are subject to change by the State Board of Higher Education. The current tuition schedule for graduate students for the academic year 1980-81 is as follows:

Credit Hours	Resident	Nonresident
3	\$190.50	\$301.50
4	\$233.50	\$381.50
5	\$276.50	\$461.50
6	\$319.50	\$541.50
7	\$380.50	\$638.50
8	\$430.00	\$725.00
9-16	\$480.00	\$811.00
Each credit hour over 16	\$ 43.00	\$ 80.00

Tuition rates have not yet been approved by the Oregon State Board of Higher Education for the 1981-82 academic year. There is a strong possibility that tuition will go up, particularly for the nonresident. The final tuition schedule will appear in the fall 1981 *Time Schedule of Classes*. Applicants are urged to check with departments for the latest information.

Every graduate student must make one \$25.00 *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 non-refundable \$20.00 *application fee* with the application materials to the Office of Admissions.

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 Microfilm International in Ann Arbor, Michigan. Copying is optional. Consult the *Style Manual for Theses and Dissertations* (available at the Graduate School) for specific costs.

State Residency Requirements

Regulations governing the residence classification of students (pertinent to admission and tuition) are included in the "Residence Classification Manual," a copy of which is in the Reserve Book Room of the Library. The applicable section of the manual is quoted below.

30.125 DETERMINATION OF RESIDENCE

1. A student's parent or legal guardian, or an emancipated student, will be deemed to have established an Oregon domicile if he/she establishes and maintains a bona fide fixed and permanent domicile in Oregon, with no intention of changing such residence to a place outside the State of Oregon when the school period expires. Factors that will be considered in determining if an Oregon domicile has been established are: abandonment of previous domicile, rental or purchase of a home, presence of family, presence of household goods, length of time in state, nature and permanence of employment, source of financial support, ownership of property, place of voting, and payment of Oregon personal income taxes. Living with relatives will not, of itself, establish domicile.

Generally, Oregon residency status is established after a student has physically moved to Oregon, totally supported himself/herself on funds earned in Oregon for 6 months prior to his/her initial registration, paid Oregon income tax on the money earned in Oregon, voted in Oregon, purchased Oregon licenses, (hunting, auto, etc.). In other words, established roots and/or proven that he/she is in Oregon for purposes other than going to school.

Such persons who register for school before they have been in Oregon the required

6 months will be classified as nonresidents and will not be eligible for reclassification until he/she has resided in Oregon for 12 consecutive months as a totally self-supporting individual. The student must also continue to be self-supporting as long as he/she is in school.

One who enters Oregon primarily for educational purposes is classified as a non-resident and does not qualify for resident classification merely by attending a college or university or simply spending time in Oregon.

Fellowships and Financial Aid

At the University of Oregon, financial aid is available through graduate teaching and research fellowships, training grant stipends, scholarships, work-study, loans, and part-time jobs. Teaching and research fellowships are available to qualified graduate students who are enrolled in the Graduate School and have been admitted to an advanced degree program. Applications should be made to the department before March 1. Fellowship awards are made on the basis of the student's promise as a graduate student. Details of the University's appointment procedures are available from the departments of instruction.

Teaching Fellowships

Nearly all schools and departments award graduate teaching fellowships. In 1980-81 stipends for a .30 standard appointment ranged from \$3,783.00 to \$5,533.00 for the academic year. Appointments are at a minimum of 0.15 FTE and a maximum of 0.50 FTE. Fellows must be enrolled in an advanced degree program and must register for a minimum of 9 credit hours per term. Tuition is paid by the University for up to 16 credits per term. Failure to complete the minimum of 9 credit hours per term may disqualify an appointment. Graduate fellows 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 for up to 15 hours per week. 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 this University are normally eligible for fellowship awards granted by federal agencies and privately endowed foundations. Specific information is available from the Research Office, Graduate School, University of Oregon, Eugene, Oregon 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. Because a number of factors besides income are considered in determining need, many students from middle as well as low income brackets may qualify. To be considered for the programs listed below, applicants should submit a financial aid form (available from the Office of Student Financial Aid, 260 Oregon Hall). Applications should be received by March 1 for priority consideration.

The following types of financial aid are available to eligible graduate students:

(1) The College Work-Study Program provides part-time jobs for students enrolled for a minimum of 9 credit hours per term; earnings depend on the amount awarded and the number of hours worked.

(2) The National Direct Student Loan Program (NDSL) provides low-interest loans for graduate students enrolled for a minimum of 9 credit hours. No interest is charged while the student is enrolled in school, and repayment begins *nine months after the student graduates or leaves school*. During the repayment period of up to ten years, three percent interest is charged on the unpaid balance.

(3) The University Long-Term Loan Program allows graduate students to borrow up to \$800 at 4 percent annually while enrolled at least half-time. Repayment begins four months

after the student terminates enrollment. Upon termination, the interest rate becomes 6 percent on the unpaid balance until the loan is fully repaid.

(4) The Graduate Student Emergency Loan Fund is administered by the Office of Financial Aid. No-interest loans of up to \$150 are available. Full repayment must be made within 90 days.

(5) The Guaranteed Student Loan Program (GSL) enables students to borrow money at low interest from banks, credit unions, or savings and loan associations. A special application for this program can be obtained from the student financial aid office.

International Students

Foreign students may work on campus during the school year but should not count on working off campus. Those who enter the U.S. on student (F-1) visas are generally expected to have sufficient funds when they arrive. Their dependents are usually not allowed to work, either. However, if it is necessary for a dependent to work, students should write for assistance to the Office of International Student Services on campus.

The University has a limited number of partial tuition scholarships for foreign citizens. Students who receive these scholarships will still need approximately \$4,000 for each nine-month academic year. Foreign students are also eligible for the departmental teaching and research fellowships described above.

Research Institutes

Several interdisciplinary institutes administered through the Graduate School 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 the fields may obtain detailed information concerning the programs and available financial aid from the institute directors whose names appear below.

Chemical Physics Institute

Participating Faculty

John T. Moseley, Ph.D., Director and Associate Professor of Physics.

Mau Hsiung Chen, Ph.D., Senior Research Associate, Physics.

Bernd Crasemann, Ph.D., Professor of Physics.

Thomas R. Dyke, Ph.D., Associate Professor of Chemistry.

Paul C. Engelking, Ph.D., Assistant Professor of Chemistry.

Marvin D. Girardeau, Ph.D., Professor of Physics.

David R. Herrick, Ph.D., Associate Professor of Chemistry.

Associates

Bruce Hudson, Ph.D., Associate Professor of Chemistry.

Robert M. Mazo, Ph.D., Professor of Chemistry.

Richard M. Noyes, Ph.D., Professor of Chemistry.

The Chemical Physics Institute at the University of Oregon provides opportunities for interdisciplinary research and education in atomic, molecular, and chemical physics. Concepts and techniques of both physics and chemistry are applied to the understanding of atomic and molecular systems. The research environment encourages interdisciplinary exchange of ideas among faculty and students. Significant growth in the program is being assisted by a development grant from the M. J. Murdock Charitable Trust. Facilities, support, and research guidance are provided for qualified graduate students and post-doctoral fellows.

Faculty members of the Chemical Physics Institute hold appointments in either the chemistry or the physics departments, and formal courses are offered through these departments. A student, regardless of departmental affiliation, may elect to work with a staff member in either department.

Problems under active investigation include molecular ion and radical interactions, including reaction processes, interactions with photons, and molecular spectroscopy; photoelectron spectroscopy; structures of weakly bound complexes; vibrational energy transfer; atomic inner-shell physics and the interface between atomic and nuclear physics; theoretical atomic

physics; application of quantum field theory techniques to calculation of spectral line shifts and broadening in gases and plasmas, gas-phase chemical reaction kinetics, and other molecular properties; applications of Lie groups to electron correlation in atoms and molecules, theory of polyene spectra, highly excited Rydberg states, and collisional angular momentum transfer.

Oregon Institute of Marine Biology

Faculty

Paul P. Rudy, Ph.D., Professor of Biology, Director (on leave 1981-82).

Robert C. Terwilliger, Ph.D., Professor of Biology, Assistant Director.

This institute is situated on 85 acres of coastal property along Coos Bay at Coos Head. 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 physiology of salt and water balance, biochemistry of respiratory pigments, and marine ecology.

The institute offers a full program of summer study, and facilities for individual research are available to advanced students throughout the year. Each spring the institute offers a multidisciplinary course for undergraduates entitled "People and the Oregon Coast." In the fall term, the institute offers a program for undergraduate biology majors and graduate students. Courses include marine ecology, invertebrate zoology, and biology of estuarine systems, and students have the opportunity to conduct research projects in these areas. The institute also sponsors a full seminar program on a variety of topics for fall term.

For detailed information and applications, consult the Department of Biology at the Eugene campus, or the Director, O.I.M.B., Charleston, Oregon 97420.

Institute of Molecular Biology

Participating Faculty

Brian W. Matthews, Ph.D., Professor of Physics, Director.

Sidney A. Bernhard, Ph.D., Professor of Chemistry.

Roderick A. Capaldi, Ph.D., Associate Professor of Biology.

Frederick Dahlquist, Ph.D., Associate Professor of Chemistry.

O. Hayes Griffith, Ph.D., Professor of Chemistry.

Aaron Novick, Ph.D., Professor of Biology.

John A. Schellman, Ph.D., Professor of Chemistry.

Gerald Smith, Ph.D., Assistant Professor of Biology.

Karen U. Sprague, Ph.D., Assistant Professor of Biology.

Franklin W. Stahl, Ph.D., Professor of Biology.

George Streisinger, Ph.D., Professor of Biology.

Peter H. von Hippel, Ph.D., Professor of Chemistry.

Associates

Edward Herbert, Ph.D., Professor of Chemistry.

Bruce Hudson, Ph.D., Assistant Professor of Chemistry.

Warner L. Peicolos, Ph.D., Professor of Chemistry.

William R. Sistrom, Ph.D., Professor of Biology.

Raymond G. Wolfe, Ph.D., Professor of Chemistry.

The Institute of Molecular Biology offers the facilities, support, and research guidance necessary for investigations of biological problems at the molecular level. The approach is interdisciplinary, with the techniques of biology, chemistry, and physics all being brought to bear. Problems under active investigation include spectroscopic studies of compounds of biological interest, determinations of the three-dimensional atomic structures of proteins and nucleic acids, the role of solvents in determining macromolecular structure and stability, mechanisms of enzyme catalysis, membrane structure and function, protein-nucleic acid interactions, mechanisms and regulation of protein and nucleic acid synthesis, the molecular basis of mutation and recombination, and the molecular basis of genetic expression.

Staff members hold joint appointments in the science departments at the University. Research scientists are encouraged to visit the institute for varying periods. Graduate awards are given by the institute, and fellowships from the National Institute of Health are administered under the program.

Institute of Neuroscience

Participating Faculty

Michael Menaker, Ph.D., Professor of Biology, Director.

Ruth BreMiller, M.S., Senior Instructor, Psychology, Biology.

Frederick W. Dahlquist, Ph.D., Associate Professor of Chemistry.

Russell D. Fernald, Ph.D., Associate Professor of Biology.

Barbara Gordon-Lickey, Ph.D., Professor of Psychology

Marvin Gordon-Lickey, Ph.D., Professor of Psychology.

Philip Grant, Ph.D., Professor of Biology.

Edward Herbert, Ph.D., Professor of Chemistry.

Graham Hoyle, Ph.D., Professor of Biology.

Daniel P. Kimble, Ph.D., Professor of Psychology.

Charles B. Kimmel, Ph.D., Associate Professor of Biology.

Ross F. Lane, Ph.D., Associate Professor of Chemistry.

Richard Marrocco, Ph.D., Associate Professor of Psychology.

Michael I. Posner, Ph.D., Professor of Psychology.

James A. Simmons, Ph.D., Professor of Biology.

George Streisinger, Ph.D., Professor of Biology.

Monte Westerfield, Ph.D., Assistant Professor of Biology.

James A. Weston, Ph.D., Professor of Biology.

Marjorie Woollacott, Ph.D., Associate Professor of Physical Education.

The Institute of Neuroscience is interdisciplinary. Its objective is to foster research and research training in the field of neuroscience at the University of Oregon by providing a formal structure which facilitates collaboration among individual scientists and students from the four departments with neuroscience faculty, and allows for the development of a graduate curriculum in neuroscience that makes most efficient use of faculty from the participating 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. A unique aspect of the program is an effective interdisciplinary approach to problems, contributed 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 patterning during the growth of individuals. Members of the group from both biology and psychology are interested in aspects of visual neurobiology. Other areas of particular interest and strength include auditory physiology, circadian rhythmicity, biochemistry of endogenous opiates, and the control of locomotion.

Staff members of the institute hold appointments in the academic departments of biology, chemistry, psychology, and physical education. Research scientists are encouraged to visit the institute for varying periods of time.

A coordinated program of graduate instruction is offered, supported by a faculty associated with the Institute of Neuroscience. Graduate students who want to enter the program should apply through the appropriate graduate department.

Institute of Theoretical Science

Participating Faculty

Rudolph C. Hwa, Ph.D., Director and Professor of Physics.

Paul L. Csonka, Ph.D., Professor of Physics.

Nilendra G. Deshpande, Ph.D., Visiting Associate Professor of Physics.

Russell J. Donnelly, Ph.D., Professor of Physics.

Gad Eilam, D.Sc., Research Associate.

Marvin D. Girardeau, Ph.D., Professor of Physics.

Amit Goswami, Ph.D., Professor of Physics.

David R. Herrick, Ph.D., Assistant Professor of Chemistry.

John V. Leahy, Ph.D., Associate Professor of Mathematics.

Robert M. Mazo, Ph.D., Professor of Chemistry.

Joel W. McClure, Ph.D., Professor of Physics.

Michael J. Moravcsik, Ph.D., Professor of Physics.

Davidson E. Soper, Ph.D., Associate Professor of Physics.

William Spence, Ph.D., Research Associate.

Robert L. Zimmerman, Ph.D., Associate Professor of Physics.

Associates

Thomas R. Dyke, Ph.D., Associate Professor of Chemistry.

Warner L. Peticolos, Ph.D., Professor of 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 elect 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.

Solar Energy Center

Participating Faculty

John S. Reynolds, M.Arch., Professor of Architecture, Director.

David K. McDaniels, Ph.D., Professor of Physics.

Associates

M. Steven Baker, M.U.P., M.Arch., Research Associate in Architecture.

John H. Baldwin, Ph.D., Assistant Professor of Urban Planning.

G. Z. Brown, M.A., M.B.A., M.Arch., Assistant Professor of Architecture.

David Fong, M.S., Research Associate in Physics.

John Jennings, M.Arch., Research Associate in Architecture.

Barbara-Jo Novitski, M.Arch., Research Associate in Architecture.

Peter N. Swan, LL.B., Professor of Law.

Frank Vignola, Ph.D., Research Associate in Physics.

The Solar Energy Center emphasizes a regional approach to research in the utilization of the sun's radiant energy for heating water and the heating and cooling of buildings. Current work includes expanded collection and improved monitoring of insolation data in Oregon, further development of optimum collector-reflector combinations, and development of passive solar-design information. 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 which accompany solar energy development in this region.

University research personnel in the areas of architecture, 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 utilization. One-week summer workshops in solar monitoring and data management are offered in conjunction with Oregon State University's Department of Atmospheric Sciences. Courses in solar energy are offered in the Departments of Architecture and Physics.

Inter-University Centre of Postgraduate Studies

University of Oregon faculty, graduate and undergraduate students are eligible to participate in the Inter-University Centre of Postgraduate Studies in Dubrovnik, Yugoslavia. The centre, an international consortium of ninety universities, offers an in-residence program of conferences and short courses in the humanities, social sciences, and natural sciences throughout the academic year. These conferences and courses are multi-disciplinary and generally of one to three weeks duration. Faculty are recruited from member universities; University of Oregon faculty have participated in centre activities since Oregon became a member in 1973.

Fees are approximately \$6.00 per week; in-residence room and board costs are approximately \$10.00 per day. Arrangements for academic credit may be made through faculty and the Graduate School. Individuals wanting further information should consult Benton Johnson, Professor of Sociology, who is the University's coordinator for centre activities.



Institute for Social Science Research

Participating Faculty

John Orbell, Ph.D., Professor of Political Science, Director.

Associates

William Baugh, Ph.D., Assistant Professor of Political Science.

Lawrence Carter, Ph.D., Assistant Professor of Sociology.

Robyn Dawes, Ph.D., Professor of Psychology.

Jeanne McGee, Ph.D., Assistant Professor of Sociology.

Keith Poole, Ph.D., Assistant Professor of Political Science.

The Institute for Social Science Research facilitates the investigation of the broad range of problems ad-

ressed by the various social science departments and provides basic support for those areas which demand interdisciplinary inquiry.

The institute houses an archive containing data collected in various national and regional surveys as well as selected census files. The University's membership in the Inter-University Consortium for Political and Social Research is organized through the institute; the consortium provides access to an extraordinarily wide range of social science data for all members of the University of Oregon community.

The institute also maintains a small research library. A working-paper series helps primarily in the area of evaluation research. A working paper series helps disseminate the results of research by those associated with the institute. With help from the National Science Foundation, a Social Science Instructional Laboratory has been established to provide a base for computational instruction in all the social sciences.

Academic Services

University Library

Faculty

George W. Shipman, A.M.L.S., M.A., Professor, University Library; University Librarian. B.A., 1963, Albion; M.A., 1965, Western Michigan; A.M.L.S., 1967, Michigan.

Elaine A. Kemp, M.L.S., Assistant Professor, University Library; Assistant University Librarian for Technical Services (Acting). B.A., 1962, M.L.S., 1970, Oregon.

Virginia Parr, M.A., M.L.S., Assistant Professor, University Library; Assistant University Librarian for Public Services (Acting). B.A., 1959, Oberlin; M.A., 1961, Michigan; M.L.S., 1973, Oregon.

Donald T. Smith, M.A., M.S., Professor, University Library; Assistant University Librarian for Administrative Services. B.A., 1949, M.A., 1950, Wesleyan; M.S., 1951, Columbia.

George E. Bynon, D.Ed., Assistant Professor, University Library; Director, Instructional Media Center. B.A., 1973, Willamette; M.S., 1975, Oregon College of Education; D.Ed., 1980, Oregon.

Rodney E. Christensen, M.S., M.S., Assistant Professor, University Library, Reference Department. B.S., 1956, M.S., 1957, Northern Illinois; M.S., 1967, Southern California.

Lawrence N. Crumb, M.A., M.Div., S.T.M., Assistant Professor, University Library, Reference Department. B.A., 1958, Pomona; M.A., 1967, Wisconsin, Madison; M.Div., 1961, S.T.M., 1973, Nashotah House.

Hilary A. Cummings, B.A., Instructor, University Library, Special Collections Department. B.S., 1973, Southern Illinois.

Kenneth W. Duckett, M.S., Professor, University Library; Curator of Special Collections. B.A., 1950, Denver; M.S., 1954, Wisconsin.

Jane B. Durnell, M.L.S., Associate Professor, University Library; Reference Department. B.A., 1938, Iowa; M.L.S., 1968, Oregon.

James R. Dwyer, M.L., Assistant Professor, University Library; Catalog Department. B.A., 1971, M.L., 1973, Washington.

Katherine G. Eaton, M.S., M.S., Assistant Professor, University Library; Head, Bureau of Governmental Research and Service Branch Library. B.A., 1944, Minnesota; M.S., 1952, M.S., 1968, Oregon.

Joanne V. Halgren, M.L., Assistant Professor, University Library; Head, Interlibrary Loan Service, Reference Department. B.A., 1966, George Fox; M.L., 1967, Washington.

J. Richard Heinzkill, M.L.S., Associate Professor, University Library; Reference Department. B.A., 1955, St. John's, Minn.; M.L.S., 1964, Michigan.

Dennis R. Hyatt, J.D., Assistant Professor, University Library; Associate Law Librarian. B.A., 1969, Missouri; J.D., 1972, M.L.L., 1974, Washington.

Holway R. Jones, M.A., Professor, University Library; Head, Reference Department. B.A., 1948, B.L.S., 1951, M.A., 1957, California.

Edward C. Kemp, M.L.S., Professor, University Library; Head, Acquisition Department. A.B., 1951 Harvard; M.L.S., 1955, California.

Wen-kai Kung, Ph.D., Assistant Professor, University Library; Catalog Department; Bibliographer, Orientalia Collection. B.A., 1952, National Taiwan; M.A., 1957, South Carolina; M.A., 1967, Pennsylvania; Ph.D., 1978, Washington.

William C. Leonard, M.S., Assistant Professor, University Library; Head, Graphic Arts Service, Instructional Media Center. B.S., 1965, M.S., 1970, Oregon.

Robert R. Lockard, M.A., M.A., Assistant Professor, University Library; Reference Department. B.A., 1952, Colorado State College of Education; M.A., 1965, Denver; M.A., 1970, Oregon.

Robin B. Lodewick, M.L.S., Assistant Professor, University Library; Catalog Department. B.A., 1959, Brooklyn; M.L.S., 1961, Rutgers.

Richard J. Long, M.S., Senior Instructor, University Library; Refer-

ence Department. B.S., 1949, Pennsylvania State; M.S., 1966, Oregon.

Robert R. McCollough, M.A., M.S., Professor, University Library; Head (Acting), Collection Development Department. B.A., 1940, M.A., 1942, Wyoming; M.S., 1950, Columbia.

Reyburn R. McCready, M.A., Associate Professor, University Library; Head, Architecture and Allied Arts Branch Library. B.A., 1950, John Brown; M.A., 1961, Denver.

Claire Meyer, M.A., Assistant Professor, University Library; Reference Department. B.A., 1958, M.A., 1961, Minnesota.

Alan C. Miller, M.A., M.L.S., Assistant Professor, University Library; Architecture and Allied Arts Branch Library. B.A., 1964, Dartmouth; M.A., 1972, Trinity; M.L.S., 1975, Oregon.

Perry D. Morrison, D.L.S., Professor, University Library; Coordinator of Library Research. A.B., 1942, M.A., 1947, Whittier; B.L.S., 1949, D.L.S., 1961, California.

Kay Ollershaw, M.L.S. Assistant Professor, University Library; Assistant Law Librarian for Public Services, Law Library. B.A., 1969, M.L.S., 1972, J.D., 1979, Oregon.

Christine Olson, M.L.S., Assistant Professor, University Library; Catalog Department. B.A., 1971, M.L.S., 1972, Oregon.

Guido A. Palandri, B.A., B.L.S., Professor, University Library; Head (Acting), Catalog Department. B.A., 1949, Oregon; B.L.S., 1954, California.

Huibert Paul, M.L.S., Assistant Professor, University Library; Head, Serials Section, Acquisition Department. B.A., 1963, Sophia, Tokyo; M.L.S., 1965, California.

K. Keith Richard, M.S., M.L.S., Associate Professor, University Library; University Archives. B.S., 1958, Oregon College of Education; M.S., 1964, M.L.S., 1971, Oregon.

Howard W. Robertson, M.S.L.S., M.A., Assistant Professor, University Library; Catalog Department. B.A.,

1970, Oregon ; M.S.L.S., 1975, Southern California ; M.A., 1978, Oregon.

Lois M. Schreiner, M.L.S., Assistant Professor, University Library ; Documents Section, Reference Department. B.S., 1968, M.L.S., 1969, Oregon.

Rose Marie Service, M.A., M.A., Associate Professor, University Library ; Reference Department. A.B., 1944, Michigan State Normal, Ypsilanti ; M.A., 1950, M.A., 1955, Minnesota.

Marcia J. Sigler, M.L.S., Assistant Professor, University Library ; Head, Serials Cataloging Section, Catalog Department. B.A., 1944, Ohio Wesleyan ; B.S., 1956, M.L.S., 1958, California.

Rodney A. Slade, M.L.S., Instructor, University Library ; Interlibrary Loan Service, Reference Department. B.A., 1974, Texas Technical, M.L.S., 1976, Oregon.

Teresa M. Smith, M.L.S., M.S., Instructor, University Library ; Catalog Department. B.S., 1972, Purdue ; M.L.S., 1976, M.S., 1978, Oregon.

Ruth E. South, M.L.S., Instructor, University Library ; Reference Department. B.A., 1950, M.L.S., 1972, Oregon.

Thomas A. Stave, M.L., Assistant Professor, University Library ; Head, Documents Section, Reference Department. B.A., 1972, Whitworth ; M.L., 1974, Washington.

Richard H. Surlles, Jr., J.D., Professor of Law, University Library ; Law Librarian. B.A., 1963, Texas A & M ; J.D., 1968, Houston ; M.L.L., 1969, Washington.

Edward P. Thatcher, M.A., Professor, University Library ; Map Library. B.A., 1940, Swarthmore ; M.A., 1940, B.S. in L.S., 1952, Minnesota.

Howard H. Wade, M.A., M.L.S., Instructor, University Library ; Assistant Law Librarian for Technical Services, Law Library. A.B., 1965, M.A., 1968, California, Davis ; M.L.S., 1973, Oregon.

Luise E. Walker, A.M.L.S., M.S., Associate Professor, University Library ; Head, Science Library. A.B., 1951, Washington ; A.M.L.S., 1955, Michigan ; M.S., 1961, State University of New York, College of Forestry.

Laurene Elizabeth Zaporozhets, M.S.L., Assistant Professor, University Library ; Reference Department. B.A., 1972, Michigan State ; M.S.L., 1974, Western Michigan.

The University of Oregon Library collections consist of about 1,400,000 volumes, with an additional 113,000 volumes in the Kenneth Lucas Fenton Memorial Law Library. Other materials include international, federal, state, and local government documents, a substantial collection of microforms and audiovisual resources, and 2,200,000 manuscripts.

The Library's Instructional Media Center supports the instructional and research endeavors of the University's faculty with over a million-dollar inventory of audiovisual hardware and nonprint software. Centralized purchasing, maintenance, and distribution of equipment and production support of audio, graphics, film rental and distribution, and multimedia presentations are among the center's services. Faculty members offer assistance and consultation for instructional improvement.

The University Library consists of a Law Library and a General Library. The General Library consists of a Main Library and its branches. The Science Library is a branch located within the science complex. The Architecture and Allied Arts branch library is located in Lawrence Hall, and the Map Library is in Condon Hall. The Bureau of Governmental Research and Service branch library is located in Hendricks Hall.

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. Also, the Archives contain several thousand photographs and negatives concerning the University community, audio tapes of campus events, as well as memorabilia reflecting the history of the University. The University Archives are in Fenton Hall, west end. Hours are 8:30 a.m.-4:30 p.m., weekdays.

The on-hand resources of the Library are augmented through membership in the Center for Research Libraries. Through this facility, the Library has use of books and periodicals, and has access to The British Library's Lending Division. More immediately available are the collections of all Oregon State System of Higher Education libraries.

The Library is a member of the Association of Research Libraries. Special areas of strength for advanced studies include the American West, 20th-Century American politics (particularly conservatism), children's

literature, book and magazine illustration, American missions and missionaries, 17th- and 19th-century England, and Oriental art.

The initial library building was constructed in 1937 by PWA labor and 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 which embellish the building include the fifteen stone heads by Edna Dunberg and Louise Utter Pritchard, the ornamental Hall memorial gates by O. B. Dawson, and the carved wooden panels by Arthur Clough.

Library Fines and Charges

The following regulations govern Library fines and charges in all Oregon State System of Higher Education libraries except the Health Sciences Library in Portland.

(1) A fine of 25 cents per day is charged for each overdue book, recording, or other Library material other than reserve books and material circulated by special permission (maximum, \$10.00 each item).

(2) The following fines are charged for violation of rules governing reserve books and material circulated by special permission: (a) for overdue books, 25 cents an hour or fraction thereof (maximum, \$10.00 each item), until the material is returned or reported lost (a maximum charge of \$1.00 an hour may be made in case of flagrant violation of the rules); (b) for failure to return books to proper department desk, 25 cents.

(3) Books needed for use in the Library are subject to recall at any time. A maximum fine of \$1.00 a day may be imposed for failure to return promptly.

(4) Borrowers losing Library materials are charged (a) the replacement cost of the material, (b) the amount of fine incurred up to the time the material is reported missing (maximum, \$10.00 each item), and (c) a service charge of \$3.00 for each title. A charge to be determined by the librarian will be made for the repair or replacement of mutilated library materials.

(5) When a lost book, for which the borrower has been billed, is returned before a replacement has been ordered, a refund not exceeding the replacement cost may be made. In cases where a

replacement has been ordered, any refunds to the borrower are at the discretion of the librarian.

(6) The state system libraries will honor each other's faculty and 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 and students from other state system libraries will be submitted to the head librarian of their home institution for routine billing in accordance with the procedure of the home institution.

University Library: Courses Offered

Undergraduate Courses

Lib 127. Use of the Library. 3 credit hours. Initial training in the use of library materials and services and in elements of bibliographic form. Designed to help undergraduate students use the library more effectively. Staff.

Lib 199. Special Studies. 1-3 credit hours. From time to time, courses designed to acquaint students with subject-related library resources may be offered. The following are frequently scheduled.

Use of the Science Library, 2-3 credit hours. Provides basic knowledge and experience for science library research. Three credit hours: a basic skills core and units on library materials in the physical sciences and in the life and natural sciences. Two credit hours: basic skills core plus one of the other units. Walker.

Use of Business and Economics Library Resources. 3 credit hours. Presents basic library skills, with examples and exercises chosen solely from business and economics sources. Christensen.

Upper-Division Courses Carrying Graduate Credit

Lib 405. Reading and Conference. (g) Credit hours to be arranged. Guidance in library-related research, or intensive bibliographic research not offered elsewhere, under the supervision of a librarian trained and expert in the subject.

Lib 407. Seminar. (g) Credit hours to be arranged. Occasionally offered are upper-level and graduate seminars designed to acquaint students with library resources and bibliography in specific subject fields or in the instructional use of library-related equipment and techniques. Recent topics include Information Sources in Public Administration, Finance, and Planning; Computer-Based Reference; Teaching Effectively with Audio-Visual Media.

Lib 410. Special Studies. (g) Credit hours to be arranged.

Lib 441. History of the Book. (g) 3 credit hours. Development of the book in its various forms from earliest times to the present; origin and evolution of the alphabet and scripts; history of manuscript books; invention and spread of printing; production and

distribution of printed books; the relation of books to social conditions in the periods studied. Morrison.

Lib 481, 482, 483. Introduction to Archives. (g) 3 credit hours. Historical development of archival practices and problems; analysis of current trends in federal, state, local, business, church, and university archives; archival processing, records management procedures, accession, arrangement, storage; preservation, repair, conservation; research use of archival source materials. Practicum archival experience includes laboratory, machine application to records, manuscripts, records management. Sequential course for seniors and graduate students, or juniors with consent of instructor. Richard. Not offered 1981-82.

School of Librarianship

The School of Librarianship was suspended in August 1978. Those having questions arising from the operation of this school should consult Perry D. Morrison in the University of Oregon Library.

The program in certification for school library media has been transferred to the Department of Curriculum and Instruction in the College of Education. See educational media endorsement program description in this catalog, page 246.

Graduate Library Studies

The state of Oregon does not have a program in library science but does cooperate with the Western Interstate Commission for Higher Education (WICHE) to provide educational opportunities in nearby states for residents of Oregon. For additional information, please consult the Office of Academic Advising and Student Services, 164 Oregon Hall.

Museums at the University

Museum of Art

Richard C. Paulin, M.A., Director, Museum of Art, Assistant Professor of Art History. A.B., DePauw, 1951; M.A., Denver, 1958.

Michael J. Whitenack, M.A.T., Supervisor of Visual Arts Resources, Museum of Art. B.F.A., Minnesota, 1970; M.A.T., Louisville, 1972.

Tommy Lee Griffin, M.F.A., Preparator and Designer, Museum of Art. B.A., California State, Stanislaus, 1973; M.F.A., Oregon, 1975.

Ellen Johnston Laing, Ph.D., Curator of Oriental Art, Museum of Art; Professor of Art, Department of Art History. Ph.D. University of Michigan, 1967.

Barbara S. Zentner, M.S., Museum Registrar, Senior Instructor of Art Education. B.A., 1944, M.S., 1978, Oregon.

Anne B. Sheffield, M.A., Assistant Supervisor, Visual Arts Resources, Museum of Art. B.A., Vassar, 1971; M.A., Michigan, 1974.

The University of Oregon Museum of Art was built in 1930 with private funds provided by the generosity of friends throughout the state. The primary purpose of the museum is to promote an active and continuing interest in the visual arts—both past and present—among students and faculty at the University, and the public. The adjoining courtyard of contemporary sculpture is dedicated to the memory of Prince Lucien Campbell, fourth president of this University, and construction was funded exclusively by his many friends and supporters.

The Murray Warner collection of Oriental Art was the nucleus of the museum's collections in the early 1930s and included more than 6,000 objects. Represented are the cultures of China and Japan, as well as Cambodia, Mongolia, and Russia, with the addition of American and British works of Oriental influence. More than 800 items, through gift and purchase, have been acquired from the Oriental and Greater Pacific Basin areas since the completion of the Warner bequest in 1940. Recent additions to these collections include Ghandaran and Indian sculpture, Chinese jade, Persian miniatures and ceramics, Syrian glass, and contemporary Japanese arts and crafts.

In addition, the museum has been actively and successfully collecting in the American, European, and Greater Pacific Basin areas, with particular emphasis on contemporary artists and craftsmen from the Pacific Northwest. A new major collection of African crafts is primarily from Ghana and Nigeria. Some 1,943 works are currently contained in a growing collection of Contemporary Pacific Northwest and American art. In 1970, a permanent gallery was devoted exclusively to this area. Included in this collection are the more than 500 works—both archival and major—executed by the internationally renowned Northwest artist, Morris

Graves, and more than 137 photographs of buildings throughout this nation designed by the internationally famous Northwest architect, Pietro Beluschi.

The museum serves as an extension service and as a resource center for students and faculty at the University in all academic disciplines, but primarily those in the School of Architecture and Allied Arts, and in Asian Studies. Art History and Art Education classes and seminars make frequent use of the museum. The student study center allows faculty and students to view—upon request—small exhibitions of particular works; study carels for students, faculty, and visiting scholars are available. A museology course is offered annually by the Director, through the Department of Art History, and is available to seniors and graduate students, primarily from the School of Architecture and Allied Arts. Master's degree candidates from the Department of Fine Arts exhibit their projects at the museum annually.

Visual Arts Resources, a department of this museum, is dedicated to outreach programs, primarily but not exclusively in the areas of traveling exhibitions, artists workshops, and museum consultation. Visual Arts Resources has become, in its 13-year existence, a major visual-art extension service for Oregon and the Pacific Northwest.

Exhibitions which are local, national, and international in scope are featured in the museum's extensive changing exhibitions program. All exhibitions and programs are funded privately, with assistance from the Friends of the Museum. The Friends of the Museum, organized in 1957, maintains an active statewide membership which helps to support such activities as Visual Arts Resources (an outreach program), the Docent Council, and the staffing of the Rental-Sales Gallery and the Rainbow Gift Shop. Membership in the Friends of the Museum is open to the public, with dues ranging from \$5 (student) to \$250 and higher (benefactor).

The Museum of Art maintains diverse exhibitions and programs providing for the varied needs and interests of the students, faculty, and general public. Visitors are always welcome; no admission is charged. Attendance at the museum has grown from 8,200 visitors in 1953 (when the museum first opened to the public on a regular basis) to more than 100,000 this past year.

The Museum is closed on Mondays, and from the middle of August until the opening of the University's fall

term, and during all University holidays.

The Museum Council is responsible to the Office of the President for all matters of the art museum that may come under its jurisdiction. Membership of the council includes some thirty-five business, educational, and community leaders from throughout the state who support art and are concerned with museum policy, funding, building, and collections.

Museum of Natural History

Alice Carnes, Ph.D., Director. B.A., Rochester, 1964; M.A.T., Harvard, 1965; Ph.D., Chicago, 1972.

The University of Oregon Museum of Natural History embodies a long tradition of research and collecting in the fields of anthropology, botany, geology, paleontology, and zoology. Thomas Condon, the first Professor of Geology at the University, used his private collection of fossils in his paleontology classes. A botanical library, the University Herbarium, was begun under Professor A. R. Sweetser at the turn of the century, and built to its present extent under the thirty-year curatorship of LeRoy Detling. Luther Cressman, founder of the University's Department of Anthropology and pioneer of archaeology in the Northwest, built extensive collections of prehistoric artifacts from Southeastern Oregon.

Now administered by their respective academic departments, these reference collections form the basis of exhibits and programs offered to the public. The display area is open weekdays and Saturdays from from 10:00 a.m.-3:00 p.m., except during University holidays and during August and early September.

The University is currently engaged in a planning and fund-raising effort aimed at construction of a new public exhibition and program facility, the Oregon Museum of Natural History, to be located in Alton Baker Park, just north of the University campus on the other side of the Willamette River. Alton Baker Park will be the setting for three museums, a planetarium, and a horticultural center, administered by the Cooperative Museum Commission, an intergovernmental body of which the University is a member.

Oregon State Museum of Anthropology

Don E. Dumond, Ph.D., Director. B.A., New Mexico, 1949; M.A., Mexico City College, 1957; Ph.D., Oregon, 1962.

C. Melvin Aikens, Ph.D., Curator. B.A., Utah, 1960; M.A., 1962, Ph.D., 1966, Chicago.

Theodore Stern, Ph.D., Curator. B.A., Bowdoin, 1939; A.M., 1941, Ph.D., 1948, Pennsylvania.

Richard M. Pettigrew, Ph.D., Survey Archaeologist for Highways. B.A., Stanford, 1970; M.S., 1972, Ph.D., 1977, Oregon.

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 L.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 and students, and contract archaeology for state and federal agencies. Facilities for field work in archaeology are especially complete. Portions of the collections are displayed through the Museum of Natural History.

University of Oregon Herbarium

David H. Wagner, Ph.D., Director and Curator. B.A., Puget Sound, 1968; M.S., 1974, Ph.D., 1976, Washington State.

Georgia Mason, M.A., Honorary Curator. B.A., 1941, Montclair State; M.S., 1960, Oregon State.

George B. Van Schaak, Ph.D., Honorary Curator. B.A., 1929, M.A., 1932, Ph.D., 1935, Harvard.

The University of Oregon Herbarium, a systematically arranged collection of pressed, dried, mounted, and carefully labelled plants, 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 A. R. Sweetser, and continued by L. Henderson, L. E. Detling, and G. 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 100,000 prepared specimens of lichens, bryophytes, and vascular plants. The vascular plant Type Collection, with over 850 nomenclatural types, ranks in the top twenty-five in the nation. These specimens are used for research and educational purposes, mainly by students and scientists at the University of Oregon. Several hundred specimens are sent each year for specialized study at other botanical institutions across the country and abroad. Current research is directed mainly towards solving regional taxonomic problems, with 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, consultations with federal and state agencies, and informal community education programs.

Condon Museum of Geology

Norman M. Savage, Department Head, Geology, Professor of Geology (Paleozoic paleontology and stratigraphy). B.Sc., Bristol, 1959; Ph.D., Sydney, 1968.

The Condon Museum of Geology houses the geological collection of Dr. 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 1886. When Professor Condon 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 persons, particularly Dr. A. J. Shotwell during the 1950s and 1960s, and today ranks thirteenth in

the United States in numbers of specimens of curated vertebrates.

The museum houses approximately 32,000 specimens. Vertebrate fossils make up the bulk of the collection, but it also includes some invertebrate fossils, large holdings of fossil plants (largely leaf impressions), and several thousand skulls and skeletons of recent birds, reptiles, amphibians, and fish. Several hundred technical papers have been published documenting the collections, and some research on the collections has been published in the University of Oregon Museum of Natural History Bulletin series. A list of publications titles and a pamphlet giving additional information about the Condon Museum of Geology may be obtained by writing the curator.

Summer Session

An Open Campus

Summer Session is open to anyone wanting to study. All summer courses offer regular University credit. Formal admission is necessary only if participation in a formal degree program is wanted. The only requirement is that an *Intent to Register* card be filed at least three weeks in advance of registration day to allow preparation of a personalized registration packet. An *Intent to Register* card is included in each Summer Session Catalog for student convenience.

Course Scheduling

More than thirty instructional units offer more than 800 courses in addition to individual study and research opportunities. Eight-week courses comprise the majority of summer offerings. Shorter courses, ranging from one to four weeks in length, are available and begin at various times throughout the summer. A small number of concentrated one-week workshops are usually available during the week preceding the opening date for Summer Session.

1982 Summer Session Calendar

Pre-session courses are held June 14-18. Eight-week courses begin June 22 and end August 13. Select eleven-week courses begin June 22 and end September 3. Registration day is June 21 for courses that begin June 22 or later. Students also may register the first day of class. Registration before June 21 is not possible, with the exception of courses offered in pre-session week. The *Summer Time Schedule of Classes* contains detailed registration

procedures and will be available after May 14.

Summer Session Students

An estimated 7,000 summer students enroll for credit. About 50 percent of this total are undergraduates. Approximately half the total enrollment is composed of students who were enrolled either fall, winter, or spring term. Teachers, students previously admitted to a degree program, summer-only graduate-degree candidates, and once-only matriculants account for the other half of the summer student population. One-third of Summer Session students come from out of state since nonresident fees are traditionally waived for summer. The difference in student body composition is evident when compared with the regular academic year, when 70 percent are undergraduates and 30 percent are graduates. Over 16,000 students are on campus during the regular year.

Summer Faculty

Some 450 faculty members and 200 graduate teaching fellows serve students during the summer. The concentrated nature of the summer programs allows frequent association with faculty members.

Prefreshman Program

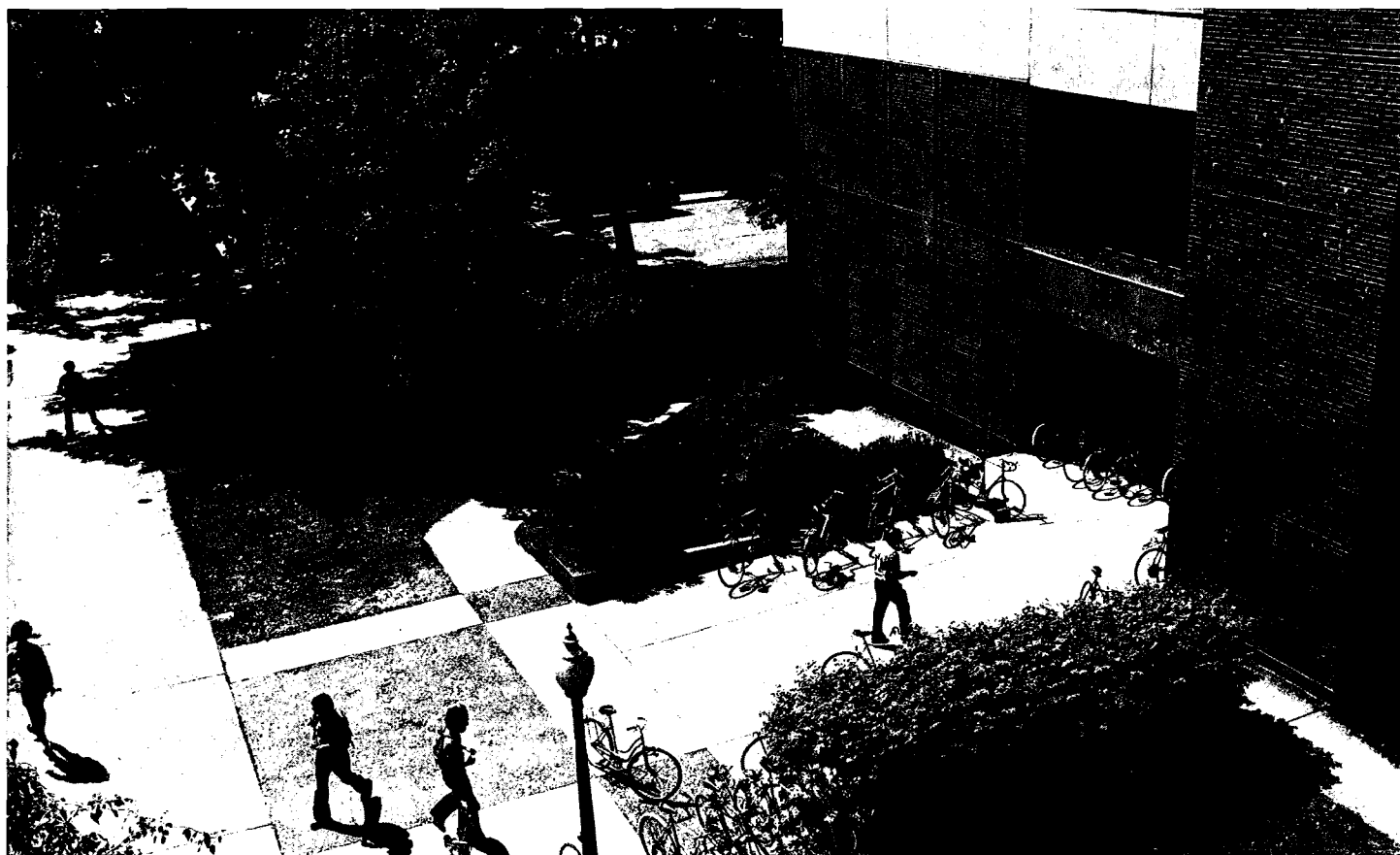
Students unable to qualify for fall term admission on the basis of a high school record or either SAT or ACT test scores have the opportunity to qualify for admission by doing acceptable work during Summer Session. Students interested in the prefreshman program are advised to consult the Office of Admissions, 270 Oregon Hall for complete information; telephone (503) 686-3201.

Summer Fees

Fee structures are subject to change, but summer fees generally are similar to those charged during the preceding spring term. A notable exception is that all students pay resident fees.

Housing

University residence halls are abundant in the summer, making reservation prior to registration unnecessary. Double rooms are available for married couples without children. Although a few vacancies may become available, the student-family housing projects are usually occupied during the summer by year-round students. Rental houses, apartments, and boarding houses are located near the campus. Complete housing information is in the *Summer Session Catalog*. Inquiries about



University housing should be directed to the Housing Office in Walton Hall; telephone (503) 686-4277.

Financial Aid

The University has available loans and part-time work although on a relatively restricted basis during the summer. Financial aid is available in the summer only for students who were enrolled at the University the previous spring term or have been admitted and plan to attend fall term. A student must be in good academic standing in order to receive financial aid. The student must have files complete in the Office of Student Financial Aid, Oregon Hall, prior to March 1, to be considered for any of the various types of financial aid.

Summer Session Publications

The comprehensive *Summer Session Catalog* will be available in March 1982, and the *Summer Time Schedule of Classes* after May 14.

For More Information

Further information about Summer Session may be obtained from the *Summer Session Catalog* or by writing to the Summer Session Office, Room 64, Prince Lucien Campbell, University of Oregon, Eugene, Oregon 97403, or by calling (503) 686-3475.

University Computing

Arthur S. Gloster, C.D.P., Ed.D., Associate Provost and Director.

Gordon P. Ashby, M.B.A., Associate Director.

Joanne R. Hugi, M.S., Manager, Systems and Programming.

Richard M. Millhollin, M.S., Technical Services Manager.

Dale C. Smith, B.S., Senior Systems Programmer.

Paul T. Conte, M.S., Manager, Contract/Academic Programming.

Kermit Larsen, M.S., Senior Applications Programmer.

Betsy L. Shaw, M.L.S., B.S., Documents Room Supervisor.

Richard W. Haller, Ph.D., Senior Research Consultant.

Sara Wyant, Ph.D., Research Consultant.

Jim P. Bohle, M.S., Manager, Student Information System.

Gus P. Pusateri, B.S., Business Manager.

David B. Ulrich, B.A., Manager, Computing Support Services.

University Computing provides computing facilities and services for the University, serving instructional, research, and administrative needs. Facilities include an IBM 4341 system used for batch and time-sharing, a DEC 1091 computer system, used primarily for time-sharing, and peripheral data-processing equipment. Programming systems and languages available include FORTRAN, FLECS, WAT-FIV, PL/1, COBOL, BASIC, Assemblers for IBM 4341 and DEC 1091, SIMSCRIPT, GPSS, SAS, SPSS, BMD, LISP, SNOBOL, and AGOL. A documents room includes a library of manuals and documentation on programs and equipment. Applied programming and data entry services are available, and the staff provides consulting assistance and tutorials on elementary and advanced topics concerning the use of computers.

University Computing is a service unit, separately administered from the Department of Computer Science. The latter is the academic division which offers courses in theory and practice and the pursuit of baccalaureate and advanced degrees.

American English Institute

Iris Esau Moye, Acting Director.

The American English Institute (AEI) offers intensive English instruction to non-native speakers of English. Classes begin in September, January, March, and June. AEI instructors are University faculty with specialized training in linguistics, applied linguistics, or Teaching English as a Second Language (TESL).

Goal

The goal of the American English Institute is to provide students with a high quality English training program to facilitate entrance into the University of Oregon or other academic institutions. Although the program is oriented toward students who intend to pursue further academic studies, those who study for other purposes are also accepted. The Institute offers the following core courses:

Grammar and Writing

Reading

Oral Skills

American Studies

TOEFL Review

This is an intensive program offering 20 or more hours of instruction per week.

Special Services

Tutors are available to assist students in conversation, writing, and cultural orientation. Small pronunciation classes are arranged for students who need extra work in this area. Various extracurricular activities such as parties, picnics, and local excursions are planned throughout the term.

At the director's discretion, advanced students may also enroll for up to 6 credit hours per term in regular University classes.

Projected Expenses for Academic Year

	Per Term	Per Year
Tuition and Fees	\$1,094	\$3,582
General Deposit	—	25
Health Insurance	42	130
Housing	600	1,800
Food	300	900
Personal Expenses	100	300
Educational Supplies	100	300
Total	\$2,236	\$7,037

Fees

All fees must be paid by the first day of each session and are subject to change without notice. Students should bring adequate funds to cover all expenses. Tuition may be paid only in travelers checks, personal checks, or cash. The American English Institute cannot provide scholarship aid for students at this time. Health insurance is suggested for all foreign students who do not have similar coverage from their home countries.

Housing

A housing coordinator is available to help students find off-campus housing, dormitory rooms when available, or to arrange friendship and host families.

Admission

Admission is open to students who have completed secondary school and are able to demonstrate sufficient financial support for their period of study at the AEI. To apply, the following materials should accompany the attached application:

- (1) Original or certified copies of the most recent degree or diploma and transcripts;
- (2) Statement from applicant's bank or guarantor's bank showing exact amounts available during the period of study, or evidence of a scholarship;
- (3) A nonrefundable application fee of \$20.00.
- (4) A record of applicant's previous English training.

Students who intend to transfer from another English language program *must* include a recommendation from the program's director attesting to the attendance record and aptitude of the student for studying English.

Upon acceptance to the Institute, students receive a Certificate of Eligibility (Form I-20) and letter of admission. A student visa is obtained by presenting the I-20 at the nearest United States Embassy or Consulate.

Inquiries regarding admission should be directed to the American English Institute; University of Oregon; 750 E. 11th Avenue; Eugene OR 97401 USA.

University Administration

Office of the President

Paul Olum, Ph.D., President

The governmental structure for the University of Oregon was established in 1876, by a legislative statute commonly known as the University Charter. It specified that the president and the professors constituted the University faculty, and that this faculty should "have the immediate government" of the institution. This established a tradition of consultative and mutual responsibility that has continued to the present time. For example, basic academic requirements and many of the academic practices of the University are established at the monthly open faculty assemblies, in which students are now represented.

Among the president's closest advisers on University policies are the members of the Faculty Advisory Council, who are elected by the faculty and who, in regular meetings with the president, provide faculty opinion and counsel on University affairs.

In addition to the Faculty Advisory Council, the president is advised by the Council of Deans, by faculty and administrative committees (many of which include students), by the officers of the Associated Students of the University of Oregon (ASUO), citizens' advisory groups, and the Board of Directors of the University of Oregon Foundation.

Office of the Vice-President for Academic Affairs and Provost

Richard Hill, Ph.D., Acting Vice-President for Academic Affairs and Provost

The Office of the Vice-President for Academic Affairs and Provost supervises the University's professional schools and colleges, the College of Arts and Sciences, the Graduate School, the University Library, the Summer Session, University Computing Center, and Community Education. Major functions include academic planning and budgeting, curriculum development, and faculty personnel administration.

The Associate Provost for Student Affairs supervises admissions, registration, financial aids, Erb Memorial Union, and student personnel services.

Office of the Vice-President for Administration and Finance

N. Ray Hawk, D.Ed., Vice-President for Administration and Finance

The Office of the Vice-President for Administration and Finance supervises general administrative and fiscal affairs of the University. These include business affairs, classified personnel, environmental health and safety programs, intercollegiate athletics, the Museum of Art, the physical plant, housing, security, and health services.

Business Affairs

W. N. McLaughlin, B.S., C.P.A., Director and Contract Officer

The Business Affairs division receives and disburses all University funds. In addition to the necessary internal functions for processing financial data, auditing records, contracts, and similar business matters, the division supervises the University Printing Department and the Telephone Exchange.

Services provided for students include a centralized billing for all charges from various University departments; administration of tuition and fee payments, billing and collection for all loans, service charges, fines, telephone bills, general deposits, housing deposits and charges, student insurance; administration of all student payroll transactions; and preparation of sailing permits for international students leaving the United States.

Public Safety

Oakley Glenn, Director

This office is responsible for the general safety of the campus on a twenty-four hour basis. Campus parking permits for staff and students are available here. The office is in Straub Hall, 1415 East Fifteenth Avenue. Parking regulations are available at the office.

Physical Plant

Harold C. Babcock, M.S., Director

Campus buildings and grounds are maintained by the University's Physical Plant. A landscape maintenance crew cares for the lawn, trees, and shrubs on more than 250 acres of campus. A team of licensed tradesmen in cabinetry, carpentry, painting, electrical work, and plumbing care for the campus buildings, which encompass some three million square feet of space. Also administered by the Physical Plant is the heating and power plant which provides steam heat to most campus buildings, and which supplies sixty percent of the University's electrical needs.

Responsible for the proper functional

and esthetic use of the University's facilities are the professional members of the Physical Plant's planning and architectural staffs. These include the campus planner, the space analyst, and the University architect.

Office of the Vice-President for Public Services

Curtis R. Simic, B.S., Vice-President for Public Services

The public services office is responsible for the University's public relations and liaison with various governmental agencies and bodies.

Alumni Publications

Barbara Edwards, M.A., Editor

This office publishes *Old Oregon*, the University's forty-eight-page magazine, which was rated one of the top ten alumni magazines for 1981. The office also produces *Oregon Today*, a quarterly newspaper. Both publications are distributed free of charge to 66,000 alumni and friends.

Alumni Relations

Vincent J. Bilotta, B.S., Director

Anyone who has attended the University of Oregon is a member of the Oregon Alumni Association. Alumni support is crucial to the fulfillment of the University's mission. Through the Alumni Association, alumni may contribute to that mission.

Major programs include alumni scholarship awards; annual class reunions; maintaining over 85,000 alumni records; vacation-learning programs; programs of foreign travel for study and touring; support services for alumni and friends groups such as the law alumni, business alumni, and the athletic department; Career Faires for students; and assistance for student recruitment, fund-raising, legislative relations, and student orientation programs.

Community Services

Mary Hudzikiewicz, M.S., Director

This office prepares general information materials for public distribution; handles all arrangements for commencement exercises; assists in arranging public visits and tours, meetings, and conferences on campus; organizes Parents' Weekend and other on-campus events; provides University speakers on request; and maintains liaison with the Parents' Association.

Office of Development and University of Oregon Foundation

Douglas M. Wilson, M.A., Director

The Office of Development coordinated

with the University of Oregon Foundation, is the fund-raising agency for the University of Oregon. The development office creates an awareness of the financial needs of the University which are not provided for by state or federal support, and implements plans for meeting financial needs. The office is the coordinating agency for the University faculty and staff in the solicitation of funds.

The University of Oregon Foundation is an independent, nonprofit corporation chartered under Oregon law in 1957. The foundation provides opportunity for private donors to support the educational programs of the University on the basis of need and priority.

Among fund-raising programs conducted by the foundation are the Annual Fund Drive, an Estate Planning and Deferred Gifts Program, and a Foundation and Corporate Gifts Program.

KWAX-FM 91.1

Janet R. Kenney, M.A., Manager

KWAX-FM is a 20,000-watt fine arts public radio station affiliated with National Public Radio. FM 91.1 serves the metropolitan area of Eugene and Springfield with cultural and informational radio. Musical styles heard on the station vary, but the primary emphasis is on classical music. FM 91.1 also encourages student participation in the station, regardless of major. Studios are on the third floor of Villard Hall. A program guide is published regularly and is available by calling 686-4238.

News Bureau

Barbara B. Petura, B.A., Director

This office releases news of University affairs and accomplishments of University faculty, staff, and students. Formats include articles for state and national newspapers and magazines, public-service announcements and audio tapes for radio, and—when possible—video tapes for television. *Inside Oregon*, the twice-monthly faculty and staff bulletin, is produced by the office.

University Publications

George Beltran, M.S., Director

This office publishes the University's general catalog and other curricular catalogs, the faculty-staff directory, and certain other University-wide publications. It also provides consultation and assistance in the design, writing, editing, and production of departmental publications which are to be printed by the University Printing Department. All printing orders, except for simple duplicating, must be approved by this office.

The Faculty Emeriti

The University of Oregon acknowledges the experience and commitment of those faculty members who are retired from full-time active service and who continue to contribute to their academic disciplines and to the University. In recognition of their permanent role in the University community, the Emeritus title has been awarded to the following men and women.

Lucile F. Aly, Professor Emerita of English; Ph.D., Missouri, 1959.

George F. Andrews, Professor Emeritus of Architecture; B.S., Michigan, 1941; Reg. Architect, Oregon.

Lois I. Baker, Law Librarian Emerita; M.A., 1932, Oregon; Cert., 1935, California.

Wallace S. Baldinger, Professor Emeritus of Art, Director Emeritus, Museum of Art; Ph.D., Chicago, 1938.

Ewart M. Baldwin, Professor Emeritus of Geology; Ph.D., Cornell, 1943.

Thomas O. Ballinger, Professor Emeritus of Art; M.A., 1951, New Mexico.

Eugene B. Barnes, Professor Emeritus University Library; Ph.D., 1947, Chicago.

Homer G. Barnett, Professor Emeritus of Anthropology; Ph.D., California, 1938.

H. Philip Barnhart, Director Emeritus of Housing; B.S., 1947, Pennsylvania State.

Frank J. Barry, Professor Emeritus of Law; LL.B., Loyola, Los Angeles, 1941.

Edwin F. Beal, Professor Emeritus of Management; Ph.D., 1953, Cornell.

Chandler B. Beall, Professor Emeritus of Romance Languages; Editor Emeritus, *Comparative Literature*. Ph.D., 1930, Johns Hopkins.

Glenn T. Beelman, Senior Instructor Emeritus in Mathematics; A.M., George Washington, 1962.

George N. Belknap, University Editor Emeritus with the Rank of Professor; M.A., 1934, Oregon.

Joel V. Berreman, Professor Emeritus of Sociology; Ph.D., 1940, Stanford.

Francis W. Bittner, Professor Emeritus of Music; M.A., 1943, New York.

Constance Bordwell, Associate Professor Emerita of English; M.A., Washington State, 1932; Dip. in Linguistics, University College, London, 1970.

William J. Bowerman, Professor Emeritus of Physical Education; Emeritus Assistant Athletic Director; M.S., 1951, Oregon.

J. Spencer Carlson, University Registrar Emeritus with the Rank of Professor; M.A., 1937, Minnesota.

Ella S. Carrick, Senior Instructor in Library Administration Emerita, Senior Catalog Librarian Emerita; B.A., 1929, Oregon.

Leonard J. Casanova, Director Emeritus of Department of Athletics with the Rank of Professor; Ph.B., 1927, Santa Clara.

Shang-Yi Chen, Professor Emeritus of Physics; Ph.D., California Institute of Technology, 1940.

Clarence W. Clancy, Professor Emeritus of Biology; Ph.D., Stanford, 1940.

Robert D. Clark, Professor Emeritus of Rhetoric and Communication, President Emeritus, University of Oregon; Ph.D., 1946, Southern California; LL.D., Santa Clara, 1968.

H. Harrison Clarke, Research Professor Emeritus of Physical Education; Ed.D., 1940, Syracuse.

Newel H. Comish, Professor Emeritus of Business Administration; Ph.D., Wisconsin, 1928.

Clifford L. Constance, Registrar Emeritus with the Rank of Professor; M.A., 1929, Oregon.

John W. Crawford, Professor Emeritus of Journalism; M.A., Michigan State, 1958.

Luther S. Cressman, Professor Emeritus of Anthropology; Ph.D., 1925, Columbia.

Edmund A. Cykler, Professor Emeritus of Music; Ph.D., Charles University, Czechoslovakia, 1928.

Thomas L. Dahle, Professor Emeritus of Education and Speech; Ph.D., Purdue, 1954.

Leslie Decker, Professor Emeritus of History; Ph.D., Cornell, 1961.

Samuel N. Dicken, Professor Emeritus of Geography; Ph.D., California, 1930.

Marian Card Donnelly, Professor Emerita of Art History; Ph.D., Yale, 1956.

David M. Dougherty, Professor Emeritus of Romance Languages; Ph.D., 1932, Harvard.

M. Frances Dougherty, Professor Emerita of Dance; Ph.D., New York University, 1959.

Charles T. Duncan, Professor Emeritus of Journalism; M.A., 1946, Minnesota.

Donald M. DuShane, Dean Emeritus of Students with the Rank of Professor; M.A., 1937, Columbia.

Edwin G. Ebbighausen, Professor Emeritus of Physics and Astronomy; Ph.D., Chicago, 1940.

Orval Etter, Associate Professor Emeritus of Public Affairs; J.D., 1939, Oregon.

Elizabeth Findly, Professor Emerita of Librarianship; A.M.L.S., 1945, Michigan.

Brownell Frasier, Associate Professor Emerita of Interior Design. B.A., Oregon, 1921.

John F. Gange, Professor Emeritus of International and Public Affairs; M.A., 1934, Stanford.

Jane Gehring, Associate Professor Emerita of Art; M.S., Oregon, 1960.

Kenneth S. Ghent, Professor Emeritus of Mathematics; Ph.D., 1935, Chicago.

Grace Graham, Professor Emerita of Education; Ed.D., Stanford, 1952.

John M. Gustafson, Associate Professor Emeritus of Music; Ph.D., Florida State, 1956.

Franklin B. Haar, Professor Emeritus of Health Education; Ph.D., 1946, Pittsburgh.

Frederick T. Hannaford, Professor Emeritus of Architecture; B.A., Washington State, 1924; Reg. Architect, Florida.

Leo A. Harris, Director Emeritus of the Department of Athletics with the Rank of Professor; M.A., 1929, Stanford.

Wallace H. Hayden, Professor Emeritus of Architecture; B.Arch., Oregon, 1928; Reg. Architect, Oregon.

Arthur C. Hearn, Professor Emeritus of Education; Ed.D., 1949, Stanford.

Alfred Heilpern, Senior Instructor in Library Administration Emeritus, Acquisition Librarian Emeritus; M.L., 1957, Washington.

Clarence Hines, Professor Emeritus of Education; D.Ed., Oregon, 1950.

Carl W. Hintz, University Librarian Emeritus, Professor Emeritus of Librarianship; Ph.D., 1952, Chicago.

Orlando John Hollis, Distinguished Professor Emeritus of Law; J.D., 1928, Oregon (Coif).

George Hopkins, Professor Emeritus of Music; B.A., Oregon, 1921.

Jane Yen-Cheng Hsu, Assistant Professor Emerita, University Library; B.A., 1946, Gingham Girls' School, Nanking.

John L. Hulteng, Professor Emeritus of Journalism; M.S., Columbia, 1947.

Dwight H. Humphrey, Senior Instructor in Library Administration Emeritus, Catalog Librarian Emeritus; M.A., 1963, Southern California.

Donald L. Hunter, Professor Emeritus, University Library; B.S., 1945, Nebraska.

Ruth F. Jackson, Senior Instructor Emerita in English; M.A., 1933, Oregon.

Paul B. Jacobson, Professor and Dean Emeritus of Education; Ph.D., 1931, Iowa.

George S. Jette, Professor Emeritus of Landscape Architecture; B.L.A., Oregon, 1940.

Theodore B. Johannis, Jr., Professor Emeritus of Sociology; Ph.D., 1955, Florida State.

Carl L. Johnson, Professor Emeritus of Romance Languages; Ph.D., Harvard, 1933.

Catherine M. Jones, Professor Emerita of Management; Ed.D., 1964, Colorado.

Herman Kehrli, Associate Professor Emeritus of Political Science; M.A., Minnesota, 1933.

Homer T. Keller, Professor Emeritus of Music; M.Mus., 1938, Eastman School of Music.

James Kezer, Professor Emeritus of Biology; Ph.D., 1948, Cornell.

Edward D. Kittoe, Assistant Professor Emeritus of English; M.A., 1936, Oregon.

Albert A. Kitzhaber, Professor Emeritus of English; Ph.D., Washington, 1953.

Paul L. Kleinsorge, Professor Emeritus of Economics; Ph.D., Stanford, 1939.

Ernesto R. Knollin, Professor Emeritus of Physical Education; M.A., 1929, Stanford.

Edmund P. Kremer, Professor Emeritus of German; J.U.D., Frankfurt am Main, 1924.

Clarice E. Krieg, Professor Emerita, University Library; A.M., 1935, Illinois.

Robert Leeper, Professor Emeritus of Psychology; Ph.D., 1930, Clark.

Richard W. Lindholm, Professor and Dean Emeritus of Business; Ph.D., Texas, 1942.

J. Orville Lindstrom, B.A., Director Emeritus of Fiscal Affairs with the Rank of Professor; B.S., 1932, Oregon.

Alfred L. Lomax, Professor Emeritus of Business Administration; M.A., Pennsylvania, 1927.

Avard C. Long, Director Emeritus of Health Services; M.D., 1944, McGill.

Val R. Lorwin, Professor Emeritus of History; Ph.D., Cornell, 1953.

Ernest H. Lund, Professor Emeritus of Geology; Ph.D., Minnesota, 1950.

Arthur E. Mace, Professor Emeritus of Decision Sciences; Ph.D., Chicago, 1947.

Margaret Markley, Associate Professor of Library Administration Emerita, Senior Catalog Librarian Emerita; B.S. in L.S., 1941, Illinois.

Walter T. Martin, Professor Emeritus of Sociology; Ph.D., 1949, Washington.

Esther E. Matthews, Professor Emerita of Education; Ed.D., 1960, Harvard.

David C. McCosh, Professor Emeritus of Art; Art Institute of Chicago, 1927.

Betty F. McCue, Professor Emerita of Physical Education; Ph.D., Iowa, 1952.

Corinne C. McNeir, Associate Professor of Library Administration Emerita, Documents Librarian Emerita; M.S. in L.S., 1957, Louisiana State.

Waldo F. McNeir, Professor Emeritus of English; Ph.D., 1940, North Carolina.

Fred N. Miller, Professor Emeritus of Physical Education; M.D., 1924, Chicago; F.A.C.P., 1941, American College of Physicians.

Marian H. Miller, Professor Emerita of Physical Education; M.D., 1930, Oregon.

Myra Miller, Associate Professor Emerita, CSPA; Diploma New York School of Social Work, 1939.

Ernest G. Moll, Professor Emeritus of English; A.M., Harvard, 1923.

Kirt E. Montgomery, Associate Professor Emeritus of Rhetoric and Communication; Ph.D., 1948, Northwestern.

Carlisle Moore, Professor Emeritus of English; Ph.D., 1940, Princeton.

Josephine Stofiel Moore, Director Emerita of the News Bureau with the Rank of Professor; B.S., 1931, Oregon.

Lulu V. Moursund, Instructor Emerita in Mathematics; M.A., 1930, Brown.

Frances S. Newsom, Architecture and Allied Arts Librarian Emerita; M.A., 1953, Denver.

Ivan M. Niven, Professor Emeritus of Mathematics; Ph.D., Chicago, 1938.

C. Max Nixon, Professor Emeritus of Applied Design; B.F.A., Kansas, 1939.

Robert E. Nye, Professor Emeritus of Music; Ph.D., 1949, Wisconsin.

Vernice T. Nye, Professor Emerita of Education; M.A., George Peabody, 1948.

Henry Osibov, Associate Professor Emeritus of Education; D.Ed., 1961, Oregon.

Lois E. Person, Assistant Professor Emerita of Recreation and Park Management; M.S., Cornell, 1950.

Ione F. Pierron, Associate Professor Emerita of Librarianship; M.S., 1960, Oregon.

Earl Pomeroy, Beekman Professor Emeritus of Northwest and Pacific History; Ph.D., 1940, California.

Kenneth W. Porter, Professor Emeritus of History; Ph.D., Harvard, 1936.

John L. Powell, Professor Emeritus of Physics; Ph.D., Wisconsin, 1948.

Jessie L. Puckett, Professor Emerita of Physical Education; M.S., 1937, Oregon.

Milton L. Ray, Professor Emeritus of Law; J.D., Chicago (Coif), 1950; Illinois bar, 1950, California bar, 1964. CPA (Oregon).

Francis J. Reithel, Professor Emeritus of Chemistry; Ph.D., 1942, University of Oregon Medical School.

William P. Rhoda, Professor Emeritus of Physical Education; D.Ed., 1951, Oregon.

W. Dwayne Richins, Associate Professor Emeritus of Business Economics; Ph.D., Washington, 1950.

Horace W. Robinson, Professor Emeritus of Theater; M.A., Iowa, 1932.

Lynn S. Rodney, Professor Emeritus of Recreation and Park Management; Ph.D., Michigan, 1955.



Marion Dean Ross, Professor Emeritus of Architecture; Historian of Architecture; M.Arch., Harvard, 1937; Reg. Archt., State of Louisiana, 1946.

Wallace M. Ruff, Professor Emeritus of Landscape Architecture; M.S., California, 1950.

C. B. Ryan, Professor Emeritus of Art; M.F.A., 1940, Oregon.

Adolph A. Sandin, Professor Emeritus of Education; Ph.D., Columbia, 1943.

Bradley T. Scheer, Professor Emeritus of Biology; Ph.D., California, Berkeley, 1940.

Charles Schleicher, Professor Emeritus of Political Science; Ph.D., Stanford, 1936.

Guy Shellenbarger, Professor Emeritus of Education; M.Ed., 1953, Oregon.

Peter O. Sigerseith, Professor Emeritus of Physical Education; D.Ed., Oregon, 1944; Ph.D., Iowa, 1955.

Paul B. Simpson, Professor Emeritus of Economics; Ph.D., Cornell, 1949.

William T. Simpson, Professor Emeritus of Chemistry; Ph.D., 1948, California, Berkeley.

Robert W. Smith, Professor Emeritus of History; Ph.D., 1942, California, Los Angeles.

Arnold L. Soderwall, Professor Emeritus of Biology; Ph.D., Brown, 1941.

Helen L. Soehren, Associate Professor Emerita of English; M.A., 1938, Oregon.

John W. Soha, Associate Professor Emeritus of Accounting; M.B.A., Michigan, 1950; C.P.A., State of Washington, 1942.

Edmund F. Soule, Professor Emeritus, University Library; Ph.D., 1956, Eastman.

Vernon S. Sprague, Professor Emeritus of Physical Education; Ph.D., 1951, Michigan.

Lloyd W. Staples, Professor Emeritus of Geology; Ph.D., Stanford, 1935.

D. Glenn Starlin, Professor Emeritus of Telecommunication and Film; Ph.D., 1951, Iowa.

G. Douglas Straton, Professor Emeritus of Religious Studies; Ph.D., Columbia, 1950.

Leona Tyler, Professor Emerita of Psychology; Ph.D., 1941, Minnesota.

Robert S. Vagner, Professor Emeritus of Music; M.Mus., Michigan, 1942.

Frances VanVoorhis, Assistant Professor Emerita of Home Economics; M.S., Iowa State, 1949.

Andrew M. Vincent, Professor Emeritus of Art; Chicago Art Institute, 1929.

R. Max Wales, Professor Emeritus of Journalism; M.A., Iowa, 1956.

Gregory H. Wannier, Professor Emeritus of Physics; Ph.D., University of Basel, 1935.

Marshall D. Wattles, Professor Emeritus of Economics; Ph.D., Ohio State, 1950.

Carl C. Webb, Associate Professor Emeritus of Journalism; M.A., 1950, Oregon.

Christof A. Wegelin, Professor Emeritus of English; Ph.D., Johns Hopkins, 1947.

Oliver M. Willard, Associate Professor Emeritus of English; Ph.D., 1936, Harvard.

Astrid M. Williams, Professor Emerita of German; Ph.D., Marburg, 1934.

John Wisdom, Emeritus Professor of Philosophy; M.A., 1934, Cambridge.

Hugh B. Wood, Professor Emeritus of Education; Ed.D., Columbia, 1937.

Kenneth S. Wood, Professor Emeritus of Education; Ph.D., Southern California, 1946.

Janet G. Woodruff, Professor Emerita of Physical Education; M.A., 1929, Columbia.

Jan Zach, Professor Emeritus of Fine and Applied Arts; Academy of Fine Art, Prague, 1938.

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. Among the information so required is a statement of the retention of students at the University. The following data are presented in support of this requirement.

	1975-76	1976-77	1977-78	1978-79	1979-80
Final enrollment fall term	17,427	16,816	16,755	16,916	17,025
Enrollment spring term for fall term enrollees	13,278	12,971	12,827	12,661	13,216
Degrees awarded fall and winter terms	1,252	1,281	1,175	1,131	1,172
Total spring term enrollment	14,530	14,252	14,002	14,882	15,344
Percentage retained or graduated for the year	83%	85%	84%	88%	90%

Enrollment by Major and Classification 1980-81 Academic Year

College of Arts and Sciences	Freshmen	Sophomores	Juniors	Seniors	Graduates	Nonadmitted		Total
						Under-grads	Graduates	
Undeclared	643	829	409	169	2	7	5	2064
Anthropology	9	18	28	65	68	0	0	188
Asian Studies	0	1	5	9	12	0	0	27
Biology	51	114	121	229	155	2	0	672
Chemistry	13	34	35	75	77	0	0	234
Classics	0	0	2	4	4	0	0	10
Comparative Literature	0	0	0	0	27	0	0	27
Computer & Information Science	33	47	47	108	107	0	0	342
East Asian Languages	0	2	3	12	1	0	0	18
Economics	11	19	27	65	83	1	0	206
English	29	42	81	168	152	1	1	474
General Humanities	6	4	7	17	1	0	0	35
General Literature	1	6	2	3	0	0	0	12
General Science	19	50	48	92	2	0	0	211
General Social Science	0	1	1	4	0	0	0	6
Geography	3	12	24	94	30	0	0	163
Geology	5	12	18	52	54	0	0	141
German and Russian	4	6	16	30	29	0	0	85
History	9	26	51	142	48	0	0	276
Independent Study	0	0	1	1	0	0	0	2
Linguistics	3	6	8	35	41	0	0	93
Mathematics	10	25	17	70	65	0	0	187
Philosophy	6	7	6	18	20	1	0	58
Physics	8	18	19	29	93	0	0	167
Political Science	41	83	80	186	50	2	0	442
Pre dentistry	12	16	5	4	0	0	0	37
Pre dental Hygiene	6	10	3	0	0	0	1	20
Pre medical Technology	4	4	2	0	0	0	0	10
Pre medicine	29	37	19	7	0	0	1	93
Pre nursing	22	28	17	3	0	0	0	70
Pre pharmacy	1	1	2	2	0	0	0	6
Pre physical Therapy	5	7	2	2	0	0	0	16
Psychology	68	108	151	317	98	0	1	743
Religious Studies	0	2	3	6	0	0	0	11
Romance Languages	9	28	34	63	52	0	0	186
Sociology	16	20	56	125	59	1	0	277
Speech	61	100	101	178	92	2	0	534
Total	1137	1723	1451	2384	1422	17	9	8143
<i>Professional Schools</i>								
Architecture and Allied Arts	148	248	317	774	370	0	1	1858
Business Administration	403	584	601	987	298	3	4	2880
Community Service and Public Affairs	20	38	70	145	96	0	0	369
Education	51	97	138	264	1118	0	0	1668
Health, Physical Education and Recreation	85	140	215	446	356	3	2	1247
Journalism	70	179	169	296	70	2	0	786
Law	0	0	0	0	525	0	0	525
Music	33	75	63	167	126	0	0	464
Total	810	1361	1573	3079	2959	8	7	9797
Interdisciplinary Studies	0	0	0	0	116	0	0	116
Unclassified	0	0	0	0	929	169	0	1098
Unaffiliated	0	0	0	0	0	575	982	1557
Total all majors	1947	3084	3024	5463	5426	769	998	20711

Summary of Degrees Granted: Summer 1979 Through Spring 1980

Degree	Male	Female	Total	Degree	Male	Female	Total
<i>Advanced Degrees</i>				<i>Baccalaureate Degrees</i>			
Master of Arts	106	113	219	Bachelor of Arts	204	338	542
Master of Science	229	227	456	Bachelor Science	794	634	1428
Master of Architecture	24	8	32	Bachelor of Architecture	86	12	98
Master of Business Administration	59	9	68	Bachelor of Business Administration	51	27	78
Master of Education	54	79	133	Bachelor of Education	2	8	10
Master of Fine Arts	25	10	35	Bachelor of Fine Arts	7	10	17
Master of Landscape Architecture	6	1	7	Bachelor of Interior Architecture	4	10	14
Master of Library Science	0	3	3	Bachelor of Landscape Architecture	28	9	37
Master of Music	9	11	20	Bachelor of Music	17	22	39
Master of Urban Planning	8	8	16	Bachelor of Physical Education	-	-	-
Doctor of Philosophy	124	59	183	<i>Total</i>	1193	1070	2263
Doctor of Arts	3	1	4				
Doctor of Education	4	5	9				
Doctor of Musical Education	4	1	5				
Doctor of Jurisprudence	110	55	165	<i>Total Degrees</i>	1958	1660	3618
<i>Total</i>	765	590	1355				

Faculty Index

Please note: The names of the faculty emeriti appear in a special section, pages 366-367, and, therefore, are not listed in this index.

Abbott, Max G. 265
 Abrams, J. Marc 307
 Acheson, Keith A. 241
 Acker, Joan R. 164
 Acker, Martin H. 269, 348
 Adams, Dean 295
 Adler, Jack D. 295
 Aikens, C. Melvin 47, 52, 361
 Albaum, Gerald S. 113, 216
 Albin, Joyce 257
 Albrecht, Robert C. 82
 Aldrich, Kenneth 278
 Alef, Gustave 106, 162
 Alexander, Henry A., Jr. 44, 125
 Allen, Doris Renshaw 329
 Alpert, Laura J. 203
 Anderson, Daryl 257
 Anderson, Frank W. 119
 Anderson, Maryan 13
 Andrews, Fred C. 119
 Anthony, C. Ross 79, 113
 Archer, Anita 241, 272
 Arends, Jane H. 265
 Arends, Richard 241
 Arp, Sandra 229, 231
 Ashby, Gordon P. 74, 363
 Attneave, Fred 145
 Ayora, George (Jorge) 45, 115, 154
 Ayres, William S. 47, 115

Babcock, Fred 39
 Babcock, Harold C. 365
 Bader, Jeanne E. 293
 Bader, Marilyn 25
 Bailey, Exine Anderson 329
 Bajer, Andrew S. 53
 Baker, Alison 43
 Baker, Brian H. 96
 Baker, C. Edwin 316
 Baker, M. Steven 183, 356
 Baker, Ralph B. 203
 Baldwin, John E. 64
 Baldwin, John H. 195, 356
 Ball, Roland C. 82
 Ballester, William 30
 Barkan, Frances B. 344
 Barkhurst, Vernon 30, 31
 Barnes, Bruce A. 119

Barnhard, Ralph J. 64
 Barrar, Richard B. 119
 Bartel, Roland 82
 Barton, Robert 169
 Bassford, Paul S. 33
 Basye, Wendell M. 316
 Bateman, Barbara D. 241
 Bates, Barry T. 295
 Baugh, William H. 133, 266, 357
 Baxter Z. Diane 295
 Baynes, Frank L. 33
 Beardsley, Kelcey 183
 Beatley, Timothy 195
 Beck, Jacob 145
 Becker, Wesley C. 239, 269
 Beebe, John Fred 160, 162
 Beisse, Frederic G. 229
 Bekkedahl, Katherine B. 54
 Bell, Derrick, Jr. 316
 Bellamy, G. Thomas 257
 Beltran, George 365
 Bennett, Jack W. 30
 Bennett, Jeanine 295
 Bennett, R. Wayne 329
 Benson, Joan 329
 Berdahl, Robert 44, 106
 Bergquist, Peter 329
 Bernham, John A., 269
 Bernhard, Sidney A. 64, 355
 Best, Roger J. 216
 Bettis, Susan K. 293
 Bettman, Ann 192
 Beyer, Kathleen M. 229
 Bierweg, Gerald O. 79
 Bilotta, Vincent J. 365
 Bingham, Edwin R. 106
 Birn, Randi M. 154
 Birn, Raymond 44, 106
 Birrell, Bruce 64
 Bishop, Marshall 192
 Blaha, Charles 64
 Blanchard, James 295
 Boekelheide, Virgil C. 64
 Bogen, Gerald K. 265
 Bogen, Judith 30, 144
 Boggs, Sam 96
 Bohle, Jim 363
 Boles, Shawn M. 257
 Bollock, Margaret Ann 204
 Bonds, Alexandra 169
 Bonine, John E. 316
 Bonner, Jacqueline 33
 Bonnett, Howard T., Jr. 53
 Booth, James R. 269, 272
 Borchardt, John W. 295
 Boren, James L. 82
 Borissow, Maria R. 201
 Boucot, Arthur J. 96

Bouman, Marinus J. 211
 Bovet, Guy 329
 Bowers, C. A. 265
 Bowlin, Robert L. 30, 265
 Bowman, Robert G. 211
 Bradetich, Marilyn 45
 Bradshaw, William E. 44, 53
 Brady, Thomas A. 106
 Breidenthal, Leslie T. 329
 BreMiller, Ruth 54, 356
 Bressan, Elizabeth S. 295
 Bressler, Eugene 192
 Bricker, Diane D. 257
 Briggs, Jacob 32
 Briscoe, John L. 182
 Britz, Richard 192
 Brodie, Donald W. 266, 316
 Broekhoff, Jan 295, 344
 Brombaugh, John 329
 Brooks, Richard L. 295
 Brooksby, W.A. 33
 Brown, G. Z. 182, 356
 Brown, Richard Maxwell 106
 Brown, Stanley A. 33
 Brown, Warren B. 215
 Browning, Philip 257
 Bruce, John A. 240
 Bruyere, Donna V. 293
 Bryan, Stanley W. 182
 Buch, James 13
 Buck, Richard O. 33
 Buck, Virginia M. 33
 Buckner, Paul E. 203
 Buelow, George 33
 Bullock, Terry 241
 Burgner, Jack W. 198
 Burmil, Shmuel 192
 Burr, William E., II 215
 Burris, Vallon L. 164
 Bynon, George E. 358
 Byrne, Andrew 257

Cadbury, William 45, 169
 Cagle, Russell J. 295
 Calin, Françoise 154
 Calin, William 154
 Calmus, Thomas W. 213
 Cameron, Ron 192
 Camp, Delpha M. 293
 Campbell, Robert 79
 Capaldi, Roderick A. 53, 355
 Carlson, Laurance B. 257
 Carlson, Richard O. 265
 Carmichael, Carl W. 169, 293
 Carnes, Alice 361
 Carnine, Douglas 240, 241
 Carp, Teresa C. 69
 Carroll, George C. 53

- Carter, Lawrence 164, 357
 Castenholz, Richard W. 53
 Chaille, Christine 241
 Chaney, Richard P. 47
 Charters, Werrett W., Jr. 265
 Chen, Mau Hsiung 128, 355
 Cheney, Douglas 257
 Chereck, Deborah 33
 Chereck, Herbert 16
 Chickering, Roger P. 106
 Childers, Laurie 204
 Christensen, Ned J. 257, 263
 Christensen, Rodney E. 358
 Ciment, Gary S. 54
 Civilli, Olivier 64
 Civin, Paul 119
 Clark, Brian 54
 Clark, Chapin D. 316
 Clarke, James Y. 257
 Cloninger, Karl W. 302
 Close, Dan 257
 Cogswell, Carol J. 54
 Cohen, J. David 128
 Cohen, Sheldon 145
 Coiner, Robert H. 230
 Coleman, Edwin L., Jr. 82, 90
 Coleman, Ralph 257
 Colwell, Frances J. 33
 Comstock, Edward 113
 Conant, Eaton H. 209, 215, 219, 348
 Conley, Donovan S. 295
 Conte, Paul T. 363
 Cook, Stanton 53
 Cooper, Henry F. 154
 Corner, Donald B. 182
 Craig, Colette G. 115, 116, 117
 Crasemann, Bernd 128, 355
 Crumb, Lawrence N. 358
 Csonka, Paul L. 128, 356
 Cummings, Hilary A. 358
 Curland, David J. 115, 154, 155, 156
 Curtis, Charles W. 119
 Curtis, Palmer 257, 263

 Dahlquist, Frederick W. 64, 355, 356
 Dann, Larry 213
 Darley-USmar, Victor M. 54
 Dasso, Jerome J. 213
 Davie, William E. 125
 Davies, James C. 133
 Davis, Lorraine G. 283
 Davis, Richard M. 79
 Dawes, Robyn M. 145, 357
 DeChaine, Faber 169
 DeCoursey, Patricia J. 53
 Degge, Rogena M. 198
 DeGidio, Jane F. 30
 DeHaven, Edna P. 240, 241
 Dehn, Marlene 143
 Dellinger, William S. 295
 Demos, Edward 195
 Dennis, Everette E. 307
 Descutner, Janet W. 278
 Deshpande, Nilendra G. 128, 356
 Desroches, Richard H. 154
 Deutsch, Steven 162, 164, 315
 Diethelm, Jerome 192
 Diller, Edward 102
 Dilts, David M. 257
 Dixon, R. Dean 241
 Dizney, Henry F. 269, 272
 Dolby, Lloyd J. 64
 Dole, Philip H. 181, 182
 Donia, Robert 113
 Donnelly, Marian Card 181
 Donnelly, Russell J. 128, 356
 Donoho, Douglas 316
 Dorjahn, Vernon R. 44, 47, 113
 Doubet, Ward 204
 Dowd, Charles 329
 Downes, Bryan T. 229, 230
 Dubs, Kathleen E. 82
 Duckett, Kenneth W. 358
 Duckworth, Kenneth E. 265
 Dudley, Gordon A. 269

 Dumond, Don E. 47, 115, 361
 Duncan, Charles E. 113
 Dunn, Pierre 204
 Durchanek, Rose C. 54
 Durnell, Jane B. 358
 Durrin, Linda K. 64
 Duryee, Frances 54
 Dwyer, James R. 358
 Dyer, Micheal N. 44
 Dyke, Thomas R. 64, 355, 356

 Eaton, Katherine G. 358
 Ebaugh, Tana L. 54
 Eberts, Randall W. 79, 266
 Edelman, Arthur 204
 Edgington, Christopher R. 302
 Ediger, Loyal D. 257
 Edson, C. H. 265
 Edwards, Barbara 365
 Een, JoAnn 35
 Egner, Dennis A. 195
 Eilam, Gad 356
 Emerick, Susan P. 316
 Elliott, William R. 169
 Ellis, Michael J. 295, 302
 Embick, Lucy M. 201
 Engelking, Paul C. 64, 355
 Engelmann, Siegfried E. 241
 English, Norma 257
 English, R. William 257
 Ennis, Don G. 54
 Epple, Juan A. 154
 Erickson, Kenneth A. 265
 Esherick, Joseph W. 52, 106
 Espeseth, V. Knute 241
 Etter, John 192
 Ettinger, Linda 198
 Evonuk, Eugene 295
 Ewan, Jack D. 307
 Ewing, John 293

 Fagot, Beverly 145
 Fagot, Robert F. 145
 Fairchild, Effie L. 302
 Falcoff, Mark 106, 115
 Falconeri, G. Ralph 52, 106, 113
 Farley, Arthur M. 74
 Farrand, Fred 272
 Farwell, Marilyn 44, 82
 Fauria, Charlene K. 229
 Fauria, Thomas M. 229
 Fausti, Stephen A. 257
 Ferens, Robert R. 182
 Fergus, Emily B. 33
 Fernald, Russell 53, 356
 Ferrington, Gary W. 241
 Finke, Richard G. 64
 Finley, Ronald L. 295
 Finrow, Gunilla K. 182
 Finrow, Jerry V. 182
 Fish, Michael B. 52, 77, 113
 Fiszman, Joseph R. 133, 162
 Flamig, Duane P. 64
 Fogarty, Michael S. 79
 Fong, David 356
 Ford, Phyllis M. 302
 Forell, Caroline 316
 Forster, Thomas 192
 Fosmire, Fred 145
 Foss, Gilbert 257
 Foster, David G. 44, 45, 203
 Francisco, Richard P. 33
 Frank, Peter W. 53
 Franklin, Robert F. 55
 Freeman, Robert S. 119
 Freund, Richard D. 269
 Friedman, Robert P. 169
 Frishkoff, Paul 211
 Fry, Gerald W. 230
 Fullerton, Sally 230
 Fulton, Mary L. 91, 119

 Gage, John T. 83
 Gale, Maradel K. 181, 195
 Gale, Richard P. 45, 115, 164

 Gall, Joyce 269
 Gall, Meredith 241, 270
 Gallagher, James J. 315
 Ganapathisubramanian, Narasimhan 64
 Gaske, Paul C. 169
 Geddes, Sara 192
 Geltner, Frank, Jr. 35
 Georgevich, Gradimir 55
 Gernon, Helen Morsicato 211
 Gilberts, Robert D. 239, 265
 Gilkey, Peter B. 119
 Gilland, Wilmot 182
 Gilligan, Sandra 195
 Gilmore, Philip C. 182
 Gilmour, James 25
 Ginnold, Richard E. 315
 Girardeau, Marvin D. 128, 355, 356
 Giustina, Sylvia B. 154
 Givón, Thomas 117
 Glaser, Peter A. 169
 Glaser, Susan R. 169
 Glenn, Oakley 365
 Gloser, Arthur S. 363
 Glover, Elizabeth G. 295
 Goldberg, Lewis 145
 Goldman, Marion Sherman 164
 Goldman, Paul 164
 Goldrich, Daniel 115, 133
 Goldschmidt, Steven M. 265
 Goldstein, Henry N. 79
 Goles, Gordon G. 64, 96
 Golin, John E. 55
 Gontrum, Peter B. 45, 102, 113
 Gordon, Glen M. 283
 Gordon-Lickey, Barbara 44, 145, 356
 Gordon-Lickey, Marvin 145, 356
 Goswami, Amit 128, 356
 Grace, Dale 55
 Grambley, Mary Curtis 35
 Grant, Philip 53, 356
 Gray, Jane 53, 96
 Green, Deborah S. 315
 Greene, Linda S. 316
 Greenfield, Stanley B. 83
 Greenfield, Thelma 83
 Grieg, Carol 295
 Grieman, Frederick J. 128
 Griffin, Tommy Lee 360
 Griffith, Clark 83
 Griffith, O. Hayes 64, 355
 Griggs, Allan B. 96
 Grove, Myron A. 79
 Grudin, Michaela P. 44
 Grudin, Robert 83
 Guerssel, Mohamed 117
 Guske, Jennifer 204
 Gustafson, David E. 329

 Hacker, Thomas O. 182
 Hagen, David C. 55
 Hague, Donald R. 54
 Hahn, Walther L. 102
 Haisley, Fay 239, 240, 241
 Haislip, John A. 83
 Halberstadt, Milton 203
 Haldane, Douglas A. 316
 Halgren, Joanne V. 358
 Hall, Alice Wood 183
 Hall, James M. 128
 Haller, Richard W. 363
 Halley, Gregoria 257
 Halley, William F. 257
 Hallock, Dorothy 192
 Halpern, Andrew S. 257
 Halverson, Roy K. 307
 Hamaker, Cherry P. 183
 Hamilton, John 329
 Handy, William J. 83
 Haney, James Anthony 295
 Hanhardt, Arthur M., Jr. 133, 162, 293
 Hanna, William S. 106
 Hansen, John C. 128
 Harris, Patricia Jean 54
 Harris, Robert S. 181, 182
 Harris, William H. 240, 241

- Harris, William S. 192
 Harrison, David K. 44, 119
 Harrison, Lois Neuwiesinger 329
 Hart, Jack R. 45, 307
 Hart, Thomas R. 154
 Hart, Willy 39
 Hartman, Mary S. 307
 Hartman, William T. 265
 Harvey, Mary 230
 Hatzantonis, Emmanuel S. 44, 45, 154
 Hawk, N. Ray 265, 365
 Hawkins, Delbert I. 209, 216,
 Hawn, Arthur W. 181, 182
 Hayes, Thomas R. 195
 Haynes, Stephen E. 79, 113
 Healey, Derek E. 329
 Hearn, Linda S. 278, 344
 Hecker, Steve 315
 Hedetniemi, Sandra B. 74
 Hedetniemi, Stephen 74
 Heins, W. Stanford 33
 Heinzkill, J. Richard 358
 Helphand, Kenneth I. 181, 192
 Hennessey, Rosemary 257
 Herbert, Daniel M. 183
 Herbert, Edward 64, 355, 356
 Herbert, Robert T. 44, 45, 125
 Herman, Christine 195
 Herrick, David R. 64, 355, 356
 Hersh, Richard H. 344
 Hess, Evelyn Searle 54
 Hesse, Karl D. 240, 241
 Hibbard, Michael 230
 Higgins, Richard J. 128
 Hildreth, Richard G. 316
 Hill, Pearl M. 32
 Hill, Richard J. 164, 230, 364
 Hintzman, Douglas 145
 Hirata, Nancy 55
 Hladky, J. Robert 329
 Ho, Samuel H-K. 55
 Hodgdon, Rosaria F. 182
 Hodge, George M., Jr. 181, 182
 Hoffer, Alan R. 119
 Hogan, Kathleen M. 257
 Holbo, Paul 106, 115
 Holser, William T. 96
 Holzapfel, Christina M. 55
 Hopewell, Michael H. 213
 Horner, Robert H. 257
 Horstmann, Judith L. 55
 Horyna, Larry L. 241
 Hosticka, Carl J. 230
 Hovet, Thomas, Jr. 133
 Howard, Harrison M. 54
 Hoyle, Graham 54, 356
 Hubin, David 33
 Hubka, Thomas C. 181, 182
 Hudson, Bruce S. 64, 355
 Hudson, M. Suzanne S. 64
 Hudzikiewicz, Mary A. 365
 Hugi, Joanne R. 363
 Hull, Ray E. 241
 Hultgren, A. Stanley 269
 Hundley, Gregory S. 215
 Huntington, Seiko 55
 Hurwitz, Robert I. 45, 329
 Hwa, Rudolph C. 128, 356
 Hyatt, Dennis R. 358
 Hyman, Ray 44, 145
 Hurwit, Jeffrey M. 201
 Hynes, Joseph A., Jr. 43, 44, 83

 Ingle, John D. 195
 Inman, Dean P. 257
 Irvin, Larry 257

 Jackson, James K. 33
 Jackson, Robert M. 154
 Jacobs, Floyd J. 55
 Jacobson, Esther 52, 201
 Jacobson, Jon L. 113, 316
 Jacobson, Leonard D. 283
 Jagodzinski, Paul W. 64

 James, Christopher 213
 James, Robert C. 44, 203
 James, Stanley L. 295
 Jennings, Jesse D. 48
 Jennings, John 356
 Jepsen, Daniel C. 33
 Jerome, Susie 25
 Jewett, Wayne J. 182
 Johannessen, Carl L. 92, 115, 116
 Johansen, Carol 230
 Johnson, Benton 164
 Johnson, Donald N. 229, 231
 Johnson, Gloria E. 83
 Johnson, Lyman T. 182
 Johnson, Miriam M. 164, 179
 Johnson, Stephen M. 145
 Johnson, Wanda 16
 Jones, Beverly J. 198
 Jones, Holway R. 358
 Jones, Larry R. 113, 230
 Jordan, Robert G. 55
 Juczysk, Peter 117, 145
 Jung, Angela J. 45, 52, 77

 Kammerer, Edward W. 329
 Kantor, Gregg S. 195
 Kantor, William M. 119
 Kaplan, Niles L. 283
 Kaplan, Paul 33
 Karpinsky, Michael W. 343
 Kays, M. Allen 96
 Keana, John F. W. 44, 64
 Keele, Steven 145, 295
 Kellett, Ron W. 183
 Kelly, Payton 204
 Kehrli, Herman 229
 Keith, Robert 229, 231
 Kelly, James G. 145
 Kemp, Edward C. 358
 Kemp, Elaine A. 358
 Kemp, James C. 128
 Kenney, Janet R. 169, 365
 Kensler, Gordon L. 182, 198
 Kerlinger, Fred N. 270
 Kessler, Lauren J. 307
 Ketcham, Paul W. 195
 Ketzner, Carolin 33, 145, 344
 Khang, Chulsoon 79
 Kilcup, Rodney 44
 Kim, Gary Y. 35
 Kim, Hee-jin 52, 151
 Kimball, R. Alan 44, 106, 162
 Kimble, Daniel P. 145, 356
 Kime, Robert E. 283
 Kimmel, Charles B. 54, 356
 Kirkpatrick, Laird 316
 Kirtner, William 33, 269
 Kleinsasser, William 181, 182, 293
 Klemm, LeRoy H. 64
 Klonoski, James R. 133
 Klopfenstein, Charles 64
 Knickerbocker, Heidi J. 55
 Kobayashi, Ichizo 55
 Koch, Richard M. 44, 120
 Koenig, Thomas W. 64
 Kohl, Stephen W. 44, 52, 77, 348
 Kokis, George 203
 Koplín, H. T. 79
 Koreisha, Sergio 212
 Kornbrath, Edward 204
 Kowalczykowski, Linda M. 229
 Kranzler, Gerald D. 269
 Krause, LaVerne 203
 Krause, Melvin A. 295
 Kretsinger, Elwood A. 169
 Kroeger, Linda A. 139, 283
 Kung, Wen-Kai 52, 358
 Kurz, Joanne 198

 LaCava, Gerald J. 212
 Lacy, Frank R. 316
 Laing, Ellen Johnston 52, 201, 360
 Lallas, John E. 265
 Lamon, William E. 241

 Lane, Ross F. 64, 356
 Lang, Robert G. 106
 Lanier, Vincent 198
 Larison, M. Charlene 54
 Larsen, Kermit 363
 LaRusso, Dominic A. 169
 Latham, Dorothy M. 241
 Lauris, Priscilla H. 229
 Laursen, Dana 198
 Lawrence, Mary S. 316
 Lazarus, Joan H. 278
 Leach, David R. F. 55
 Leahy, John V. 120, 344, 356
 Lee, Donald Moon 39
 Lefevre, Harlan W. 128
 Lehmann, Jean P. 257
 Leistner, Charley A. 45, 169
 Lemert, James B. 307
 Lemon, Herbert C. 33
 Leonard, William C. 358
 Leong, Albert 160, 162
 Leppmann, Wolfgang A. 102
 Lesyk, Susan J. 33
 Levi, Don S. 125
 Lewinsohn, Peter M. 145, 293
 Lichtenstein, Edward 145
 Lindberg, Mark E. 231
 Lindsey, Duncan 231
 Lissitzky, Jean Claude 64
 Litchman, Mary E. 32
 Littman, David 257
 Littman, Richard 145
 Liu, Jack 204
 Lobisser, Gregg 31
 Lockard, Robert C. 358
 Lococo, Jonar K. 257
 Loda, Richard T. 64
 Lodewick, Robin B. 358
 Loeb, Henry L. 120
 Loken-Dahle, Lani 295
 Long, James W. 64
 Long, Richard J. 358
 Loobey, Kent O. 230
 Lookabill, Larry 211
 Lorenzen, Robert 183
 Loughary, John W. 269
 Love, Glen A. 83
 Lovell, Lloyd L. 269, 273, 293
 Lovinger, Ronald 192
 Lowe, Betty 272
 Lowe, Raymond N. 269, 272
 Lowenstam, Steven D. 44, 45, 69, 112, 117
 Loy, William G. 92
 Lukacs, John R. 47
 Lunski, Chris J. 211
 Lynn, Susan 195
 Lyons, Richard M. 83
 Lytle, Donald E. 215

 Mackey, Ernestine 257
 Maddex, Jack P. 106
 Madrid, Bruno V. 278
 Mak, Yiu Tsan 195
 Malarkey, Stoddard 83
 Malicoat, Peggy A. 257
 Malisch, Derry 117
 Mark, David M. 257
 Marlow, Elisabeth A. 154, 155, 156
 Marlowe, Michael 30
 Marrocco, Richard 145, 356
 Marshall, Robert C. 257
 Marti, Jed 74
 Martin, Gary M. 329
 Martin, Walter T. 293
 Martinez, David 257
 Mason, Bruce 35
 Mason, Georgia 55, 361
 Massman, William 55
 Mate, Mavis Howe 106
 Matthews, Brian W. 128, 355
 Mattis, James M. 229, 231
 Mattson, Robert H. 239, 257, 265
 Maveety, Beth E. 102, 103
 Maveety, Stanley R. 83

- Maves, Lawrence C., Jr. 329
 Maxwell, Sarah Calkins 329
 May, Barbara Dale 154
 Mazo, Robert M. 64, 355, 356
 McBirney, Alexander R. 96
 McCarty, Gary J. 343
 McClain, Yoko M. 45, 52, 77
 McClure, Joel W., Jr. 128, 348, 356
 McCluskey, William R. 33
 McCollough, Robert R. 358
 McConnaughey, Bayard H. 54, 139, 287
 McCready, Reyburn R. 358
 McCullough, C. Sue 269, 273
 McCullough, Michael 183
 McDaniels, David K. 128, 356
 McDonald, Duncan L. G. 307
 McFadden, Norma Comrada 2, 319
 McFee, June K. 198
 McFee, Malcolm 47
 McGee, Jeanne 164, 293, 357
 McGuire, John M. 183
 McIntyre, Murdock E. 33
 McKenzie, A. Dean 162, 201
 McKernie, Grant F. 44, 45, 169
 McKinlay, Bruce 229, 231
 McLaughlin, W. N. 365
 McManus, John C. 45, 329
 McMillan, Adell 35
 McWilliams, Bernard 329
 McWilliams, James R. 102, 103
 Medler, Jerry F. 133
 Menaker, Michael 54, 356
 Menaker, Shirley L. 269, 344, 348
 Merkle, Judith 52, 113, 133, 162
 Merrill, Frederic R. 316
 Metcalfe, Walter K. 55
 Metzler, Kenneth T. 307
 Meyer, Claire 358
 Meyers, Joseph D. 192
 Mikesell, Raymond F. 79, 115
 Miller, Alan C. 358
 Miller, Frances 230
 Miller, James A. 329
 Miller, Janice 257
 Miller, Kenneth G., 120
 Miller, Mark A. 284
 Miller, Susan J. 241
 Miller, Tom 192
 Millhollin, Richard M. 363
 Mills, Thomas J. 32
 Milton, David 52, 113, 162, 164
 Mitchell, Joyce M. 133
 Mittenthal, Jay E. 55
 Mittman, Arthur 269, 273
 Moberly, Betty J. 64
 Mohr, Fred 13
 Molè-Bajer, Jadwiga 55
 Moore, J. Robert 329
 Moore, Randall S. 329
 Moravcsik, Michael 113, 128, 356
 Moreno-Black, Geraldine 47
 Morris, Gregory H. 195
 Morris, Robert W. 54
 Morrisette, Lisa O. 201
 Morrison, Perry D. 358
 Morrison, Veronique 154, 155
 Morrow, Anne 257
 Morse, Carol Lynn 269
 Moseley, Gerard 30, 128
 Moseley, John T. 128, 355
 Mossberg, Barbara Clarke 83, 344
 Mott, Anita Foxworth 257
 Moursund, David G. 45, 74, 242
 Moursund, Earl E. 44, 183
 Moursund, Janet 269, 272
 Mowday, Richard T. 215
 Moy, James S. 169
 Moye, Gary W. 182
 Moye, Iris Esau 364
 Mrowka, Jack P. 45, 92, 115
 Mullaley, Velma 45
 Munkres, Arden 257
 Munson, Corlee 295
 Munz, Frederick W. 54
 Murphy, Gordon J. 54, 143
 Myers, Lew B. 257
 Nadar, Thomas R. 102
 Namekawa, S. Hugh 283
 Nave, Gary 257
 Neal, Larry L. 293, 302
 Neiderbach, Mary 195
 Neill, Michael J. 230
 Nelson, Keith 35
 Nelson, Roy Paul 307
 Nestvold, Karl J. 307
 Newberry, Frederick 83
 Newman, Donald 257
 Newman, Esther S. 55
 Newman, Judy 257
 Nicholls, Barbara 30
 Nicholls, Roger A. 102
 Nicholson, Kathleen D. 201
 Nicols, John 44, 106
 Nixon, Carlis M. 201
 Nolt, Ira G. 128
 Novick, Aaron 44, 53, 355
 Novitski, Barbara-Jo 183, 356
 Novitski, Edward 54
 Novyes, Richard M. 64, 355
 O'Brien, Robert M. 164
 O'Connell, Kenneth R. 44, 203
 O'Dell, Kate 33
 Ohlerking, Damon 192
 Okada, Frank S. 203
 O'Keefe, Terrence B. 211
 Olivier, Louis A. 154
 Ollershaw, Kay 358
 Olsen, Patricia 55
 Olson, Christine 358
 Olum, Paul 12, 120, 364
 Olum, Vivian 145, 269
 Orbell, John M. 44, 133, 344, 357
 O'Reilly, Julia 204
 Orford, Gale B. 302
 Orr, William N. 44, 45, 96
 Osterman, Willie 204
 Osternig, Louis R. 144, 295
 Overley, Jack C. 128
 Owen, Harold 329
 Ozanne, Peter A. 316
 Page, Tanya 162
 Pajan, Dianne C. M. 64
 Palandri, Guido A. 358
 Palmer, Theodore W. 119
 Park, Kwangjai 128
 Parr, Virginia 358
 Partch, M. Megan 213
 Pascal, C. Bennett 69
 Pataniczek, Dennis, 231, 241
 Patton, Clyde P. 92, 113
 Paul, Huibert 358
 Paul, Kenneth H. 203
 Paulin, Richard 201, 360
 Paz, Artemio 183
 Pease, Michael R. 183
 Peter, Marshall 257
 Peterson, Jan 204
 Peterson, Ronald 162
 Peticolas, Warner L. 64, 355, 356
 Peting, Donald L. 181, 183
 Pettigrew, Richard M. 361
 Pettinari, James 183
 Petura, Barbara B. 365
 Piccioni, Pasquale M. 183
 Pickering, Richard C. 203
 Pickett, Barbara 203
 Pickett, Michael 257
 Piele, Philip K. 265
 Pierce, Lawrence C. 133, 266
 Pierson, P. H. 33
 Pierson, Stanley A. 44, 106
 Pinfold, Zara 192
 Pine, Anita L. 257
 Pitner, Nancy J. 265
 Pitts, Frances L. 201
 Plant, Helmut R. 102, 103, 117
 Platt, George M. 316
 Plesums, Guntis 183
 Poe, Gerald D. 329
 Polk, Kenneth 164
 Poole, Keith T. 133, 357
 Pope, Barbara Corrado 179
 Pope, Daniel A. 106
 Popoff, Lance 25
 Porter, Catherine M. 270, 293
 Posner, Michael I. 44, 145, 356
 Pospisil, Zdenka 55
 Postlethwait, John H. 54
 Povey, David C. 195
 Powers, Perry J. 44, 154
 Prchal, Noel 192
 Prewitt, Thomas D. 169
 Price, Edward T. 92
 Proskurowski, Andrzej 74
 Pruitt, Buster E. 283
 Pusateri, Gus P. 363
 Racette, George A. 213
 Radostitz, J. V. 128
 Ragatz, Richard L. 195
 Ramey, Marjory A. 39
 Ramsing, Kenneth D. 212
 Randolph, William D. 316
 Rands, Ralph C. 265
 Rankin, Frederick O. 295
 Rankin, Richard J. 269, 272
 Rarick, Galen R. 307
 Rayala, Martin 198
 Rayfield, George W. 128
 Reed, Mark H. 96
 Reinhard, Diane L. 239, 242, 269
 Reinmuth, James E. 209, 212, 358
 Rendall, Steven 73, 154
 Retallack, Gregory J. 96
 Reuter, Edward R. 295
 Reynolds, John S. 183, 356
 Reynolds, Stephen 151, 162
 Rhoades, Cindy M. 257
 Rice, Jack M. 96
 Rice, James L. 45, 160, 162
 Rice, Karla S. 36, 295
 Rich, Stuart U. 209, 216
 Richard, E. Carol 25
 Richard, K. Keith 358
 Richards, Larry E. 209, 212, 223
 Rider, Morrette 329
 Riley, W. Parkes 52, 133
 Ripley, Theresa M. 33, 269
 Ritchey, Norval J. 278
 Ritson, Robert J. 295
 Robeck, Mildred C. 241
 Robert, William J. 113, 216
 Robertson, Howard W. 162, 358
 Robertson, Linda R. 44
 Robinson, Deanna M. 169
 Rojo, Maria 13
 Romm, Richard 39
 Rood, Jay 192
 Rose, Heidi E. 257
 Ross, Kenneth A. 120
 Ross, Lawrence W., Jr. 216
 Ross, Marion Dean 181
 Roth, Leland M. 181, 201
 Rothbart, Mary K. 145
 Rothbart, Myron 44, 145
 Rousseve, Ronald J. 269, 344
 Roy, Steven P. 33, 295
 Rubinstein, Barry 211
 Rudy, Paul P. 54, 355
 Runkel, Philip 145
 Runyan, Anita 11, 230, 231
 Runyan, Dean 195
 Rusch, Charles W. 182, 183
 Russell, James S. 215
 Ryan, Cheyney C. 44, 125
 Sabatine, Barbara J. 201
 Salisbury, Ralph J. 83
 Saltzman, H. Royce 329

- Sampson, Roy J. 216
 Samura, Terrill 192
 Sanders, J. T. 151
 Sanderson, Siena 204
 Sanger, Carol 316
 Santellanes, David A. 241
 Savage, Norman M. 96, 362
 Schaaf, Oscar F. 241
 Schabtach, Eric 54
 Schaeffer, Benson 145
 Schellman, F. Charlotte 64
 Schellman, John A. 64, 143, 355
 Schiraldi, Jane S. 55
 Schlaadt, Richard G. 283
 Schleef, Harold J. 212
 Schminke, Clarence W. 241
 Schmuck, Patricia A. 270
 Schmuck, Richard A. 265, 269
 Schowengerdt, Craig 204
 Schreiner, Lois M. 359
 Schultz, Dennis W. 55
 Schutz, Robert 35
 Schwartzrock, Virginia 242
 Schwarz, Robert H. 239, 257, 258
 Scoles, Eugene F. 293, 316
 Scott, Frances G. 270, 293
 Searl, Gary H. 92
 Sears, Douglas M. 55
 Seidel, Karen M. 229, 231
 Seitz, Gary M. 120
 Service, Rose Marie 359
 Seubert, Frederick J. 215
 Severson, Herbert H. 269
 Seyedrezai, Seyed E. 64
 Shaffer, Michael B. 96
 Shaw, Betsy L. 363
 Shaw, Gilbert B. 74
 Sheffield, Anne B. 360
 Shell, Caroline G. 278
 Shellenbarger, Michael E. 181, 183
 Shelton, Linda C. 55
 Sheperd, George 241
 Shepherd, John R. 169
 Sheridan, George J., Jr. 44, 45, 106
 Sherman, Linda 269
 Sherman, Peter R. 120
 Sherman, Sharon Rochelle 83, 90
 Sherriffs, Ronald E. 169
 Sherwood, Irma Z. 83
 Sherwood, John C. 83
 Shipman, George W. 115, 358
 Shirk, Paul D. 55
 Showers, Beverly K. 241
 Siegel, Barry N. 79
 Sieracki, Roland 204
 Sieradski, Allan J. 120
 Sigler, Marcia J. 359
 Silvius, John R. 64
 Simic, Curtis R. 365
 Simmons, James A. 54, 356
 Simmons, William Sherwin 162, 201
 Simonds, Ann G. 47
 Simonds, Paul E. 47
 Simpson, Charlene 25
 Sims, Louis D. 64
 Singer, Alvin W. 64
 Singer, Frederick D. 55
 Sisley, Becky L. 295
 Sistrom, William R. 54, 139, 355
 Sjogren, Margaret 204
 Skiles, Leon P. 195
 Slade, Rodney A. 359
 Slentz, Kristine 258
 Smith, Dale C. 363
 Smith, Donald T. 358
 Smith, Everett G., Jr. 92
 Smith, Gerald R. 54, 355
 Smith, Laurence 33
 Smith, Mary Virginia 39
 Smith, Norman R. 216
 Smith, Richard J. 295
 Smith, Robert E. 79
 Smith, Teresa M. 359
 Smith, Warren E. 113, 283
 Smythe, Robert T. 120
 Sobol, Michael R. 316
 Soderwall, Arnold L. 293
 Soeder, Jay V. 203
 Sohlich, Wolfgang F. 45, 154
 Sokoloff, David R. 45, 128
 Soper, Davison E. 128, 356
 Sorenson, Lloyd 106
 South, Ruth E. 359
 Speckman, Paul L. 120
 Spence, William 128, 356
 Spencer, Larry 39
 Spicer, Barry 211
 Spoor, Paul W. 258
 Sprague, George F. 55
 Sprague, Karen 54, 355
 Stahl, Franklin W. 44, 54, 355
 Stannard, David R. 203
 Staples, Stuart J. 55
 Steve, Thomas A. 359
 Steece, Bert M. 212
 Steers, Richard M. 215
 Stein, Richard L. 83
 Steinhardt, Victor 329
 Steinmetz, C. William 295
 Stern, Theodore 47, 52, 361
 Stevenson, Richard 44, 45, 83
 Stewart, Naomi R. 230
 Stockard, Jean 164
 Stone, Joe 79, 266
 Stone, Nonda P. 241
 Stone, Stephen 329
 Strange, Marliss 30, 45, 139, 140, 287
 Strange, William C. 83
 Straton, G. Douglas 151
 Streisinger, George 44, 54, 355, 356
 Strom, Harold K. 216
 Struble, George W. 74
 Sundberg, Kent 192
 Sundberg, Norman 113, 145, 231, 293
 Surlis, Richard H., Jr. 359
 Suttle, John E. 241, 242, 246
 Swadener, Paul 44, 209, 213, 293
 Swan, Peter N. 316, 356
 Swinehart, Donald F. 64
 Sylwester, Robert A. 45, 241
 Szymanski, Albert J. 164
 Taber, Robert R. 307
 Tamiesie, Suzanne 39
 Tang, Stephen J. Y. 183
 Tate, Robert F. 120
 Tattersall, James N. 79
 Taylor, Andrew F. 55
 Taylor, Donald S. 44, 83
 Taylor, Valerie E. 258
 Teich, Nathaniel 83
 Tepfer, Sanford S. 54
 Terwilliger, Robert C. 54, 355
 Tetzner, Paul H. 204
 Thal, Marlene Soriano 329
 Thallon, Rob 183
 Thatcher, Edward P. 359
 Thatcher, Terence 316
 Thompson, Andrew 33, 269
 Thomson, Carmelita 231
 Thorpe, John 39
 Thurber, Clarence E. 45, 113, 115, 116, 231, 293
 Toelken, J. Barre 83, 90
 Toevs, Alden L. 79
 Tollenaar, Kenneth 229, 231
 Tomlin, Russell 45, 117
 Toobert, Saul 33, 269
 Trevarrow, William W. 55
 Tri, Katherine L. 229
 Trombley, Richard 45, 329
 Trotter, Robert M. 44, 45, 329
 Troxel, Richard K. 295
 Truax, Donald R. 120
 Tsang, Vanessa 258
 Tubb, Monte 329, 344
 Tull, Donald S. 216
 Udovic, J. Daniel 54
 Ulrich, Celeste 278, 295
 Ulrich, David B. 363
 Ungson, Gerardo R. 215
 Unwin, Stephen J. F. 307
 Urban, Thomas F. 35
 Urquhart, Alvin W. 92
 Utsey, Glenda Fravel 183, 192
 Utsey, Michael D. 183
 Valliere, Michael R. 230
 Van Buskirk, James M. 120
 Van Houten, Donald R. 164
 Van Rossen, Donald P. 295
 Van Schaack, George B. 55, 361
 Varoujean, Daniel H. 54
 Vaughn, Sandra L. 35
 Vetri, Dominick R. 316
 Via, Emory F. 315
 Viegas, Kenneth 231, 348
 Viggiano, Stefano M. 195
 Vigna, Steven R. 54
 Vignola, Frank 128, 356
 Vignoul, Edmond 25
 Vincent, Anne 55
 Vitulli, Marie A. 120
 von Hippel, Peter H. 64, 355
 Wacholder, Linda A. 230
 Wade, Howard H. 359
 Wade, Joe, 30, 142
 Wade, Louise Carroll 106
 Waff, Harve S. 96
 Wagner, David H. 54, 361
 Waksman, Steven A. 270
 Walker, Hill M. 258
 Walker, Luise E. 359
 Walter, Marion I. 120
 Ward, Lewis E., Jr. 120
 Ware, Jennifer D. 293
 Wasson, George 30
 Watson, Donald A. 213
 Waugh, Ruth 241
 Weatherhead, A. Kingsley 83
 Weatherhead, Ingrid A. 102
 Weeks, Edward 231
 Weill, Daniel 96
 Weiss, Robert L. 145, 295
 Wellman, David T. 164
 Westerfield, Monte 54, 356
 Westling, A. Mark 229, 231, 316
 Westling, Louise 44
 Westlund, Paul H. 329
 Weston, James A. 45, 54, 356
 Wheeler, Ronald W. 258
 White, Paul 192
 Whitelaw, W. Edward 45, 79
 Whitenack, Michael J. 360
 Wickelgren, Wayne 45, 145
 Wickes, George 82
 Wickizer, Susan 258
 Wiese, Margaret J. 283
 Wilcox, Barbara 258
 Wilhelm, Frederick S. 344
 Wilkinson, Charles F. 316
 Williams, Daniel A. 39
 Williams, Emmett 25
 Williams, James 34
 Williams, Jerry R. 169, 330
 Williams, Peg 266
 Willingham, William B. 169
 Wilson, Catherine W. 125
 Wilson, Darla J. 258
 Wilson, Douglas M. 365
 Wilson, Harriet 44
 Wilson, Jeffrey 192
 Wilson, Neil 330
 Wilson, Shirley J. 30
 Wilson, Stewart J. 201
 Wimber, Donald E. 54, 139
 Wing, Lizabeth 330
 Winkler, Allan M. 106
 Winquist, John C. 269
 Winter, Willis L., Jr. 307

Wisner, Herbert P. 54
 Wisner, Sherry A. 55
 Wixman, Ronald 92, 162
 Wohlfarth, Irving 69
 Wolcott, Harry F. 265
 Wolfe, Alan 52, 77
 Wolfe, Jerry M. 45, 120
 Wolfe, Raymond G., Jr. 64, 355
 Wolfram, Steven W. 343
 Woods, Jean M. 102, 103
 Woods, William C. 330
 Woollacott, Marjorie 295, 298, 356
 Wooten-Kolan, Edna P. 295
 Wrathall, Leila 315
 Wright, Charles R. B. 120
 Wright, Nancy 39
 Wyant, June 33
 Wyant, Sara 363

Yang, Lucia 52, 77, 117
 Yokoyama, Katsu 55
 Young, Hilda 30
 Young, Jenny E. 183
 Young, Lisa S. 55
 Young, Philip D. 47, 113, 115
 Youngen, Lois J. 296
 Yuan, Ju-i Maxine 204
 Yurevich, Fruim 160, 162

Zadoff, Susan 278
 Zaninovich, M. George 113, 133, 162
 Zaporozhietz, Laurene Elizabeth 359
 Zeigler, L. Harmon 133, 266
 Zeller, Richard W. 258
 Zentner, Barbara S. 360
 Zigler, Calvin J. 241
 Zill, Sasha N. 55
 Zimmerman, Robert L. 128, 144, 356
 Zuck, Virpi 102
 Zweig, Arnulf 43, 125

Subject Index

Academic advising 17-18
 Academic Affairs and Provost, Office of the Vice-President for 364
 Academic calendar 8, 16
 Academic policies 16-21
 Academic standing 20
 Accelerated master's programs, business 222
 Accounting and business statistics department 211-212
 Action Now 37
 Administration and Finance, Office of the Vice-President for 365
 Admission 13-15; *see also requirements listed under specific departments*
 Admission exceptions 13
 Admission (foreign) 15
 Admission (Graduate School) 14, 345
 Adults, services for developmentally disabled 259
 Advanced degrees 344
 Advanced placement 14, 20
 Advertising courses 313
 Advising
 Academic 30
 Career 33
 Financial 25
 Foreign students 15
 Personal 33
 Affirmative Action 2
 Alternate methods for earning academic credit 20
 Alumni Association 365
 Alumni publications 365
 American College Test (ACT) 13
 American English Institute 32, 364

AM Jur Awards (law) 320
 Anthropology department 47-51
 Application deadline (admission) 14
 Application (financial aid) 25
 Application fee 22
 Application for a degree 18
 Application (University) procedures 13
 Aquatic program 298
 Architecture and Allied Arts, School of 181-208
 Architecture department 182-189
 Art education department 198-200
 Art history department 201-203
 Arts and letters group 19
 Arts and Sciences, College of 43-179
 Asian-American Student Union 37
 Asian studies program 52-53
 Associated Students of the University of Oregon (ASUO) 36
 Association for Intercollegiate Athletics for Women (AIAW) 36
 Astronomy; *see* Physics 131
 ASUO 36
 Athletic trainer program 286
 Athletics 35
 Auditor (class) fees 23
 Automobile fees 23

Baccalaureate degree (Bachelor of Arts, Bachelor of Science) requirements 18-19; *see also individual departmental requirements*
 Basic Educational Opportunity Grant (BEOG) 27
 Bess Templeton Cristman Award 21
 Bicycle registration 23
 Biochemistry major 65, 66
 Biofeedback program 259
 Biology department 53-63
 Biology, Institute of Marine 58, 355
 Biology, Institute of Molecular 57, 355
 Biophysics 129
 Biosocial Research Center 148
 Black Student Union 37
 Bookstore 34
 Brown Foundation 240
 Bulgarian 162
 Bureau of Governmental Research and Service 229
 Business Administration, College of 209-228
 Business Affairs, Office of 365
 Business, Undergraduate School of 209-218
 Business environment 218
 Business logistics 217
 Business statistics 213; *see also decision sciences*

Calendar 8
 Campus map 384
 Campus security 365
 Canoe shack 35
 Career Information System (CIS) 229
 Career opportunities
 Accounting 211
 Anthropology 48
 Art education 198
 Art history 201
 Biology 55
 Business management 216
 Business statistics 212
 Chemistry 65
 Classics 69
 Community service 229
 Computer science 75
 Counseling 270
 Dance 279
 East Asian languages, literatures 77
 Economics 79
 Education 239
 Educational psychology 273

English 83
 General science 91
 Geography 92
 Geology 97
 German 102
 Gerontology 294
 Health education 283
 History 107
 Industrial relations 219
 International studies 113
 Journalism 307
 Latin American studies 115
 Law 320
 Linguistics 117
 Mathematics 120
 Park management 302
 Physical education 296
 Physics 128
 Political science 134
 Psychology 146
 Public affairs 235
 Recreation 302
 Religious studies 151
 Romance languages 154
 Russian 160
 Sociology 164
 Special education 258

Career Planning and Placement Service 33
 Carnival Theatre 171
 Cash awards 28
 Center for Educational Policy and Management 266
 Center for Environmental Research 182
 Center for Gerontology 293
 Center for International Music Education, Reading, England 330
 Center for Volcanology 98
 Center of Leisure Studies 302
 Center on Human Development 259
 Ceramics 206
 Certificate in Folklore and Ethnic Studies 90
 Certificate in Women's Studies 179
 Certificate program for Russian and East European area studies 162-163
 Certification programs, school administrator 266
 Certification programs, teacher education 239
 Change of major 18
 Change of program fee 23
 Chemistry department 64-69
 Child care centers 35
 Child Development and Research Center 263
 Children's Hospital School 263
 Chinese 78
 Chinese Student Association 37
 Civil Practice Clinical Program (law) 318
 Classics department 69-72
 Classical archaeology program 72
 Classical civilization program 72
 Clearinghouse on Educational Management (ERIC) 267
 Clinical experience programs (law) 318
 Clinical practicum facilities, education 263
 Club Sports and Recreation Center 35
 Coaching program 298
 College entrance examinations 13-14
 College Level Examination program (CLEP) 20
 College of Arts and Sciences 43-179
 College transfer students 14; *see individual departments of instruction*
 College of Business Administration 209-238
 College of Education 239-268
 College of Health, Physical Education, and Recreation 278-306
 Committee for Musical Arts 37
 Community Parent-Teacher Education Center 272
 Communication Research Center 169

- Community college transfer students 14;
see also individual departments of instruction
- Community education 21, 22, 23, 247
- Community health 285-288
- Community Service and Public Affairs, Wallace School of 229-238
- Community services (University) 365
- Comparative literature program 73
- Comparative Literature, Journal of* 43
- Comprehensive health education 285
- Computer and information science department 74-76
- Computer facilities 75, 363
- Computing center (University Computing) 363
- Concert Dance Theater 278
- Condon Museum of Geology 98, 362
- Conduct, student code 31
- Continuing Education 10
- Council for Minority Education 35
- Cooperative housing 40
- Corrections Program, interdisciplinary studies 348
- Costs of University attendance 25
- Counseling and Education Psychology, Division of 269-277
- Counseling psychology degree program 270
- Counseling Center 33
- Course challenge 21
- Course numbering system 17
- Craft Center 35
- Cranio-Facial Clinic 263
- Creative writing 86
- Credit by examination 14, 23
- Credit hour 17
- Criminal Defense Clinic 318
- Crippled Children's Division 263
- Crisis Center 33, 37
- Cristman, Bess Templeton, Award 21
- CSPA (Community Service and Public Affairs) 229-238
- Cultural Forum 35
- Cultural services, study for 199
- Curriculum and exceptional learner degree programs 240-256
- Czechoslovakian 162
- Dance department 278-283
- Dean of Students 30
- Dean's List, scholars 21
- DeBusk Memorial Center 272
- Decision sciences, business 212, 223
- Deferred tuition 22
- Definitions, College of Education 240
- Definitions, University 17
- Degrees offered 9, 16, 344
- Dental hygiene 139, 286
- Dentistry, preparatory 140
- Development, Office of 365
- Developmental Delay Clinic 263
- Developmental disabilities, education 259
- Division of Counseling and Educational Psychology 269-277
- Division of Educational Policy and Management 265-268
- Division of Research, College of Business Administration 209
- Division of Special Education and Rehabilitation 257-264
- Division of Teacher Education 240-256
- Dobré Folk Ensemble 278
- Doctor of Education 248
- Doctor of Musical Arts 336
- Doctor of Philosophy 349; *see also the individual departments and schools*
- Doctoral degree procedures 349
- Dormitories 25
- Dormitory fees 25
- Driver education 286
- Drug Information Center 284
- Early childhood education 243, 247
- Early childhood education of the handicapped 259
- Early Orientation and Registration 31
- East Asian languages and literatures department 77-79
- E C Brown Foundation 240
- Economics department 79-82
- Educational administration 266
- Educational media endorsement 246
- Educational Opportunities Program 33
- Educational policy and management 265-268
- Educational psychology 272
- Educational research and development 266
- Elementary teacher education program 242, 247
- Emancipated student 14
- Employment, advising 29
- Endorsement programs, education 244, 246
- Endorsement programs, special education 259
- English as a second language 118
- English department 82-89
- Environmental Law Clinical Program 318
- Environmental Research, Center for 187
- Environmental studies 93
- Equal opportunity 2
- Erb Memorial Union 35
- ERIC Clearinghouse on Educational Management 267
- ESCAPE 37
- Ethnic studies 11, 90
- Examination for credit 14, 23
- Exceptional learner programs 240-256
- Exchange students 32
- EXETRA (Extended Education in Therapeutic Recreation) 302
- Expository writing 86
- External Affairs, Office of, College of Business Administration 209
- Faculty Advisory Council 364
- Family housing 40
- Federally Insured Student Loan 29
- Fee refunds 23
- Fees 22
- Fellowships 354
- Field services (education) 266
- Film studies 170, 173
- Finance department 213-215
- Financial aid 25-29
- Financial aid eligibility 26
- Fine and applied arts department 203-208
- Footnotes; *see* Student Projects, Inc.
- Food-Op Inc. 37
- Folk dancing 38
- Folklore and Ethnic Studies program 11, 90
- Foreign student and faculty assistance 32
- Foreign Student Organization 37
- Foreign students 32
- Foreign study opportunities 11, 32
- Austria 32, 103
- Costa Rica 116
- East Europe 161
- England 32
- France 32
- Germany 32, 103
- Guatemala 116
- Italy 32
- Japan 32
- Mexico 32
- The Netherlands 32
- Panama 116
- Russia 161
- Yugoslavia 32, 357
- Forensics 169
- Forest industries management program 209, 221
- Foundation, University of Oregon 365
- Fraternities 40-41
- French 155
- Freshman admission 13
- Fulbright grants and scholarships 32
- Gay People's Alliance 37
- General deposit 22, 23
- General science program 11, 91-92
- Geochemistry 98
- Geography department 92-96
- Geology department 96-102
- Geology-paleontology 97
- Gerlinger Cup 21
- German 102
- German languages and literature department 102-106
- Gerontology 285, 293-295
- Gifted and talented, education 247
- Governmental Research and Service, Bureau of 229
- Grade point average 13
- Graded hours 18
- Grading system (undergraduates) 16
- Graduate Council 344
- Graduate Qualifying Examination fee 23, 353
- Graduate School 344-357; *see also individual departments of instruction*
- Admission 14, 345
- Credit by examination 352
- Degrees offered 344
- Doctoral degrees 349
- Doctoral degree procedures 349
- Fellowships 354
- Financial aid 354
- General requirements 351
- Grade requirements 352
- Interdisciplinary master's programs 348
- International students 346, 354
- Master's degree programs 346
- Tuition, fees 353
- Graduate School of Management 220-228
- Graduate studies; *see individual departments of instruction*
- Graduation requirements 19
- Greek 70, 71
- Group requirements 18-19
- Guaranteed Student Loan 29
- Handicapped learner endorsement 249
- Handicapped students 2, 13, 30, 37
- Handicapped, testing arrangements for 13
- Hawaiian Club 37
- Health Center, Student 33
- Health education department 283-292
- Health Faire 284
- Health care practitioners 288
- Health insurance 25
- Health, University course requirement 18
- Health, Physical Education, and Recreation College of 278-306
- Hearing and Speech Center, Eugene 263
- Hebrew 72
- Herbarium 58, 361
- High school apprentice program, theater 171
- High school preparation; *see individual departments of instruction*
- Historic preservation master's program 181
- History department 106-111
- Holiday schedule 8
- Honor societies 21
- Business 209
- Education 239
- Honors 21; *see also the individual departments*
- Honors College 11, 44-47
- Housing 25, 39-41
- Cooperatives 40
- Fraternities and Sororities 40
- Off-campus 41
- Student family 40

- Human Development, Center on 259
 Human development master's program 272
 Human resources management 223
 Humanities program 112
 Hunter, Maurice Harold, Leadership Award 21
- Immunization recommendations 34
 Incidental Fee Committee 36
 Incompletes 16
 Independent scholar 47
 Independent study 11, 47
 Industrial relations 209, 219, 221
 Information and field services, education 266
Inside Oregon 365
 Institute for Community Art Studies 182
 Institute for Social Science Research 357
 Institute of Industrial Relations 209, 219, 221
 Institute of Marine Biology 38, 355
 Institute of Molecular Biology 37, 355
 Institute of Neurosciences 58, 66, 148, 356
 Institute of Recreation Research and Service 302
 Institute of Theoretical Science 356
 Instructional Media Center 358
 Instructional technology program 247
 Intercollegiate athletics 36
 Interdisciplinary master's programs 348
 Interdisciplinary Studies: Corrections Program 348
 Interdisciplinary Studies, Individualized Program 348
 Interior architecture program 189-192
 International Education Center (ASUO) 37
 International Student Orientation 31
 International Student Services 32
 International studies program 113-115, 235-238
 Inter-University Centre of Postgraduate Studies 357
 Intramural sports 36, 296
 Italian 155, 158
- Japanese 75
 Jewelry and metalsmithing 206
 Job Service Office 29
 Jobs 29
Journal of Comparative Literature 43
 Journalism, School of 307-314
- Koyle Cup 21
 KWAX 91.1 FM 365
- Labor Education and Research Center 315
 Landscape architecture 192-195
 Languages
 Bulgarian 162
 Chinese 78
 Czech 162
 English 82
 French 155, 156
 German 102
 Greek 70, 71
 Hebrew 72
 Italian 155, 158
 Japanese 75
 Latin 70, 71
 Norwegian 106
 Portuguese 159
 Polish 162
 Romanian 102
 Russian 160-161
 Scandinavian 106
 Serbo-Croatian 162
 Slavic 162
 Spanish 155, 159
 Swedish 106
 Ukrainian 162
 Late applications 14
 Late registration fee 22
- Latin 70, 71
 Latin American studies program 115-116
 Law Enforcement Education Program 233
 Law, School of 316-328
 Academic calendar 324
 Academic standards 322
 Admission test 321
 Application 321
 Clinical programs 318
 Costs and financial aid 322
 Degree requirements 317
 Grading 322
 Oregon Law Review 319
 Prelaw preparation 318
 Programs and activities 317
 Scholarships 324
 Student organizations 320
 Transfer students 321
 Learning Resources Center 33
 Legislative Issues Workshop (law) 318
 Leighton pool 296
 Library fines 359
 Library, University 358-360
 Library, use of 359
 Library instruction 360
 Lifelong Learning Services 30
 Linguistics department 117-119
 Loans, student 28
- Magazine course work 313
 Mainstreaming 242
 Management, Graduate School of 220-228
 Management department 215-216
 Management processes (CSPA) 236
 Marine biology 11, 355
 Marketing, transportation, and business environment department 216-218
 Marks (grading) 16
 Master's degrees, requirements for 347
 Mathematics department 119-125
 Maurice Harold Hunter Leadership Award 21
 MBA program 220
 McArthur Court 296
 Meals and housing costs 25
 MEChA 37
 Medical services 34
 Medical technology 141-142, 287
 Medicine, preparatory 140-141
 Mental Retardation, Research and Training Center 259
 Mentally retarded, education for 259;
 see also special education and rehabilitation
 Metalsmithing 206
 MFA program 204
 Military science department 343
 Minorities 35
 Model programs; *see individual departments of instruction*
 Modern Repertory Company 38
 Molecular Biology, Institute of 37, 355
 Moot Court (law) 319
 Mortar Board 21
 Museology 203
 Museum of Anthropology 361
 Museum of Art 360-361
 Museum of Geology 362
 Museum of Natural History 361
 Music organizations 330
 Music, School of 329-342
 Music fees 331
 Music performance studies 341
- National Direct Student Loan (NDSL) 28
 National Merit Scholarships 28
 National Public Radio 365
 National Student Exchange 11, 30
 Native American Student Union 37
 Natural History, Museum of 361
 Need grants 28
- Neurosciences interdisciplinary program 58, 66, 148
 New Student Week 31
 News Bureau (University) 365
 Nonresident fees 22
 Nonresident students admission 13
 Northwest Interinstitutional Council on Study Abroad 32
Northwest Review 43
 Norwegian 106
 Nurses, registered 142-143
 Nursing, preparatory 142
- Observatory, Pine Mountain 131
 Ocean and coastal law 318
 Occupational therapy, preparatory 144
 Off-Campus Student Housing Office 41
 Office of External Affairs, College of Business Administration 209
 Office of Student Advocacy 37
Old Oregon 365
 Open recreational sports 36, 297
 Optometry, preparatory 144
 Order of the Coif (law) 319
Oregon Daily Emerald 37
 Oregon Institute of Marine Biology 11, 355
Oregon Law Review 319
 Oregon School Study Council 267
 Oregon State Board of Higher Education 2
 Oregon State Museum of Anthropology 361
 Oregon State System of Higher Education 2
 Oregon Student Association for the Advancement of Health Education 38, 283
 Oregon Student Lobby 37
 Oregon Summer Student Program in Germany and Austria 103
Oregon Today 365
 Organic chemistry 66
 Organizational studies, business 223
 Orientation office 31
 OSPiRG 37
 Outdoor Program 35
 Outdoor recreation and education 305
 Outstanding students 21
 Overseas study; *see foreign study opportunities*
- Pacific-10 Conference 36
 Painting 207
 Paleontology 97
 Paraprofessionals, student 11, 30
 Park management 302-306
 Parents financial support (residence status) 14-15
 Parents Weekend 21
 Parking permits 23
 Performance studies (music) 341
 Personnel Service Certificate 246
 Pharmacy, preparatory 143
 Philosophy department 125-127
 Philosophy, Doctor of 349
 Physical chemistry 67
 Physical education, University requirements 18
 Physical education department 295-302
 Physical Plant 365
 Physical science; *see Physics* 128
 Physical therapy, preparatory 144
 Physically handicapped students 13, 30, 37
 Physics department 128-133
 Pine Mountain Observatory 131
 Placement examinations 13; *see also requirements that may be listed under specific departments*
 PLUS (handicapped students) 37
 Podiatry, preparatory 144
 Poitiers, France 158
 Police (campus security) 365
 Policy and Management, Division of Educational 265-268
 Polish 162

- Political science department 133-139
 Portuguese 159
 Post Office 35
 Postbaccalaureate study 14, 346
 Postdoctoral fellowships 354
 Preathletic training 298
 Precollege program (Upward Bound) 32
 Pre dentistry 140
 Prefreshman program 13
 Prehealth sciences 139-144
 Prehealth Sciences Center 38
 Premajor status 14
 Premedicine 140
 Prenursing 142
 Prepharmacy 143
 Prephysical therapy program 144, 286, 298
 Preschool, Center on Human Development 259
 Presidents, University 12
 President's Office 364
 Preveterinary medicine 143
 Printmaking 207
 Program planning (academic) 17
 Project EXETRA 302
 Prosecution Clinic (law) 318
 Psychology department 145-151
 Public affairs and international studies graduate programs (CSPA) 235-238
 Public Services, Office of the Vice-President for 365
 Publications, student 37
 Publications, University 365
 Public relations course work 314

 Radio-television news course work 313
 Radio KWAX 91.1 FM 365
 Reading and language arts (education) 247
 Reading endorsement 246
 Real estate 214
 Recreation and park management department 302-306
 Recreation programs 35, 36, 296
 Recreational folk dancing 38
 Refunds 23
 Regional Resource Center (education) 259
 Registrar 16
 Registration 20
 Rehabilitation and Training Center in Mental Retardation 259
 Rehabilitation doctoral program 260
 Religious studies department 151-153
 Removal of incompletes 16
 Repertory Dance Companies 278
 Repertory Dancers 38
 Research and development, education programs in 266
 Research institutes 354
 Research services
 Bureau of Governmental Research and Service 229
 Division of Research (business) 209
 Career Information System 229
 Residence halls 39
 Residence status 14-15
 Residency (degree requirements) 18
 Resident tuition and fees 22
 Resident Teacher Master's Program 248
 Resource Consultant Program 250
 Resume writing 33
 Rhetoric and communication 170, 172
 Robert D. Clark Honors College 44-47
 Romance languages department 154-160
 Romanian 162
 Robinson theatre 171
 Russian 160-161
 Russian and East European Studies Center 11, 162-163

 Safety education 286
 Safety, Office of Public 365
 Scandinavian 106
 Scholarships 28; *see also the individual departments*
 Scholastic Aptitude Test (SAT) 13
 Scholastic Review Committee 30

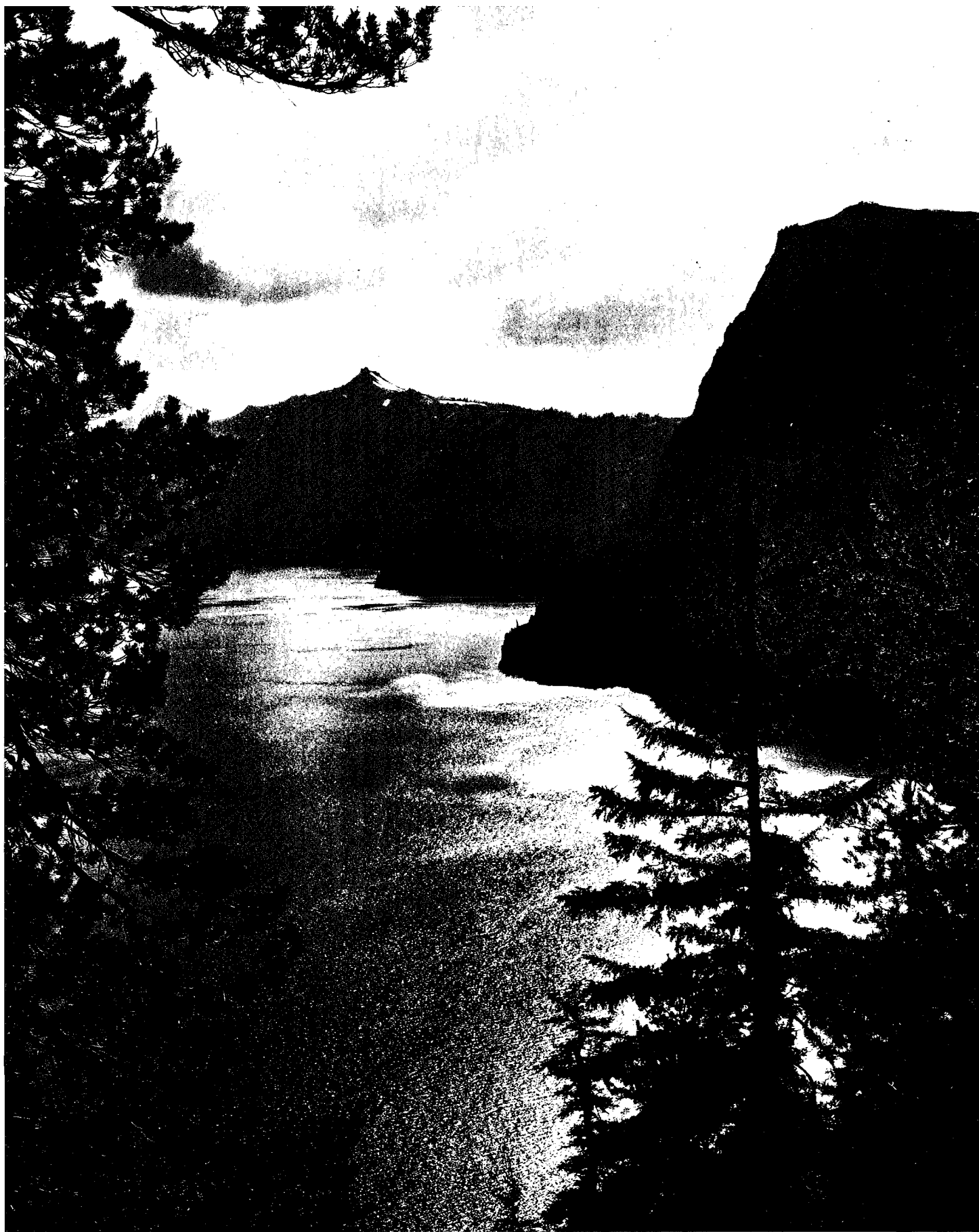
 School administrator certificate 266
 School health education 284-288
 School of Architecture and Allied Arts 181-208
 School of Business, Undergraduate 209-218
 School of Community Service and Public Affairs, Wallace 229-238
 School of Journalism 307-314
 School of Law 316-328
 School of Management, Graduate 220-228
 School of Music 329-342
 School psychologist program 273
 School supervisor endorsement 246
 Science, general 91-92
 Science University group requirement 19
 Science, Institute of Theoretical 356
 Sculpture 207
 SEARCH Office of Experimental and Innovative Education 38
 Secondary teacher education 244, 247
 Senior citizens 23
 Senior Recognition Award (American Association of University Women) 21
 Serbo-Croatian 162
 Severely Handicapped Learner endorsement 259
 Slavic 162
 Social science University group requirement 19
 Social Science Research, Institute for 357
 Social service 165
 Social work 233
 Sociology department 164-168
 Solar Energy Center 356
 Sororities 40-41
 Spanish 155, 159
 Special education and rehabilitation programs 257-264
 Special education endorsement 246
 Special interest studies 10
 Specialized Training Program (mental retardation) 259
 Speech department 169-179
 Speech, Language and Hearing Center 263
 Speech impaired endorsement 262
 Speech pathology and audiology 262
 Speed reading 33
 Sports, intramural 36, 296
 Standard Teaching Certificate, elementary 343
 Standard Teaching Certificate, secondary 344
 State of Oregon Cash Awards, Need Grants 28
 Student advocacy 37
 Student Bar Association 38, 320
 Student Conduct Program 31
 Student employment 29
 Student family housing 40
 Student government 36
 Student Health Center 33
 Student housing 39-41
 Student organizations 37-38
 Student paraprofessional program 11, 30
 Student Projects, Inc. 38
 Student publications 37
 Student Union (EMU) 35
 Student University Affairs Board (SUAB) 37
 Study abroad 11, 32; *see also Foreign Study opportunities*
Style Manual for Theses and Dissertations 353
 Summer Session 11, 362
Summer Session Catalog 362
 Supplemental Educational Opportunity Grant (SEOG) 27
 Survival Center 38
 Swedish 106

 Teacher certification 244; *see also individual departments*
 Teacher Education, Division of 240-256
 Teacher Standards and Practices Commission (TSPC) 244

 Teaching English as a second language (TESL) 118
 Telecommunications 170
 Telephone information 31
 Test of English as a Foreign Language (TOEFL) 15, 364
 Test of Standard Written English (TSWE) 13
 Testing service 33
 Theater productions 171
 Theater arts program 171
 Theatre 4:30 171
 Theoretical Science, Institute of 356
Time Schedule of Classes 20
 Title IX 2
 Training Elementary Teachers for Mainstreaming (TEEM) 242
 Transcript fees 23
 Transfer students 14; *see also the individual departments of instruction*
 Transferring credits 14
 Transportation 217
 Tuition and fees 22
 Tuition, deferred 23
 Tuition, fees, and deposits (graduate) 353
 Tuition refunds 23
 Tuition, staff 22
 Tutorial services 33

 Ukrainian 162
 Undergraduate admission 13
 Undergraduate School of Business 209-218
 Undergraduate transfers 14
 Undergraduate tuition 22
 Undergraduate grading system 16
 Unemancipated student 15
 University Affiliated Facility 259
 University/Community Action 11, 230
 University Computing 363
 University of Oregon
 Accreditation 12
 Administration 364
 Campus map 384
 Degrees offered 9, 16, 344
 Description 12
 Enrollment 12
 Faculty 12; *see also Faculty Index*
 Goals 2
 History 12
 Income 12
 Mission 2
 Presidents 12
 University Symposium 169
 University Theater 38
 University Veterans 38
 University Women in Transition 38
 Upward Bound 32
 Urban and regional planning department 195-197
 Urban studies, geography 93
 Veterans Administration Hospital 263
 Vice-Presidents, University 364-365
 Visual design 206
 Visual Arts Resources 361
 Volcanology, Center for 98

 Wallace School of Community Service and Public Affairs 229-238
 Weaving 208
 Western Interstate Commission for Higher Education (WICHE) 143
 WICHE, library program 360
 WICHE Programs in Health Sciences 143-144
 Withdrawal from school 23
 Women's athletics 36
 Women's Intercollegiate Athletics 36
 Women's Resource and Referral Service 38
 Women's Sports Council 36
 Women's studies 12, 179
 Women's Study Council 12, 179
 Work-Study 27
 Writing 86
 Writing counselors 33, 364



Living in Oregon

Living in Oregon is one of the special benefits of attending the University. Residents take pride in their state and are concerned with the quality of life in cities, and with preserving a remarkably beautiful and diverse natural environment.

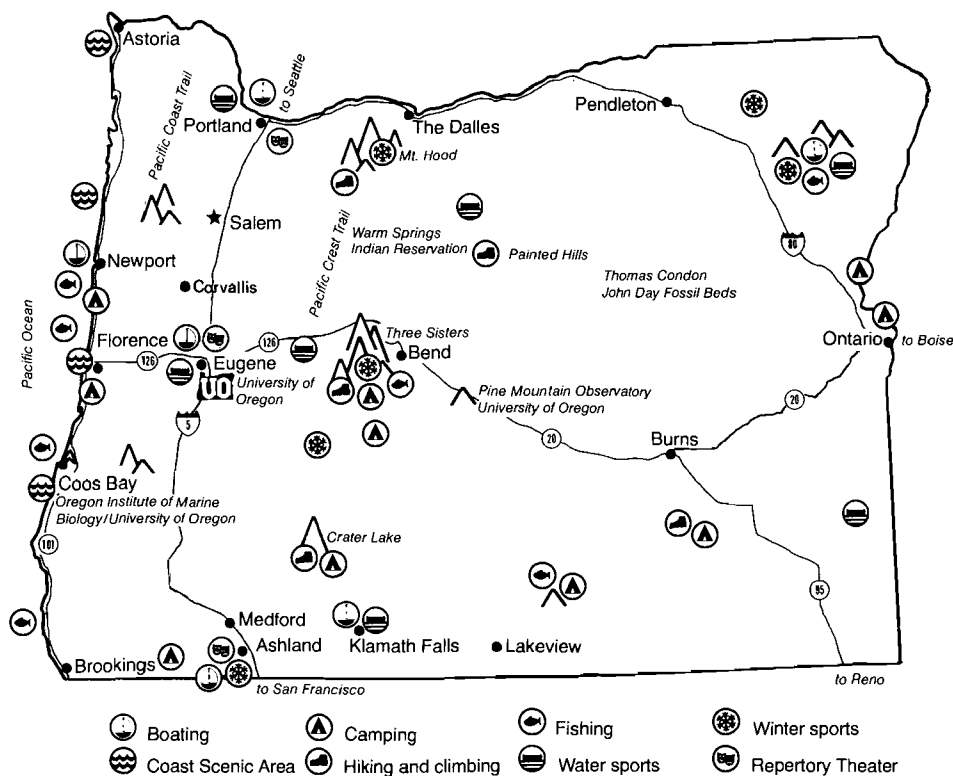
Oregon's mountain wilderness includes the Pacific Crest Trail and several well-known peaks for both serious climbers and weekend hikers. Winter sports include cross-country and downhill skiing; in the summer, residents enjoy camping, fishing, and white-water boating.

On the Oregon coast, the longest stretch of coastal dunes in the nation offers hikers and campers inviting opportunities. Rugged rock cliffs and fascinating intertidal areas are also part of the coastal ecology. Deep-sea fishing, clamming, crabbing, and sailing in the bays add to the coast's recreational opportunities.

Surrounded on three sides by fir-covered mountains, Eugene, a city of more than 100,000 people, is located at the southern tip of the Willamette Valley. Because of its location, its unspoiled natural environment, and mild, if somewhat damp, year-round climate, outdoor activities such as camping, hiking, fishing, and boating are extremely popular. Although the community is the state's second largest metropolitan area, it retains much of the atmosphere of a small town.

Both campus and community sponsor and patronize a wide variety of lectures, exhibits, concerts, theatrical productions, and sports events. Local recreation, shopping, and medical care are excellent.

Eugene is the county seat for Lane County, and the site for a number of federal, state, and local governmental agencies. University students are able to 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. Students often take part in different aspects of community life.

In recent years, three national quality-of-life surveys have rated Eugene first in the nation for cities of comparable size. 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 closed to vehicular traffic. Valley River Center is a covered shopping center including small shops and major department stores. The University village, adjacent to the campus, is a charming mix of bookstores, restaurants, banks, and

specialty shops. Good restaurants and cafes may be found in all price ranges with many styles of cuisine throughout the city.

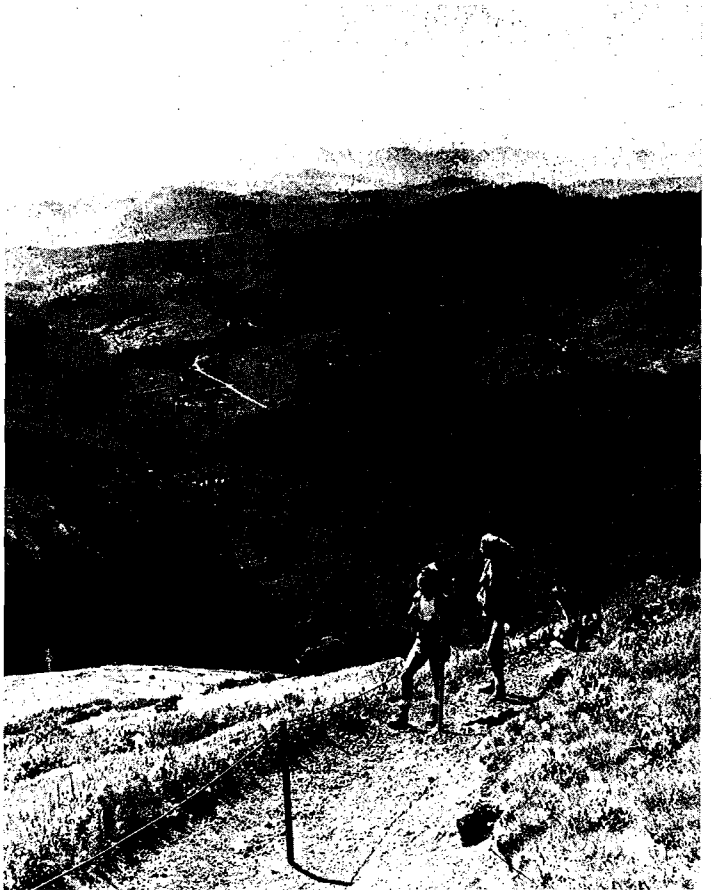
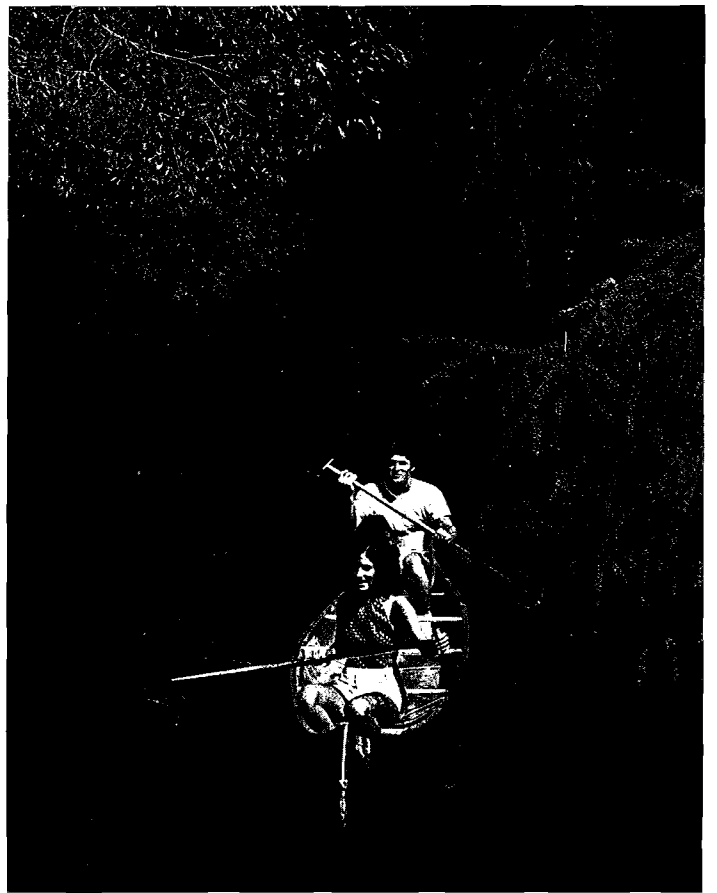
Miles of bicycle paths and jogging trails are maintained in the city and in local parks. A favorite stretch is in Alton Baker Park across the Willamette River from campus. A footbridge provides access from the University and makes it possible for students living in Springfield to bicycle to classes. "Pre's Trail," also in Alton Baker Park, is a specially designed European-style jogging and exercise course.

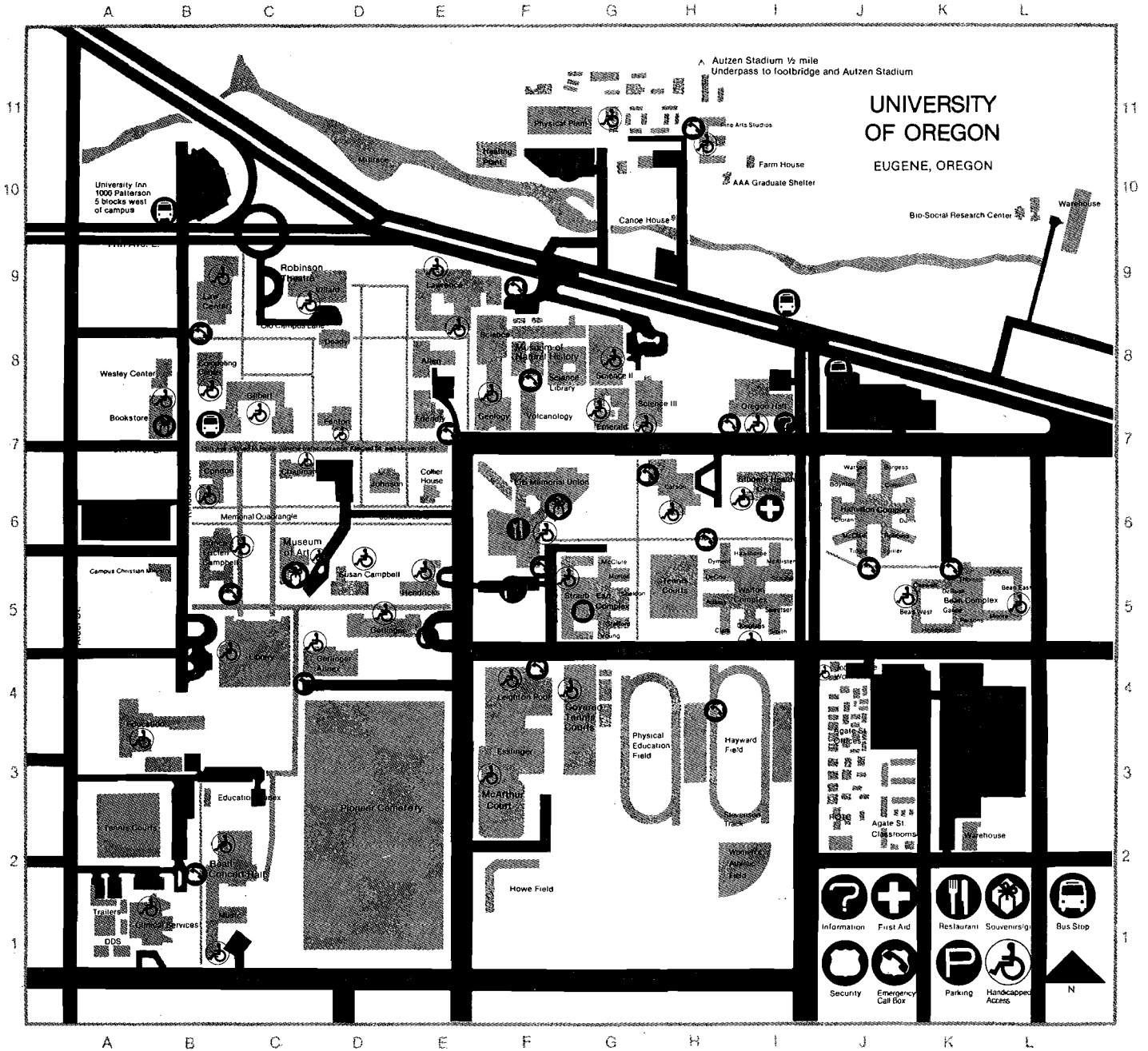
University students are encouraged to take advantage of the many opportunities found in living in Eugene and Oregon. Every effort is extended in Eugene and at the University to create a friendly, open atmosphere.











Buildings
 Allen Hall, E8
 Beall Hall, B2
 Chapman Hall, C7
 Clinical Services Building, A1
 Collier House, E6
 Computing Center, B8
 Condon Hall, B7
 Deady Hall, D8
 Education Building, A4
 Emerald Hall, G7
 Erb Memorial Union (EMU), F6
 Esslinger Hall, F4
 Fenton Hall, D7
 Friendly Hall, E7
 Gerlinger Hall, D5
 Gerlinger Annex, D4
 Geology Building, E7
 Gilbert Hall, C7

Hendricks Hall, E5
 Johnson Hall, D7
 Law Center, B9
 Lawrence Hall, E9
 Library, C4
 McArthur Court, E3
 Museum of Art, C6
 Museum of Natural History, F8
 Music Building, B1
 Oregon Hall, I7
 Physical Plant, G10
 Prince Lucien Campbell (PLC), B6
 Robinson Theatre, C9
 Science I, F8
 Science II, G8
 Science III, G8
 Science Library, F8
 Straub Complex, F5
 Student Health Center, I7

Susan Campbell Hall, D5
 Villard Hall, C9
 Volcanology Building, F7

Residence Halls
 Bean Complex, K5
 Carson Hall, H6
 Earl Complex, G5
 Hamilton Complex, J6
 University Inn, 1000 Patterson Street
 Walton Complex, I5

Selected Offices
 Admissions, Oregon Hall, I7
 Alumni Relations,
 Susan Campbell Hall, D5
 Bookstore, 895 E 13th Ave, B7
 Graduate School, Chapman, C7

Honors College, Chapman, C7
 Information Desk, Oregon Hall, I7
 Library, C4
Old Oregon, Susan Campbell Hall, D5
Oregon Daily Emerald, EMU, F6
 Oregon State System of Higher Education, Johnson Hall, D7
 Post Office, EMU, F6
 President, Johnson Hall, D7
 Public Services,
 Susan Campbell Hall, D5
 Recital Hall (Beall), Music, B2
 Registrar, Oregon Hall, I7
 Student Affairs, Oregon Hall, I7
 University Housing,
 Walton Complex, I5
 UO Foundation,
 Susan Campbell Hall, D5

For application for admission
write or call:

Admissions Office
270 Oregon Hall
University of Oregon
Eugene, Oregon 97403
Phone (503) 686-3201

